skills that are formed are then consolidated in communicative-oriented exercises developed for a particular specialty. Such exercises allow us to consider the vocabulary and grammar of the target language not only as a system of language rules and their use, but also as a system of communicative functions performed by certain linguistic units.

Since speech material is a means of implementing speech communication, students are actively studying new vocabulary and terminology, which is widely used in their specialty. This helps them in the future to better understand spoken and written speech.

All of the above aspects help to correctly form the communicative competence of students of technical universities, which allows them to be competitive in their professional field of activity.

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THE GUIDED DEVELOPMENT OF STUDENTS' META-SUBJECT SKILLS AND PERSONAL TRAITS WHILE TEACHING ORAL FOREIGN LANGUAGE COMMUNICATION

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Abstract: The author of the article singles out the stages of students' meta-subject development while teaching oral foreign language communication at linguistic university. The guided development of one's meta-subject skills and personality traits is presented in the research as an essential part of students' path to autonomous studying in various conditions. The author provides the reader with several examples of the tasks aimed at developing students' meta-subject skills and finds out that these tasks contribute to cultivating learners' meta-subject personality traits.

Key words: meta-subject competence, oral foreign language communication, guided development of students' meta-subject skills and personality traits, learning strategies, podcast.

Modern linguistic education is aimed at creating the necessary conditions for students' personal development. It is meant that by graduation the students of linguistic university should have developed their personality as a set of knowledge, skills, and qualities that contribute to their self-development in changing life circumstances. In particular, students should be ready for independent work on the subject of study according to their life goals. For example, at linguistic university a student may need to master his/her oral foreign language communication (OFLC) skills independently because of his/her personal desire to communicate with a partner in a particular situation which requires one's awareness and implementation of specific communicative verbal and non-verbal peculiarities. In order to consider these peculiarities, the student should learn how to get the necessary knowledge and how to use it to enter and maintain OFLC correctly according to the communicative aim. The development of students' meta-subject competence is the necessary means of their educational independence development.

By **meta-subject competence (MSC)** we mean students' ability to carry out educational activities aimed at mastering the subject of study by building a set of knowledge about individual's cognitive functioning, by developing the skills of educational activities organization and implementation which are based on this knowledge, by cultivating socially significant qualities and individual personality traits, necessary for students to gain educational, cognitive and communicative experience.

We have identified the **4 stages** of the MSC development:

I. the systematizing stage;

II. the stage of the guided development of meta-subject skills and personality traits;

III. the stage of the independent development of meta-subject skills and personality traits;

IV. the reflective stage.

At *the systematizing stage* of the MSC development, students go through the knowledge actualization. They are involved into the activities, aimed at gaining the information about the way human's cognitive system works, and about their individual peculiarities of cognition. *The stage of students' guided development of meta-subject skills and personality qualities* implies the interaction between students and their teacher while mastering students' OFLC in order to evolve their ability to learn the subject of study. At *the stage of independent development of meta-subject skills and personality qualities*, students are offered completely autonomous work on creating a product of their educational activity. And, finally, *the reflective stage* of the MSC development is aimed at developing students' ability to evaluate the process and the product of

educational activity, and to make all the necessary adjustments.

The article is dedicated to close consideration of **the stage of the guided MSC development**. At this stage, learners are engaged into the process of active development of meta-subject skills and personality traits, necessary for their autonomous work in the future. In our research *meta-subject skills* are defined as students' capability to carry out studying independently by building a logical and consistent structure of knowledge and abilities for educational, cognitive and social development. The meta-subject skills are divided into the 3 groups of skills: regulatory, cognitive, and reflective. The regulatory meta-subject skills determine the effectiveness and productivity of students' independent work. The examples of such skills include the skills for organizing and controlling ones' cognitive activities, performed individually and collaboratively – the skills of considering the individual features of one's cognition while mastering OFLC, of setting the aims of OFLC, planning it, of anticipating and overcoming the possible difficulties which may appear during communication. The cognitive meta-subject skills involve students into deriving the information about the culturally determined features of OFLC, and into analyzing the use of the extracted knowledge during OFLC. The skills of identifying the essential facts of the native and foreign cultures, comparing them and taking the results of such comparison into account during OFLC may serve as the examples of the cognitive meta-subject skills. The reflective meta-subject skills determine one's capability to evaluate and correct the process and the result of mastering OFLC. Students' ability to use the meta-subject skills in various conditions of learning, to transfer them into these conditions, is another example of the reflective ones [2, pp. 3-9].

The *meta-subject personality traits* are singled out on the basis of the analysis of the metacognitive theory. Such features as students' initiativeness and adaptivity, readiness to study autonomously according to their personal incentives also reflect the social demand for the graduates of linguistic university.

The stage of the guided development of MSC is closely related to the process of acquiring experience in the *learning strategy* use. The learning strategies are singled out according to the components of students' independent work – cognitive, meta-cognitive, and social. The cognitive component of studying is connected with students' ability to carry out various learning and analyzing operations: comparison, generalization, abstraction etc. The development of the cognitive strategies is necessary for students to gain experience of OFLC by means of detecting the contrast between the native and foreign cultures. Moreover, learners are likely to show their ability to control verbal memory, study a foreign culture independently, estimate and interpret materials when their cognitive strategies are fully developed.

The meta-cognitive part of independent studying is determined by students' need to organize and monitor their cognitive activity. Leaners' capability of planning their studying, organizing it, controlling the process of cognition, estimating its result signals about their meta-cognitive strategies development. Another important fact which shows it, lies in students' ability to use their meta-subject skills in any new educational context.

Social-affective strategies are associated with students' capacity to cooperate with other students to achieve the learning goal. The implementation of educational interaction between students is necessary for them to enrich the learning experience and increase motivation to master a new subject [1, pp. 145-147]. The skills of planning and organizing the

cooperation, communicating effectively in a group according to the situation, monitoring the process of cooperative studying, estimating it are the examples of social-affective strategies.

The stage of the guided development of students' meta-subject skills and personality traits is closely interconnected with the systematizing stage because all the meta-subject skills should be developed by students consciously. For example, in order to develop students' cognitive skill of understanding an oral message in English, learners should get to know which processes stay behind one's listening comprehension of foreign speech (e.g. perception, recognition, anticipation, short-term and long-term memory, internal speech and interpretation). Moreover, students should learn about the learning strategies of overcoming the possible difficulties which may appear during listening: changing the speed of the tape, making pauses, using a script or subtitles, anticipating the video/audio content from the title. In the case of interpersonal communication, learners should be able to ask for repeating the sentence, speaking slower / louder, explaining the same idea with other words etc. As soon as students are aware of the strategies, they should be stimulated to use them in order to develop the skill of understanding an oral message in English.

E.g.

Pre-viewing:

In pairs discuss the possible connection between the key words of the video "How editing selfies became an addiction". Present it as a scheme.

- *a photo editing app;*
- *to airbrush a picture;*
- *to alter one's appearance;*
- *snapchat dysmorphia;*
- *to be preoccupied with a flaw;*
- *suicide ideation;*
- *self-harm;*
- *to take something with a pinch of salt.*

Viewing:

Listen to the audio "How editing selfies became an addiction" and check your suggestions. Correct the scheme according to the video if necessary.

The video is presented asynchronically to let students concentrate on listening to the tape. Doing these exercises, students learn to anticipate the possible connection between the key words of the video according to the title, show this connection graphically, and estimate how productive their pair work is. Moreover, students exchange their experience of using cognitive strategies with each other.

Students can also be suggested another productive task, aimed at podcast creation. This task is to be done for the purpose of the development of a set of meta-subject skills (regulatory, cognitive, reflective). For example, learners can get the following task to be done individually:

Watch the video "Schoolgirls locked out of school for not wearing gender neutral uniform" and analyze the way the British pupils express themselves non-verbally. Draw a conclusion and record an audiopodcast.

> *How to create a podcast:*
> *1. Study the material carefully (read the text or watch the video, identify its message, analyze the information according to the established criteria).*

2. Articulate your personal attitude to the problem and make a conclusion.
3. Establish the aim of your speech according to the audience you are to speak to, plan your speech, decide which information will contribute to your main idea.
4. Write the script to your podcast following its traditional structure.
5. Record the podcast and present it on podomatic.com ("Create" – "Upload a new episode" / "Record a new episode" – enter the episode details and upload an image – the quality level is "Talk" – "Publish").

The meta-subject skills to be developed include:

o the listening comprehension skill;
o the skill of identifying culturally conditioned non-verbal information and matching it with its meaning;
o the information analysis skill (comparison, generalization);
o the skill of making a conclusion;
o the skill of planning one's individual work etc.

Another example of introducing podcast technology as a productive one is to let students record a videopodcast as a project. In this case they will have a higher degree of independence in searching for the information on the problem in small groups. The teacher is to guide students by means of setting them the aim (e.g. to create a social video in order to offset the generation gap between Generation Z and Baby Boomers / Generation X / Millennials / Generation Alpha), establishing the criteria for the projects, introducing a set of steps / tips / Internet resources for the videopodcast production and presentation, involving students into in-class discussions on the problem in order to motivate them additionally etc. [3, p. 72–73] Besides all the enumerated skills, students also learn to work cooperatively and develop their regulatory skills of planning, organizing and monitoring their interaction while creating the common product.

The tasks are developed on the basis of the materials, studied by the students at Minsk State Linguistic University during «Sociocultural aspects of communication» course (Unit «Youth Culture»).

In conclusion, the stage of the guided MSC development is an essential component of students' work on their self-development. Learners gain all the necessary skills and cultivate their personality at this stage in order to be competitive and adaptive in their further studying and work.

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