

The Subject-Object Approach as a Direction of the Learning Theory in the Context of Modern Linguistic Education Paradigms

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ABSTRACT

The research object is the activity-based learning theory. The purpose of the study is to prove the assumption that the subject-object approach as a direction of the learning theory is the most effective one in the context of development of modern paradigms of linguistic education. The authors believe that the main content of the learning activity should be the learning of generalized modes of action in the field of scientific concepts and the qualitative changes in the intellectual and psychological development of the student that occur on this basis. The design of the academic subject as an object of learning activity should put the student into an active position based on the principle of combination of theory and practice. The study investigates the essential difference of the learning problem from other problems, which lies in the fact that its goal and result is to change the acting subject, rather than the objects with which the learning subject interacts. The authors present a theoretical and conceptual model of developing linguistic competence, which is based on the subject-object approach as a direction of the activity-based learning theory.

KEYWORDS

Activity theory, learning activity, learning problem,
subject-object approach, speech activity,
competence

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Introduction

The *relevance of the research* is determined by the thesis that activity is the foundation is social life. Activity forms during the evolution of a personality, primarily during his or her upbringing and education. Therefore, one of the main goals of education is to make the developing person capable of participating in the main types of activity. The achievement of this goal should be related to the development of the subject-object approach as a direction of the activity-based learning theory, aimed at transforming the student from an object that is affected by circumstances into a subject that controls them, into an active personality, based on the formation of a subjective individual position in activity.

This thesis applies to all basic academic disciplines. These subjects include linguistic disciplines, which are not only a standalone research object, but also a tool that helps to master all other engineering sciences and humanities. The authors argue that the study of linguistic disciplines should be reconsidered and brought in line with practical requirements. In this regard, the authors believe that

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the activity-based learning theory is an effective "key" to solving this problem; it is capable of transforming the learning process into a vigorous activity of a linguistic personality, which projects his or her professional and social activity.

Problem setting. The general trends in science show that the paradigm of developing functional literacy was the dominant one in linguodidactics. The main goal of linguistic education was to develop knowledge, abilities, and skills, to teach the grammatical structure of the language, its rules and principles. This paradigm yielded certain positive results, in particular, it provided the knowledge of the vocabulary and grammar rules. However, this approach in most cases generated formal knowledge that was not required in practice, since the subject of activity was unable to transform theoretical knowledge into practical skills that ensure successful professional and social life.

Recent trends are associated with the emergence and development of the anthropocentric paradigm in linguodidactics, which regards the language as a product of social development, one of the main tools of activity, brings to the forefront such concepts as "the individual in language", "linguistic and cognitive consciousness", "polylingual educational environment", "the subject of intercultural communication", "linguistic and speech personality", "secondary linguistic personality", "speech activity", etc. Nowadays, proficiency in languages acquires a new social dimension and finds itself among the ranks of the "pillars" that determine the development of social production – labor, land, financial equities, and makes education a global factor of social development. This new role of education makes the language a value – the key to the demand for the individual.

Therefore, the main reason behind the need to change the educational paradigm is that at the present time is characterized by a contradiction between the state of social and scientific-technological progress, the requirements and expectations of practice and the educational systems that have developed in recent years. An essentially new approach is required to determine the goals and objectives of linguistic education, as well as new approaches and models of education that correspond with the political, economic, and social priorities of Kazakhstan and other countries.

Hypothesis – if the essence of the concepts of "activity-based learning theory", "speech as activity" is described and the strategy of the development of this theory is determined; if the goals and expected results of its use in the study of linguistic disciplines are specified; if the pedagogical model of continuous learning of linguistic disciplines is developed; then this would create the theoretical and conceptual framework for the implementation of the paradigm of activity-based learning theory, which will improve the level of the competent proficiency in the language as a tool of professional and social activity.

Literature Review

The review of literature on the subject of the study determined the general trends and contradictions, as well as the understudied aspects that show promise for follow-up studies. The activity-based learning theory, which was developed by Kazakh, Russian, and Western European scientists, is one of the origins of the modern educational paradigm (Vygotsky, 1982; Kostyuk, 1988; Krutetsky, 1998; Leontyev, 1974; Rubinstein, 1989; Elkonin, 1978). The advocates of the active learning concept, which is associated with the activity theory, share the opinion that the best result in learning is achieved with an active attitude of students

(Bogoyavlensky, 1969; Krysko, 2013; Menchynskaya, 1978; Pavlov, 1979; Samarin, 1962; Sechenov, 2001). This opinion is shared by Kazakh scientists – advocates of the personality-oriented approach in education (Dzhadrina, 2000; Kulibayeva, 2006; Salkhanova, 2013), as well as by teachers and psychologists, who argue that the learning process is effective given a proper organization of active learning forms, with regard to the psychological and didactic factors (Altunina, 2013; Davydov, 1986; Galperin, 1966; Krasnykh, 2012; Talyzina, 1987; Shishov, 2003).

Philosophy, sociology, psychology, and pedagogy lack a generally accepted definition of the main forms of activity. For instance, L.S. Vygotsky (1982) and S.L. Rubinstein (1989) identify three main types of activity that replace each other in ontogenesis: game, learning, and labor. B.G. Ananyev (1980) and I.S. Kon (1978) take a more generalized approach to this division, take it beyond the framework of ontogenesis, and identify labor, generalization, and cognition as the main types of social activity.

Researchers argue that the individual becomes a subject during activity and communication, rather than being born one (Slastenin, 2003). According to A.A. Leontyev (1974), active and "passionate" activity enables gaining social experience, developing human mental functions and abilities, the system of human relations with the surrounding world, other people, and oneself.

Scientists identified a number of regularities in the learning activity. For instance, V.V. Davydov (1986) argues that these regularities are as follows:

- any type of activity, for instance, playing or learning, emerges, develops, and breaks down;
- its structural components can change their functions, transforming into each other;
- various types of activity are interconnected;
- activity originally emerges and develops in the form of extensive relationships between humans that use material and ideal means of organizing their communication and exchange of experience – the activity of an individual is formed on this basis;
- each period of life is characterized by its main type of activity, which changes the individual at a certain age.

The scientific opinions of linguists and linguodidacticians on the subject of this study are also based on the ideas of the competence approach in the system of linguistic education. The review of literature on the competency approach found an ambiguous interpretation of both the terms "competency" and "competence" and the approach to the process and result of education that is based on said terms. The studies of Western European researchers interpret the correlation between the terms competency-competence in two ways: they are either identified or differentiated (Alefirenko, 2014; Ryzhakov, 1999). With the second option, competence is regarded as based on knowledge that is intellectually and personally provided by the social and professional activity of an individual (Raven, 1975).

Russian and Kazakh scientists tend to identify the framework of competence education and its key object differently. They argue that the Russian educational system has always been competence-based and aimed at professional activity, as opposed to the western model that is aimed at the academic standards of assessment (Kulibayeva, 2006; Musatayeva, 2014; Churilina, 2013; Shishov, 2003). In this case, the questions are as follows: Firstly, what determines the quality of education? Is it the academic standards of knowledge, abilities, and skills or the

qualimetric indicators of developed competencies? Secondly, why are we unsatisfied by the quality of education if it has always been competence-based? In the authors' opinion, the conclusion that the competence-based approach is incapable of solving the problems of modern education is rushed; this study will attempt to prove its sustainability by linking it with the activity-based learning theory.

Numerous studies investigate the typology of "competence" and "competency"; however, it is impossible to cover all of the aspects of this problem in one study. Therefore, it is expedient to highlight the concept of "strategic competence", which is directly related to the theory of speech activity that is important in the context of this study. Researchers associate this concept with the development of linguistic competence in the native or foreign language and define it as follows:

- a component of communication competence in the structure of linguistic abilities (Bachman, 1990; Canale & Swain, 1980);
- a set of universal strategies of using linguistic knowledge to produce and interpret messages in a specific language and non-universal cognitive strategies inherent in human cognition that are used to interpret the text and perceive reality (Catch, 1972; Copper, 1977);
- a set of teaching techniques in the linguodidactic aspect (Brown & Yule, 1989; Tarone, 1984);

Soviet linguodidactics described the methodological aspect of strategic competence using such terms as "supportive signal", "support", "visual support", and "algorithms" (Passov, 1991).

M. Canale and M. Swain (1980) argue that strategic competence means verbal and nonverbal communication strategies, which can be defined as initial actions of communicants aimed at creating, ceasing, renewing, and readdressing communication in various situations.

However, the definition of strategic competence purely from the perspective of the contact-establishing functions is oversimplified. There is no doubt that knowledge and the ability to use factual and meta-communication strategies are the characteristics of strategic competence. However, it is important to not only establish contact, but also maintain it. Therefore, the assumption is that strategic competence should be regarded in a wider context, with regard to not only the ability of an individual to commence and cease communication, but also to run communication, i.e. be a full-fledged participant of the act of communication as an activity with minimum communicational failures.

The opinion of S. Sevington (1989), who argues that strategic competence serves as a link between linguistic and pragmatic competence, is reasonable. The studies of western linguists regard the generation of speech and the understanding of speech as one of the main processes of speech activity, which lies in the planning and execution of speech in sounds or graphic signs (Jacks & Katarina, 2015).

Strategic competence as an ability is a specific sequence of thinking operations for choosing the strategy of speech behavior, the search for a program of speech behavior appropriate in a specific communicative situation. It is necessary to highlight the important characteristic of strategic competence – as an ability to determine and plan the strategy and tactics of communication, it brings the individual to the level of activity and reflection with respect to the future aspirations of a linguistic personality. Similar to communication competence in general, this category is not a static structure – it tends to develop, grow, and form

during learning and practical activity. Based on these statement, the authors included strategic competence into the theoretical and conceptual model of competence development.

The activity-based learning theory has its regularities and contradictions. The first contradiction is as follows: the transfer of social experience takes place not in the form of activity, but in the form of a model that is fixed in the public consciousness. The second contradiction is as follows: the mastering of professional activity should take place within the framework of a qualitatively different – learning activity, structurally and functionally isomorphic professional activity. Therefore, the problem to be solved is complex – while doing one thing, to teach to do another thing. The third contradiction is between the forms of organization of learning and professional activity. The conventional forms of learning activity are classes, lectures, seminars, and exams, while in many occupations, for instance, that of an economist or agriculturist, such forms are non-existent. At the same time, in accordance with one of the fundamental notions of the activity-based learning theory, the cognitive activity should be adequate, i.e. should replicate the features of that human activity that is the essence of this subject or phenomenon.

How can one overcome these contradictions and switch from learning to labor while remaining within the framework of the learning process and dealing with not only real occupational practice, but also theoretical models and principles? The solution of this problem is the key to the meaningful integration of learning and professional activity, to the theoretical understanding and practical development of new teaching strategies. The solution of the problem implies the addition of new knowledge of activity, which should enable overcoming the contradictions in both theory and practice.

Methodology and research methods

The theoretical and conceptual framework of this study included the methodology of developing education, the activity-based theory of learning and development, and the methodology of formulation and solution of learning problems. The study used the following methods:

- descriptive-analytical – comparison of pedagogical, psychological, and didactic concepts;
- socio-pedagogical – observation of the real learning activity of students, visits and analysis of classes, collection and accumulation of data;
- aspect analysis – the study of scientific and academic methodological literature on the studied subject.

Results

The studies of Kazakh and foreign researchers that were analyzed in the literature review show that the activity-based learning theory and the theory of speech activity have developed in parallel, mostly coinciding within the framework of psycholinguistics. This study combines both theories, to a certain extent. The novelty of the study and its contribution to world science is that it presents a developed theoretical and conceptual model in which the activity-based learning theory, the theory of speech activity, and the personality-oriented approach interact and lay the methodological foundation for the introduction of innovation during the study of linguistic disciplines (Figure 1).

The competence of a polylingual personality is defined as the goal and result in the theoretical and conceptual model. Thus, the materials of this study may be of interest to foreign researchers that are developing the relevant problems of parallel study and teaching of linguistic disciplines. The offered pedagogical model is sufficiently universal and thus reproducible in the study of not only Russian, Kazakh or English, but also of other languages on demand. In the context of the subject-object approach as a direction of the activity-based learning theory, the authors developed a system for organizing student-teacher interaction (Table 2) and determined the differences in the content of the elements of the learning and professional activity structure (Table 1).

This study is based on the assumption that activity as a learning process has the following features: purposefulness, objectivity, transforming nature, division and cooperation of functions, determinacy, and objectification of individual abilities in social results. In order to achieve the goals of personality development, it is necessary to organize a teaching process that would provide for a switch and transformation of one type of activity into another according to the system of needs and motivations, goals and actions, means and methods, object and results. It is worth noting that despite their common structure, different types of activity have essentially different content of their structural elements.

It is expedient to compare learning and professional activity. In the first case, cognitive needs are dominant; in the second case, professional needs are dominant. The goals of teaching is to develop the personality and to teach professional knowledge, while the goal of labor is to produce tangible and intangible assets. Actions (deeds) are cognitive and intellectual in learning and practical in professional activity. The object of learning is information as a semiotic system, while the object of labor is a natural substance, an unknown phenomenon. Means of learning are the ways of mental reflection of reality, while the means of labor are the ways of its practical transformation. Learning activity results in general and occupational knowledge, while labor activity results in goods, services, new knowledge, accomplishment and self-development of a personality (Table 1).

Table 1. The differences in the content of the elements of learning and professional activity structure

Structural elements of activity	Learning activity	Professional activity
Need	For learning	For labor
Motivation	To learn something new, to form learning activity	Realization of one's intellectual and spiritual potential, personal self-development
Goal	General and occupational development	Production of tangible and intangible assets
Deeds; Actions; Operations	Cognitive, mostly intellectual	Practical (including theoretical-practical)
Means	Mental reflection of reality	Transformation of reality
Object	Learning information as a semiotic system	Natural substance (engineer, technician), unknown phenomenon (researcher), human consciousness and personality (teacher), etc.

Result	Human activity-related abilities, system of attitudes to the world, to people, and to oneself	Goods, new knowledge, accomplished individual, personal self-development
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The combination of cognitive interest in the subject and professional motivation has the best effect on academic performance. The goal is to exceed, in the mind, the result at which the effort is aimed, in other words, the ideal image of this result. However, the subject of goals is understudied in pedagogy. In practice, the goals are often replaced by the teacher's tasks that have to be performed according to a set example. With that, the student is unable to exceed the result, since he or she does not have the required knowledge – it is acquired only by the end of learning, when the goals has already been achieved. Thus, the student is lacking a goal as a system-forming component of cognitive activity. How can one overcome this contradiction?

The teaching cycle should start not with ready information, but with a problematic situation that the student has to solve independently or with the teacher's assistance. The model of students' learning actions, in this case, will reflect its prototype – real practical conditions: problem setting, analysis of the situation, actions, deeds, and decisions. The model concerns not only the technological aspect of activity, when the subject-related context is set, but also its social aspect – the actions during communication for the purpose of solving a problematic situation. The main unit of learning in the context of education is the situation in all its subjective social ambiguousness, rather than a "part of information" or specific task.

One of the main and most common characteristics of human activity implies the analysis of the relationships between the subject and the object. Since modern educational paradigms prioritize the development and establishment of the student as an active subject that acquires education in the form of "personal knowledge", the educational paradigm that radically changes its approaches should be aimed at providing this "personal knowledge", which makes the subject productive, creative, and competent (Table 2).

Table 2. Organization of interaction between the teacher and the student

No	Student	Teacher
1	Transforms from a listener into an interlocutor, switches from passive observation of ready information to collective contemplation.	Becomes a pedagogical technologist, an organizer of innovative activity.
2	During integrational cooperation, assumes part of the teacher's functions: decides independently what should be learned and why, drafts individual plans, determines the structure of the algorithm as he or she sees fit, engages in personal self-determination in the field of learning problems, learns not only to set problems, but also to solve them independently.	Becomes a tutor: an advisor-teacher that guides learning, stimulates the creative initiative of students, helps them to master synthesis and creative comprehension of new ideas, performs the controlling function through diagnostics or grades.
3	Masters the system of instrumental knowledge, interprets information, decodes and classifies it, becoming familiar with the "generative" strategy during activity.	Forms a new system of creative thinking, which is aimed at a new product of education - an actively developing linguistic personality.

4	By expanding his or her creative potential and intellectual needs, arrives at the necessity of self-regulation and self-education.	Switches from the informational and reproductive presentation of ready knowledge to the search and research level and dialog-based communication.
5	Independently develops and uses in practice mental actions, thus realizing communication competence as the result of learning.	Develops qualitatively new materials - manuals for self-education and management of the educational process.

Learning activity, as the main activity of students, consists in learning the accumulated human experience of transforming the surrounding reality. With that, the main unit of learning activity is a learning problem. The main difference between the learning problem and other problems is that its goal and result is to change the acting subject, rather than the objects with which the learning subject interacts. Learning activity, during which scientific concepts are learned, results in a positive change in the student and his or her development.

Another distinguishing feature of the learning activity is that it implies the introduction of students to new activity, their mastery of every component of this new activity, transition from one component to another, changes in the consciousness and in mental development. Therefore, the definition is as follows: learning activity is a process that results in an individual acquiring new or changing existing knowledge and skills, improving and developing his or her abilities. The system of knowledge, skills, and abilities should be mastered only through independent cognitive activity of the subject.

In terms of its structure, learning activity is similar to any other human activity and includes three components:

- Understanding of learning objectives. "Personal" recognition of learning objectives and their independent setting is associated with the motivation to learn and the transformation of the student into a subject of activity. This is the motivational and orienting component of learning activity.
- Learning actions, aimed at distinguishing the main principles and key ideas in this field of knowledge, learning new ways to switch between the model and the object, etc. This is the operational or executive component.
- Students' self-control and self-assessment. This is the control and assessment component of the learning activity.

The following main types of abilities result from the structure of activity: to find and choose a certain main learning action, to determine its specific importance; to reproduce and use available knowledge, skills, and abilities based on an example; to plan the action, to visualize or choose the supposed means of its taking; to predict the possible results of the action, its properties and qualities; to execute the play, means, and techniques during interaction with the object of action; to find the object of action, to evaluate correctly its properties and qualities, to determine ways of interacting with it; to control and prove the correctness of the action, its intermediate and final results, to correlate them with the plan, to detect mistakes and inaccuracies; to determine the objective and subjective importance of the taken action and to assess its results.

The above abilities reflect the processes of activity that take place in each of its elements. The different nature of activity processes may be used to design various types of learning problems. The loss of any types of problem in the learning process

may disrupt the continuity of developed skills and abilities. If the system of abilities and skills is regarded as a set of personality traits, which the student acquires by including the abilities and skills into the learning activity, then the performance of every type of tasks becomes necessary.

However, the most important thing is that the tasks should provide for purposeful development of skills and abilities in a specific system. Considering the unity of the conceptual and procedural aspects of learning, it is obvious that this is related not only to the learning process, but also to the projected content of the academic subject, the formation whereof should not forget the focus on the types of learning tasks and problems.

In the authors' opinion, it is necessary to activate the method of transfer of skills and abilities that exists in the psychological and pedagogical practice. Successful transfer of the learned actions into new problems means a dynamic mastering of new types of activity with minimum mistakes. An example of such transfer is the ability to use available knowledge and skills to choose and take action in accordance with the set goal. With that, the term "ability" means a system of practical actions that are required to regulate the activity through the knowledge and skills that the subject of learning has. The system of problems and formed skills that active the activity basis depends on the characteristics of the academic subject. Consider the characteristics of speech activity.

Speech activity is a type of activity, which is characterized by objective motivation and purposefulness. This activity includes several successive phases: orientation, planning, implementation of the speech plan and control. Speech activity of people can be included in another, more extensive type of activity – professional or the training one, exercising both communicative and professional functions.

Speech activity is determined by its four-level structure, which determines four levels of language learning and speech formation. The first phase (orientation) is realized by a complex interplay of needs, motives and action objectives as a future result. The orientation phase aims at studying the conditions of speech activity, selecting the subject of activity, disclosing its properties, attracting speech activity instruments, etc. The second phase (planning) implies selection and organization of tools and methods of speech activity implementation. The third phase is the executive (implementing) one. The fourth phase implies control over speech activity.

Speech activity is determined by the unity of two aspects – the external (executive) and the internal aspect (externally nonobservable). The internal aspect of speech activity responsible for the organization, planning and programming, implies those mental functions, by which it is implemented. These include needs and emotions, thinking and memory, perception and attention. Their sophisticated unity is regarded as the psychological mechanism, which determines implementation of activity in general and the speech activity in particular.

Speech communication is a motivated living process of interaction between the participants that takes place on the basis of feedback in specific types of speech activity. Speech communication is mutual, social and purposeful; it is manifested as verbal behavior of communicators and its content is presented by their speech activity.

The level of motivation and the corresponding awareness of behavioral act motives are important distinctive features of speech behavior and speech activity. Therefore, speech activity is a consciously motivated deliberate human activity, and the verbal behavior presents a poorly motivated activity, manifested in the action patterns and stereotypes, learnt by personal or someone else's experience, determined by upbringing, education and profession. Speech activity involves the deep structures of consciousness, however, as regards verbal behavior, aspiration to realize the motives of certain actions is not always expressed. Furthermore, these concepts differ from each other by their results.

Speech activity results in thoughts and text, and verbal behavior results in the relationship among people and emotions caused by the verbal behavior of interlocutors. Therefore, development of a socially active personality involves the development of verbal communication considered as the unity of two aspects: speech activity and verbal behavior. In other words, the problem is reduced to the development of student "communicative competence", which encompasses not only knowledge of the language system and speech competence, but also respect for social norms of verbal communication, professionally and socially determined rules of verbal behavior.

Speech act is an elementary, minimal, indivisible unit of verbal behavior. Speech act theory emerged in the mainstream of linguistic philosophy and goes back to John Austin "How to do things with words" (1960). Recalling the well-known ancient dictum ("Word is the kind of business" – Solon), J. Austin notes that pronouncing certain statements under certain circumstances, equals to the commission of an act (Austin, 1986).

The generally accepted classification of speech acts was proposed by H.P. Grice (1975), who believes that a speaker uttering some verbal expression in a certain speech situation, performs the actions of four different types: his/her own utterance, propositional action providing reference and predication, linking punctuation with reality and the subject of enunciation with the predicate, i.e., performing proposition, the illocutionary act, which expresses a certain intention, directed at the locutionary target, perlocutionary act, which exercises impact on the locutionary target, leading to changes in behavior of the latter or in his/her worldview. All these actions together constitute a speech act and its structure, although the actual verbal communication is much more complicated than it appears in the works of the Anglo-American philosophers-linguists (Grice, 1975).

Speech step presents a functional unit of oral discourse, the process of real speech communication, which serves to express the intention of the speaker. Speech situation is a set of situational context characteristics that are relevant (important) for the verbal behavior of the speech event participants that influence the choice of speech strategies, methods and tools. Fundamentals of speech situation teachings were provided by Plato and Aristotle, and developed in the twentieth century by neolinguists. In this regard, J. Searle (1969) believes that the speech situation includes the speaker, the listener, as well as some "specific" conditions.

D. Hymes (1972), using ethnographic methods, develops the system of speech situation signs: 1) participants (locutionary target, locutionary source, and the audience), 2) speech subject, 3) circumstances (place, time, and other significant conditions), 4) communication channel (method of communication), 5) code (language, dialect, style), 6) speech genre (preaching, sentence, questioning), 7)



event – the church service, which situations may include preaching or the trial, or the sentence situation, 8) evaluation of speech effectiveness, 9) purpose that could be the speech result in this situation, according to participants' opinion.

The approach suggested by D. Hymes (1972) is based on a valuable idea: one can understand the speech situation only by analyzing its meaningful distinctive features, and not all the features of a given real situation. The interpretation of this phenomenon by the Russian and Kazakh researchers is close to this understanding, since it implies selecting elements of speech situations that are important to the members of the speech community and can determine the selection of certain linguistic forms and models with the view of defining the communicative-speech strategy (Alefrenko, 2014; Pesina, 2014; Utebaliyeva & Yesbulatova, 2015).

The content of education as regards the discipline being under consideration is determined by the dual nature of language. On the one hand, any language presents a system of signs and rules, on the other – speech and speech activity. This determines its main content lines: development of the ability to communicate by using languages (communicative competence); development of skills related to using language means (language competence); development of content knowledge and speech structuring skills (rhetorical competence); development of skills related to implementation of the acquired knowledge in the context of practical communication (strategic competence), etc.

In view of the above allegations and the originally developed research approach, the authors elaborated a theoretical-conceptual model of competence development. According to this model, cognitive activity is performed upon the theory of speech activity, as well as by means of personality-centered, and activity approaches (Figure 1).

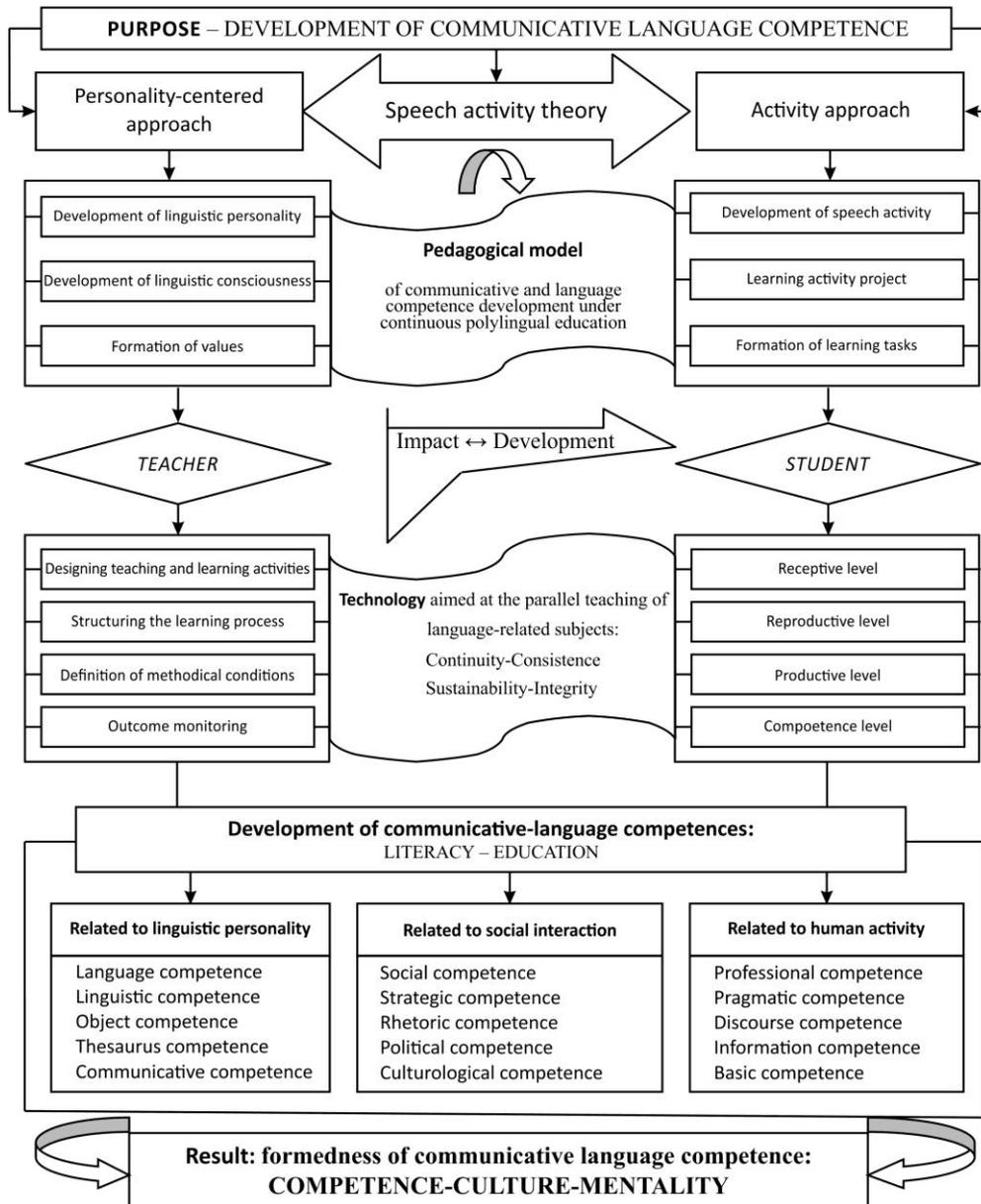


Figure 1. Conceptual-theoretic model

Learning objectives are distributed by assimilation levels and focus on practical requirements. Receptive level implies the initial stage of language learning, which is characterized by the absence of any knowledge and skills. Reproductive level: the student can recognize certain objects in a series of similar objects being able to verbally describe and perform actions under the guidance of teachers, implementing alternative reproductive thinking in solving relevant problems and in the development of language literacy. Productive level implies the development and demonstration of practical skills as regards using theoretical information, implementation of independent productive thinking in solving the problem and development of linguistic literacy. Competence level implies mastery

of information and student ability to use personal knowledge and skills in dealing with any learning tasks, development of the active creative thinking and linguistic activities.

Results and Discussion

Generalization and assessment of research results provide the possibility to formulate the main research thesis: the activity approach to the organization of teaching and learning activities should become the conceptual basis for improving the teaching and learning process. In this case, language competence becomes the result of the language training activity. In 1970s, the term "competence" was widely used in the US and some European countries in the context of learning individualization dilemma (Raven, 1975). These ideas reflect the assumptions of the German researchers who attempted to rethink the concept of "human factor" setting out key principles of the new school (Ryzhakov, 1999).

The analysis of literature and the development of original research postulates indicate that the most reasonable judgment in the interaction of concepts "competence" and "competence" is understanding the human "competence" as an acmeological category as well as the intellectual and professional development of the individual, characterized by "competences" that should be formed in the teaching and learning process as a system innovation. As regards the result of education, the competence-competency phenomenon are considered by the authors of this study in unity, reflecting the ratio of "potential unity" and "actualized specific".

The comparison of the original position with the views expressed by other researchers, leads to the conclusion that the authors of this study adhere to the views of analysts who believe that modern high-quality education result is a pre-selected set of certain competencies reflected in the competence model of education, and in the graduate model reflecting the appropriate social order. Research results confirm the idea existing in the structure of human knowledge that the design of practical activities in the teaching and learning process, and the development of personal competence provide the possibility to train a person to work and to live in the society characterized by permanent variability and development.

Comparative analysis of original results with research findings of other authors, showing that justification of the subject-object approach as an effective direction of activity-learning theory provided the possibility to develop a new pedagogical model that ensures the effectiveness of the teaching and learning process. Reliability of the obtained research results can be explained in terms of the activity theory and the competence-based approach. The authors of this research based upon the works by L. S. Vygotsky (1982), A. A. Leontyev (1974), S. L. Rubinstein (1989), J. L. Austin (1986), Searle, D. Hymes (1972) and other scientists. These authors consider the theoretical aspect of the problem, however, the authors of this research attempted to study the problem in relation to the teaching and learning practice. Practical significance of research findings and their introduction into the teaching and learning process of schools, colleges, universities not only in Kazakhstan but also in other countries determines their place and role in the human knowledge structure.

Conclusion

Current development of the education system is characterized by a combination of innovative approaches and concepts within the activity theory. The main content of the training activity implies assimilation of generalized modes of action in the field of scientific concepts and related qualitative changes in the intellectual and psychological development of students.

Design of school subjects as subjects of educational activity should provide active position of students from the very beginning, in order to provide implementation of the principles related to communication theory and practice. Moving from training activities to the substantive action, and further to the act seems to be a theoretical abstraction, at first glance, as the movement from one basic form of activity to another. After all, the act does not deny any speech or subject action since it absorbs them. However, these abstractions allow detecting and analyzing the nature of the training activity transformation into the professional one. This could be used in subsequent design of appropriate learning technologies.

Education based on the implementation and development of various activities is transformed into the active teaching and learning process, focusing of self-mastery of knowledge and skills in the teaching and learning process, in contrast to the information function. The student is transformed into a true subject of study provided his/her active participation in learning and cognitive activities.

Research prospects may be related to the following two aspects of the problem: first, the analysis of rhetoric-linguistic component of speech activity, and secondly, the studying interrelation of educational and creative activities as components of the intellectual development of the personality. Currently, the above aspects are under study have not been thoroughly analyzed (Jacks & Katarina, 2015).

The activity theory among others includes the creativity phenomenon. Keeping in mind that the analysis of creativity phenomenon is relevant as regards the structure of learning activities and prospective for further studies, the authors of this research consider that creativity has been little studied. This refers to the two meanings of this term: creativity as a result of the generated creative ability, natural talent, the presence of which as a qualitative property of the person is not a subject of the teaching and learning process; and creativity as a process of creative development of the future intellectual and creative personality being formed within the teaching and learning process.

It should be noted that all human activities can be divided into the creative and "uncreative", distinguished by value, result and by their implementation methods. Further studies may be focused on the status of creativity phenomenon in the said typology as well as on defining its terminological meaning.

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No potential conflict of interest was reported by the authors.

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