



ELSEVIER



CrossMark

Available online at www.sciencedirect.com

ScienceDirect

Procedia - Social and Behavioral Sciences 191 (2015) 1991 – 1995

Procedia
Social and Behavioral Sciences

WCES 2014

Research On Language Competence In Doctoral Studies At Universities In Czech Republic

Josef Sedivy^{a*}^a*University of Hradec Kralove, Faculty of Science, Department of Informatics, Rokytanskeho 62, 500 03 Hradec Kralove, Czech Republic*

Abstract

Most European countries have agreed that a good professional and personal life is a preparation for lifelong learning necessary. The curriculum is focused mainly on the successful application of knowledge and skills than their mere transmission (Human Resources in Czech Republic, 1999). There is a link with the economy and the labor market is also a major effort to ensure that graduates know how to participate in society and getting adequate exercise. In connection with the activities carried out many international and European Union at the Lisbon European Council meeting in March 2000, the Lisbon process to set a new goal for 2010. Europe will be competitive and dynamic. It will draw on the knowledge and the bearer of economic growth and produce more and better jobs (Czech Education and Europe, 1999). This change however, will require not only the transformation of the European economy, but also the modernization of education.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Selection and peer-review under responsibility of the Organizing Committee of WCES 2014

Keywords: Key competencies, communication skills, research of the language skills, doctoral students

1. Introduction

Key competencies as integrated capabilities can be applied not only in their professional lives in the performance of many different professions, but they are necessary equipment as well as in personal life. In their definition is not obvious close relationship to the individual contents of the curriculum. They define broadly to encompass the skills required in the information and knowledge society. According to Belz and Siegriest (2001) the so-called core competencies Mertens was first described in 1974. Initially it was taking this concept strictly linked to the labor market and employment. Only at the end of the nineties of the 20th century enters the notion of key competence also in the field of education. The primary motivation, why attention to educational institutions, curricula focused on core competencies has been a growing interest in the quality of education and its practical applicability. Thought

* Josef Sedivy. Tel.: +4-345-508.

E-mail address: josef.sedivy@uhk.cz

principles of key competencies have been incorporated into the curriculum of vocational education in the Czech Republic since 1993. Based on the comparison of various foreign models of key competencies and using the results of international research model was then designed in the Czech Republic and in 1998 was part of the official curriculum document. Key competences are defined as the sum of attitudes, skills and knowledge that extend beyond specific industry knowledge, enable their effective use, they are essential to many practical job functions, and classification, but also for scientific work. Key competencies are now actually seen as the output format of all types and levels of education. Reference Framework sets out eight key competences. One of them is communication in a foreign language. Analysis of individual competencies is clear that some of them are more or less overlaps and interconnects. Many aspects of one competence will also support other competencies. The authors based their research project focused specifically on competence, which is communication in a foreign language. The scientific work of doctoral graduate fundamentally makes his second successful career path whether the habilitation procedure or for its practical effect (Chromy & Drtina 2012). Since doctoral graduate is expected to further conceptual scientific work. It is common that current scientific work is undertaken by a group of researchers, very often international team. The communication skills of the team are one of the key competencies for successful implementation of research projects. That is why, in the opinion of authors in scientific communication in world language major impact on the realization of other competencies.

2. The current importance of communication skills in foreign languages

Communication competence in a foreign language essentially requires the same basic skills such as communication in the mother tongue and the results from the acquisition of the mother tongue. The development of competencies is associated with cognitive student to interpret the world and communicate with others. It requires an individual to have knowledge of vocabulary, grammar and language functions. In the European cultural space multilingual society is not the mother tongue in all cases be an official language of the state. Communicate in an official language is a precondition for full integration into society. In some European countries, mother tongue may be one of several official languages. Measures to address such cases, and apply the definition a matter for individual Member States according to their specific needs and circumstances. It is likely that many Europeans live in bilingual or multilingual families or even communities. Therefore, the official language of the country in which they live may not be their mother tongue. For these groups, this competence must relate to official language other than general foreign language. Their need, motivation, and social or economic reasons for developing this competence in support of their integration will differ, for example, from those learning a foreign language for travel or work (Hubalovsky, 2012). Measures to address such cases, and apply the definition, a matter for individual Member States according to their specific needs and circumstances.

3. The project on the development of communication skills in foreign languages in doctoral studies

At present, in cooperation 4 Czech universities (University of Hradec Kralove, University of South Bohemia, University of West Bohemia and University of Ostrava) offers doctoral study ICT in education. This is a system for preparing specialists in the field of informatics for independent creative work in science and research in the theory of science education. The project is intended for PhD students and their supervisors. The aim of the project is also to achieve the level of quality of selected doctoral studies abroad and make the implementation of the current students of science and research as part of their studies, to increase their competitiveness in the field of science and research in the country and abroad, and their trainers draw on the knowledge of good practice of foreign scientific institutions and universities (Hubalovsky & Sedivy, 2011). There will be an increase in the number of students in this program. At the same time we want to strengthen their cooperation and partnerships 4 domestic universities that have accredited this program together, and increase the impact of joint specialist advice on the effective development program. According to the authors' experience pursuing admissions, students come professionally equipped with a fairly good concept of professional dissertation. Communication competence in a foreign language worldwide are chronically at all levels of study conceived by students as very important and annoying part of the study. The fact that foreign language communication skills are always built well, do not consider students as a significant deficiency, or impediment in the studio. In the experience of the admission procedure is most students are able to present themselves or their anticipated dissertation in world language.

Table. 1 The ability to present a research project dissertation in English

Year of study	07/08	08/09	09/10	10/11	11/12	12/13
Number of PhD candidates	11	21	14	36	15	17
Satisfactory presentation in English	3	7	5	11	6	7
Ratio of good communication skills	27,2%	33,3%	35,7%	30,5%	40%	41,1%

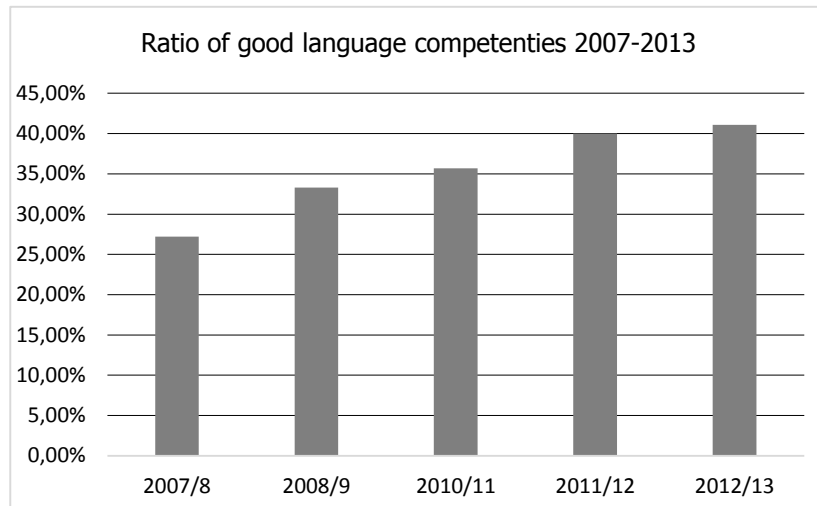


Fig. 1. Ratio of language competencies of PhD-students in long time

3.1. Research on the language skills of doctoral students

A framework for the project was the preliminary empirical findings about the insufficient level of doctoral students in language skills, the awareness of other European education systems and almost no foreign cooperation in this type of university studies, as well as the impossibility of gaining experience abroad stays. Using special questionnaire survey was carried out reviews of the current 39 doctoral students of specialization in pedagogy-information and communication technologies in education.

3.2. Research hypotheses

The main research hypothesis is a statement about the conditions of the studies relating to the level of specific competence. A certain problem can be identified with the quantification of variables, which may lead to consideration of the inclusion of basic research in qualitative or quantitative.

3.3. Research tool-questionnaire

Were examined students' attitudes to individual items (questions)-questionnaire. The questionnaire examined students' opinions by rating scales. For each argument is used observational scale five-speed, where 5 denotes full identification with the verdict, 1 indicates a clear rejection (Hubalovsky, 2012).

- 1) I have sufficient information about the European study programs of a similar type, I am able individually to ensure their stay abroad in connection with doctoral studies.
- 2) In the doctoral program are provided with information about European study programs of a similar type, the possibility of stay abroad and international cooperation in doctoral studies
- 3) The study provides a sufficient number of courses and study materials for profiling program towards the didactics of informatics.

- 4) The study is not secure enough learning materials and mainstays in the world (English language);
- 5) The study is not secure enough learning materials and the supports that enable e-learning study.
- 6) The study provides a sufficient number of courses and study materials providing information on educational research and its processing.

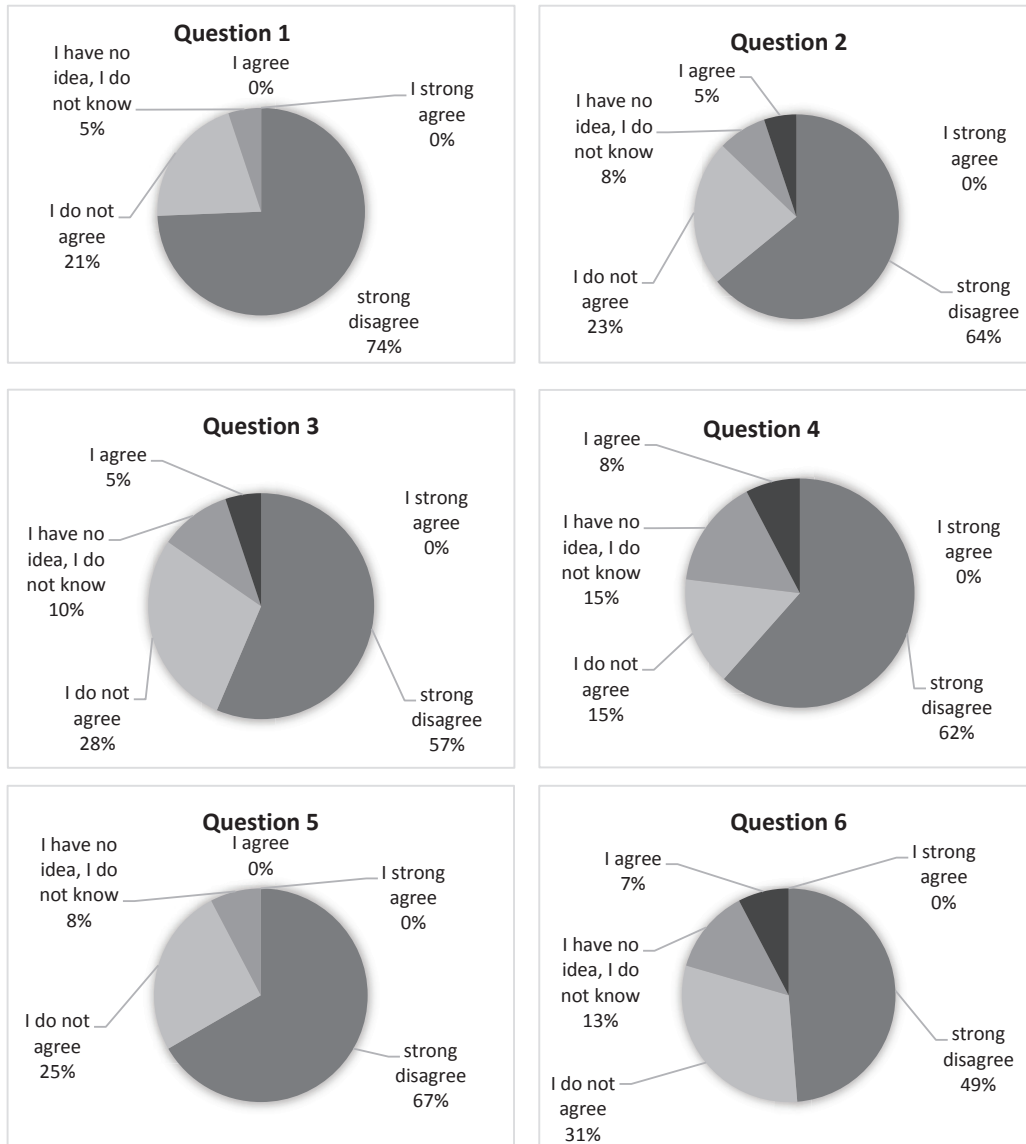


Fig. 2 Graphical representation of the questionnaire responses

3.4. Evaluation of the questionnaire

The evaluation questionnaire reveal very much the prevailing views of students with critical attitudes to the lack of concept study in the context of European education systems and the inability of foreign programs and internships. It is clear that the low level of language skills and information about the European and international context of the study variable is correlated with the individual's contextual factors and conditions of study in the direction of building developing communication skills in a foreign language.

4. Conclusion

Achieve the objectives of carrying out internships for doctoral students majoring in science and research, its implementation and publicity, their trainers, internships at foreign universities to regain examples of good practice in teaching doctoral students to science and research and implement thematic lectures and seminars by foreign experts who publish in journals. Part of the aim is innovation and doctoral study program: ICT in education, in a combined form, and his current learning materials so that the criteria will conform to the latest requirements of the industry. Is expected to result in distant e-learning study materials, as well as the creation of new study supports the new Didactics of Informatics and access to foreign and domestic literature and carrying out professional conferences. The overall outcome of the project will increase the competitiveness of students in an international comparison with the program containing internship doctoral students , their trainers, seminars and lectures by foreign experts , the newly created study materials , including e-learning and AJ newly created object of science education and professional thematic conference. Achieve the objectives of carrying out a placement, their trainers, realization of thematic seminars and lectures by foreign experts. Is expected to result in distant e-learning study materials, new subject didactics of computer science and doctoral program ICT in education is currently accredited in partnership with four universities Czech joint specialist advice. It is the only degree program of its kind in the Czech Republic (accredited in 2007), still evolving in response to the current trends in this field, including science and research.

Acknowledgment

This article was created under the project called Specific research done at UHK Hradec Králové in 2013 year.

References

- Chromy, J. & Drtina R. (2012) *Porovnání modelů komunikace a didaktických aspektů výuky při výuce i v praxi*. Media4u magazine. 9 (X1), 38-41. Praha.
- Chromy, J. (2012). Elektronická forma marketingu vysokých škol. *Media4u magazine*. 9 (X3), 19-23. Praha.
- Hubalovsky, S. & Sedivy, J. (2011) Education of student's project team cooperation using virtual communication supported by LMS system. *14th International Conference on Interactive Collaborative Learning (ICL2011) - 11th International Conference Virtual University (VU'11)*, Bratislava, Slovenská technická univerzita, 456–459. Bratislava, Slovenská technická univerzita.
- Hubalovsky, S. (2011) Remote desktop access us a method of learning of programming in distance study. *14th International Conference on Interactive Collaborative Learning (ICL2011) - 11th International Conference Virtual University (VU'11)*, 450–455, Bratislava: Slovenská technická univerzita.
- Hubalovsky, S., (2012) Rectification column - mathematical modeled and computer simulated real system. *International Journal of Mathematics and Computers in Simulation*. 6, 1, 34-45. NAUN.
- Hubalovsky, S., (2012) Research of Methods of a Multidisciplinary Approach in the Teaching of Algorithm Development and Programming. *9th international scientific conference on distance learning in applied informatics (DIVAI 2012)*, Nitra, Univerzita Konštantína Filozofa, 147–156, Nitra: Univerzita Konštantína Filozofa
- Sedivy, J. & Hubalovsky, S. (2012) Mathematical foundations and principles in practice of computer aided design simulation. *International Journal of Mathematics and Computers in Simulation*. 6, č. 1, 230-237. NAUN.