European Science Methodical Journal
ISSN (E): 2938-3641
Volume 2, Issue 6, June - 2024

TECHNOLOGIES FOR FORMING COMMUNICATIVE COMPETENCES OF FUTURE ENGLISH LANGUAGE TEACHERS IN DIGITAL EDUCATION CONDITIONS

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Abstract:

The article talks about the technologies of formation of communicative competences of future English language teachers in the context of digital education.

Keywords: digital, education, environment, English language, teachers, communicative, competence, technology.

RAQAMLI TA'LIM SHAROITIDA BO'LAJAK INGILIZ TILI O'QITUVCHILARIDA KOMMUNIKATIV KOMPETENSIYALARINI SHAKLLANTIRISH TEXNOLOGIYALARI

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Annotatsiya:
Maqolada raqamli ta'lim sharoitida bo'lajak ingiliz tili o'qituvchilarida kommunikativ kompitensiyalarini shakllantirish texnologiyalari haqida gap borgan.

Kalit so'zlar: raqamli, ta'lim, sharoit, ingliz tili, o'qituvchilar, kommunikativ, kompetensiya, texnologiya.

Today, the introduction of innovations, the development of science and technology affects the economic and social development prospects of our country, and strengthens its position in the world. At the same time, science and technology become a means of knowing and interacting with the world, learning about the cultural differences of other countries and peoples, developing international communication skills and abilities, and, accordingly, forming intercultural communicative competence. In this regard, the training of a foreign language teacher should be focused on the use of interactive technologies that contribute to the intensification of the educational process.

Practical methods are considered the most effective method in teaching a foreign language, and this method is important because 75% of the information is retained in the minds of students.

However, the methods of independent study of educational materials by students, independent implementation of practical exercises are considered more effective, in which 90% of knowledge is acquired and skills are formed. Therefore, the use of active methods aimed at students' independent learning, research, independent problem solving, and practical effects will have a good effect. The number of students in the group is important in the teaching process. If there are not many students in the group, it is possible to speed up teaching using an active method. If there are many students, using active methods may not give good results. It will not be possible to work with every student.

When choosing active learning methods, it is important to take into account the educational opportunities of learners, that is, their age, level of preparation, and the uniqueness of mutual relations in the team. When preparing for training, choosing the educational method, we must take into account the ability of students to work independently and creatively.

One of the means of developing communicative competence of future teachers is to create conditions for independent education of students.

Distance education technology and its use are appropriate in the process of introducing innovative pedagogical technologies that ensure the effectiveness of education.

The electronic manual is the main diagnostic, didactic and methodical tool of distance education. It is fundamentally different from other educational tools according to its organizational and functional tasks. Therefore, a unique approach to the development of an electronic manual, its content and technology is required.

The electronic guide is used to solve test tasks to strengthen a section, it makes it easier for students to learn independently. It is also beneficial to conduct various creative assignments, assignments and non-standard tests, role-playing exercises in the manual.

The sequence and duration of teaching subjects related to science affects the choice of an active method. Some of the active methods require as much time to complete assignments or practical activities as they do to activate students. Time may be so limited in the training session that it does not allow to use an active method that takes a lot of time to apply.

Special conditions are not required when using some active methods, but if we want to use active methods that require special educational and material conditions, then we need to implement didactic support.

Currently, there is no generally accepted interpretation of "pedagogical technology", as well as the separation of the concepts of "educational technology".

Having reviewed the approaches and opinions of scientists on the use of interactive technologies for teaching a foreign language, we came to the conclusion that most of the technologies proposed by scientists are well studied and widely used in educational practice, so they are already an can be considered traditional. However, due to the change of the methodological paradigm in terms of technical and technological renewal of the process, it is necessary to rely on the potential of modern interactive technologies, which, among other things, act as a means of modeling the professional activity of a modern specialist [12].

During the research, we studied the foreign experience of teaching foreign languages, including the use of interactive educational technologies in order to form effective intercultural cooperation skills. As a result, we identified non-traditional interactive educational technologies that are not widespread enough in the practice of local foreign language teaching, but have great potential for the formation of communicative competence among future foreign language teachers. Thus, we will consider each of them to explain the feasibility of using interactive learning technologies such as CLIL technology, flipped audience technology, case technology, IBLL technology, simulation game technology, the essence of using them in a foreign educational space and practice, as well as describe the potential of education and training in the formation of communicative competence of foreign language teachers in the future.

CLIL technology (science-language integrated learning technology) foreign language is an important component of the general education and cultural preparation of a person, it is the mastery of sciences in the field of natural, concrete and humanitarian sciences and, as a result, professional competences during study. It can serve as a tool for learning in universities. CLIL technologies (the English abbreviation CLIL - content-integrated education) help to implement these tasks. From the point of view of integrated education, a foreign language is a means of introducing special knowledge, and the content of education is characterized by a combination of science and language components in all areas of the educational process.

There are 216 types of European public education programs based on the principles of CLIL, depending on the intensity of their implementation, the initial level of knowledge of foreign languages, the age of students, etc. [317] accordingly, today there is no single accepted model for the implementation of this educational technology, so its application in local practice requires some adaptation in foreign language teaching.

The main goal of CLIL is to introduce students to the new content and methodology of traditional sciences using a foreign language as a means of communication. An effective lesson based on CLIL technology should include the following "4 C" elements: culture, communication, content, knowledge.

The use of this technology in our national education system is associated with a large amount of independent work that a foreign language teacher interested in using integrated educational technology must do in cooperation with subject teachers to develop methodological materials. The teacher can be helped by scientific websites and specialized science textbooks, which allow the foreign language teacher to adapt scientific materials and use them in the implementation of CLIL methodology.

The organization of the educational process in the language of science through integrated educational technology consists of the following stages:

1) "data input" and planning of the result - by the teacher. Plan to increase the content of the new material and discuss it; planning methods of group work; determine the evaluation criteria.

2) activation of existing knowledge on the subject.

3) group tasks - to master and strengthen a new topic, perform tasks with the help of a dictionary. Forming tasks: connecting words and images, filling information gaps, etc. Acceptable work methods: research training, laboratory-practical method, brainstorming, discussion method, case method, etc.

4) Support the development of cognitive skills through the use of the "Scaffolding" strategy (English Scaffolding - "formative support" is the use of temporary auxiliary structures that contribute to the formation of new concepts of students, new skills for independent tasks in different contexts skills) – step-by-step learning in principle from simple to complex. (For example, using wildcard charts on the board to support the ability to express purpose).

5) development of thinking skills while performing tasks to stimulate the development of mental operations: the teacher asks questions: why?, how? and others use complex language constructs. The teacher uses all methods to help students develop their thinking processes in the foreign language. At the same time, students need to express their thoughts through everyday functional language and academic language.

When using CLIL technology, it should be remembered that the content of the studied subject cannot be conveyed without changing the technology according to the level of the target language of the student. Initially, the lesson should be cognitive in nature with minimal linguistic requirements. Non-scientific features of language that we students encounter in foreign language classes and can use to better express their thoughts on the subject in CLIL classes.

Another aspect that we follow is student motivation. They need to feel that they are constantly working to achieve results. Therefore, students with an intermediate language level (B2 - "above average") are often bored with a foreign language lesson: they have gained a certain confidence in the basics of the language and feel that they are not developing. CLIL technology helps them create a new motivation to improve their language.

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