

DEVELOPMENT OF SPEECH SKILLS AND ABILITIES WHEN TEACHING LANGUAGES TO STUDENTS OF NON-LINGUISTIC UNIVERSITIES USING ELECTRONIC RESOURCES

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Abstract: This article discusses development of speech skills and abilities when teaching languages to students of non-linguistic universities using electronic resources. In accordance with the psychological theory of activity, learning of any kind of activity occurs in the process of its implementation, actions and operations associated with it. Therefore, in order to teach students various types of speech activity, it is necessary to provide practice to each of them in the type of speech activity that he masters in a given period of time. At the heart of the formation of skills in any kind of foreign language speech activity are auditory motor skills.

Keywords: development of speech skills, abilities, teaching languages, students, non-linguistic universities, electronic resources, educational activities, Internet technologies, communicative competence, foreign language, authentic materials, telecommunications projects, development, implementation, web quest projects.

Introduction

To achieve the goals of the modern education system, world pedagogy has taken a guide to humanistic pedagogy, a personality-oriented approach, which should become the main strategic direction in the development of the modern education system.

At the same time, the personality of the student, the student should become the focus of attention of the teacher, psychologist, and the activity of teaching, cognitive activity - leading in the tandem teacher - student. A student-centered approach allows the student to become an active participant in the cognitive process, apply the acquired knowledge, solve various problems in cooperation, which requires the use of appropriate communication skills. Free access to information resources in the information society provides an opportunity for a comprehensive study of a particular problem and the formation of one's own opinion.

The main findings and results

With the advent of the Internet, which now not only unites almost all countries of the world, but is also an inexhaustible source of information, the situation in the system of higher and secondary education has changed radically. In the age of information technology, information support of the education system cannot be limited to such sources as a teacher, a textbook, educational or reference manuals, and the media. In this case, the most powerful source of information is the Internet.

As you know, the main goal of teaching a foreign language, both at school and at any university, is the formation of communicative competence, all other goals (educational, educational, developmental) are realized in the process of implementing this main goal. Communicative competence includes the following aspects:

- knowing how to use the language for various purposes and functions; knowledge of how the language changes depending on a particular communicative situation and the participants in this situation;
- the ability to create, read and understand texts of various types and nature;
- the ability to maintain a conversation with a limited lexical and grammatical base.

Communicative competence in its modern sense also provides for the formation of the ability for intercultural interaction. It is the Internet that creates a unique opportunity for foreign language learners to use authentic texts, listen and communicate with native speakers, that is, it creates a natural language environment.

The specificity of the subject „foreign language“ lies in the fact that the leading component of the content of teaching a foreign language is not the basics of science, but methods of activity - teaching various types of speech activity: speaking, listening, reading, writing. In accordance with the psychological theory of activity, learning of any kind of activity occurs in the process of its implementation, actions and operations associated with it. Therefore, in order to teach students various types of speech activity, it is necessary to provide practice to each of them in the type of speech activity that he masters in a given period of time. At the heart of the formation of skills in any kind of foreign language speech activity are auditory motor skills.

Therefore, the priority in teaching a foreign language belongs to oral exercises. This is the main specificity of the subject and the main difficulty of teaching, especially when it comes to the formation of speaking skills.

When preparing graduates of a non-linguistic university, it is necessary to take into account the specifics of their future activities so that they can work with information materials obtained from various sources, including the Internet, both in Russian and in foreign languages, independently acquire knowledge, be able to work competently with information. In other words, future specialists should independently think critically and creatively, be able to see the problem and look for ways to solve it using modern technologies, be able to apply the acquired knowledge, and also generate new ideas. In this case, the formation of the communicative competence of students of a non-linguistic university when working with foreign-language information from the Internet acquires special significance.

First of all, it is important to decide for which didactic tasks in the practice of teaching foreign languages the resources and services provided by the World Wide Web can be useful. The most important educational tasks that are implemented when teaching a foreign language using Internet technologies are:

- development of foreign language communication skills in different areas and situations;
- formation and improvement of language skills;
- development of skills of independent and research work of students through specially organized activities using Internet technologies, which contributes to the initiation of independent activities and the elimination of gaps in knowledge, skills;
- increasing motivation and creating a need for learning a foreign language;
- implementation of an individual approach by taking into account the individual characteristics of students through the use of Internet communication services; formation of communication skills and culture of communication. In addition, the integration of information resources into the educational process allows you to more effectively solve a number of the following didactic tasks:
- the formation of reading skills and abilities with the direct use of network materials of varying degrees of complexity;
- improving the ability of monologue and dialogic utterances based on the problematic discussion of network materials presented by the teacher or one of the students;
- deepening cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in terms of communication, features of the culture, traditions of the country of the language being studied;
- vocabulary replenishment, both active and passive, with specialized vocabulary and professional terms; The use of the World Wide Web in foreign language classes implies a wide range of opportunities for both the student and the teacher; the teacher can, before class, in the media library of the university, if there is one, or from his home computer, select certain authentic reading materials for the specialization studied by students;
- hold a discussion in groups, a discussion on one or another problematic information obtained from the resources of the network, and then organize a general discussion of the entire group;
- use material containing the regional aspect of the language being studied, obtained in virtual libraries;
- use the materials of electronic grammatical reference books, the exercises offered in them, as well as lexical reference books, dictionaries, country-specific reference books.

The main types of educational activities of students using Internet technologies, which contribute to the formation of communicative competence, are: work with websites focused on teaching a foreign language; using the Internet as a source of authentic materials about the culture of the country of the language being studied; conducting web forums or telecommunications projects, as well as the use of Internet technologies for the development and implementation of web quest projects.

The second variant of using the capabilities of the Internet involves extracurricular independent work on the implementation of specially prepared tasks with the wide use of pre-designated capabilities of the global network. Independent work in this case is built in such a way that it allows the student to perform educational tasks in any place convenient for him with an Internet access point.

An extracurricular option for integrating Internet technologies allows you to:

- take into account the individual characteristics of students, giving them greater freedom in time and information space for action;
- minimize the technical complexity of the assigned tasks by taking into account the level of computer proficiency and Internet skills;
- optimally integrate the forms of using Internet learning technologies, taking into account the main aspects of the educational process in teaching a foreign language at minimal cost.

There are two main groups of independent activities carried out on the Internet when learning a foreign language. They are a planned and controlled educational process that requires the teacher to have special knowledge, skills and abilities in working with a computer and the Internet, as well as knowledge of methods for using and integrating Internet technologies in the learning process:

1. independent work with electronic resources, which involves a specially organized search, analysis and transformation of information, as well as specially organized participation in web projects;

2. specially organized communication via e-mail and forum. Independent work on searching, analyzing and converting information from the Internet is most fully consistent with the following classification of task types based on electronic resources, taking into account the levels of foreign language proficiency (beginner, intermediate, advanced).

List of thematic links (hotlist) - involves working with electronic resources as additional material on the topic under study, which allows you to more fully consider the topic or its aspect; creating links on the grammar of a foreign language, a professional foreign language, etc. with their own exercises with a review of sites on this issue;

„Treasure hunt“ - includes the search and selection of a certain number of links on the topic, usually 10-15; compiling questions for each informative site. At the end, students should formulate a key question that requires a logical conclusion and aims at a broad understanding of the topic. This task is aimed at the formation of objective knowledge on the topic and is focused on objective facts. It can be offered for all levels of foreign language proficiency.

3. Sample problem statement (subject sampler) - is a selected list of links to electronic resources that offer students to do something: read; look, etc. After which they must express their own point of view, based on what they read, life experience or interpret works of art, etc. This task is focused on the subjective assessment of any issue or problem, and is more suitable for students with an average or advanced level of foreign language proficiency.

The main goal of the study was to identify all types of ICT tools that have already been developed and are being used, all didactic opportunities and advantages, the main directions for optimizing foreign language teaching. At present, the quantity classroom hours in all universities of the country is reduced, and the requirements for teaching a foreign language are being tightened.

Today, a graduate student does not just have to know a foreign language (general or academic English), he must know a professionally oriented foreign language (ESP), which will help in his professional activities.

It was assumed that ICT tools are used in teaching a foreign language in a non-linguistic university in a fragmentary way, forming and developing individual skills (lexical, grammatical, phonetic) or skills (speaking, reading, writing, listening), while there is a tendency to implement multiplatform courses when the teacher creates and simultaneously uses many sites.

The disadvantage of the fragmented application of technologies is the violation of the conceptual approach to teaching a foreign language, since all author's developments are not used comprehensively. In a number of Uzbekistan pedagogical studies, even before the entry into force of the Law, different methods of teaching certain types of language skills, or types of speech activity (speaking, reading, listening, writing) based on ICT were identified, which continue to develop and improve.

A number of authors use telecommunication projects that provide interactive interaction, realizing access to information arrays and designing collective studies (pair or group). During the analysis, the following technological features of ICT tools were noted: interactivity (change of content or method of communication), publicity (organization of remote online communication and public access publication), multimedia (use of materials of different formats: text, audio, photo, video materials) and hypertext structure (creating hyperlinks and following active links), which opened up wide opportunities for using ICT for the formation and development of foreign language communicative competence.

An important stage in the development of informatization of education was the use of new generation Web 2.0 technologies for teaching a foreign language (“blog technologies” and “web forums” for the formation and development of writing skills; “wiki technology” for the formation and development of reading and writing, as well as to create collective projects within the group; „podcasts“ for the formation and development of listening and speaking; linguistic corpus for the formation of lexical speech skills).

The above technologies in teaching a foreign language can be used to manage the educational process, multimedia presentation of material, increase the volume of educational information, perform group and individual tasks and projects, form an authentic foreign language environment, control and feedback.

An analysis of the literature showed that all the developed electronic author's resources used in Russian universities were aimed at fulfilling the main pedagogical goal - the formation and development of fundamental skills and abilities of a foreign language. However, they were developed and used to develop one particular skill or development of individual skills - not interconnected, not complex.

A survey of 90 teachers conducted by the Institute of E-Learning together with the TPU Center for Monitoring and Rating Research showed the feasibility of using e-courses in the educational process, since e-learning has a positive effect on student performance (81%), allows you to effectively manage students' independent work (90%) and additionally involve them in training (87.6%).

It can be seen from the survey data that teachers are ready and willing to use information and communication technologies in teaching students. However, the analysis of scientific and pedagogical literature

showed that there are problems with the level the formation of a unified information educational environment of the university.

Teachers work with many electronic resources, which sometimes have nothing to do with each other. As a result of monitoring, problems with the overall strategy were identified results of surveys of teachers and students on the use of e-courses in the educational process of introducing e-education, the availability of the learning environment and the availability of educational and methodological support; it was concluded that most universities only “experiment” with technologies or use them in an unsystematic and fragmented way.

The process of informatization of higher education in Russia is carried out with the help of electronic educational resources, information systems. When analyzing domestic literature, the following advantages of using ICT tools in teaching a foreign language were identified: improving the quality and efficiency of the educational process; increasing the activity of cognitive activity among students; implementation of intersubject communications; increase in the volume and optimization of the search for the necessary information; creation of a unified information and educational environment for students, taking into account their level and individual learning path.

The above analysis of a number of works shows that the concept of „information and educational environment“ is interpreted as a condition for information interaction between students, a teacher and ICT tools for the formation and development of knowledge, skills and abilities (terminology, grammar, reading, writing, listening and speaking) when systematic, interconnected and complex use.

In relation to our research, an integrated approach provides for the formation and development of all backbone linguistic, professional and ICT knowledge, skills, free speech activity in various areas of professional communication using all the possibilities of ICT tools and on the basis of one information system.

Based on the results of comparison and generalization of information systems used for teaching a foreign language, the following didactic possibilities were identified:

- individualization and differentiation of the learning process (stage-by-stage formation and development of all system-forming language skills and development of skills of speech activity of a foreign language for the professional activities of students);
- providing access to the network of information;
- visualization of educational information (replacing textual content with audiovisual content);
- unlimited execution of training tests in the process of assimilation of educational material and self-training of students;
- monitoring with feedback, with error diagnosis, self-control and self-correction;
- development of communication skills (formation of writing and speaking skills for professional activities);
- intensification of all levels of the educational process; deepening interdisciplinary connections (labor law in a foreign language, constitutional law in a foreign language, etc.);
- improvement of information and methodological support of pedagogical activity (high rate of information updating);
- structuring information in accordance with the chosen educational program.

The new requirements of the State Educational Standards for learning outcomes change the technology of organizing the educational process based on the principles of metasubjects. A new didactic concept of “educational field” has been introduced into the basic curriculum (several academic disciplines that were previously practiced independently are combined - English for lawyers, defense of the WRC in a foreign language, etc.). Based on this, the main directions for optimizing the teaching of a foreign language in a non-linguistic university based on ICT were determined, by which we mean ways to increase the efficiency of the organization of the educational process, subject to the involvement of information and communication technologies.

At the same time, the IOS implements the following possibilities: application of an individual and differentiated approach in training (diversity of tasks according to the level of complexity, level of independence), the use of variable forms and teaching methods; application of continuous monitoring of learning. Working in the IEE, the student chooses his own learning path, his/her own pace, using various sources of information, including network multimedia resources. IEE creates conditions for information interaction (teacher, student and ICT tools), for research activities, for organizing and managing the educational process.

At the same time, the pedagogical expediency of using LMS and MOOC was revealed when designing the content of an information system for teaching a foreign language:

- individualization and differentiation of the learning process (stage-by-stage teaching of the specialty language, depending on the level of foreign language proficiency);
- implementation of automated control of knowledge and evaluation of results (input, intermediate and final testing);
- exercise of self-control;

- implementation of training and self-training of students (multiple passage of simulator tests, multiple listening to audio and video files, as well as search, analysis and generalization of information for presentations or research projects - WRC, RC);

One of the tasks of modern education is the formation of not only an independent, but also an autonomous student who is able to take responsibility for his learning, participate in planning his own educational activities and produce self-reflection of academic achievements. The modern student has the opportunity influence their own educational trajectory, independently select disciplines and courses that are of value specifically for this student, in accordance with their own needs, talents and interests.

The ability of a student to design a set of disciplines to be mastered contributes to the implementation of such an important phenomenon in education as academic mobility of students, when training in one educational institution can be replaced by training in another university and even another country.

Thus, it is possible to determine the theoretical and practical interdisciplinary connections. At the same time, theoretical subject connections are realized through the knowledge of students from different fields and areas. While practical interdisciplinary connections are manifested through the formation and development of skills in the speech activity of a foreign language:

- written and speech skills in the preparation of contracts, charters and other legal documents (testament, letter of claim, preparation of regulatory legal and local acts, drawing up statements, claims, responses to claims, complaints, appeals, contracts and other law enforcement acts, etc.);

- reading skills when viewing, searching, processing professional information for drafting documents, presentations, negotiations, court hearings, etc.;

The training site makes it possible to develop all aspects simultaneously and comprehensively. At the beginning and at the end of the course, students were tested for the level of foreign language proficiency in accordance with the Common European CEFR foreign language competencies. Both the control and experimental groups were trained by the same teacher in the same program. It was interesting to reveal how the level of proficiency in foreign language communicative competence has changed relative to the initial level. The results of the study confirmed the assumption that the author's electronic courses and information systems LMS, MOOC have similar didactic capabilities and potential. The data obtained during the application of the courses English for Lawyers and English for Biologists made it possible to identify and define the concept of complex application of ICT in teaching a foreign language.

The positive results of the use of information systems, which are focused on the formation and development of all the fundamental skills and abilities of foreign language speech activity, made it possible to formulate the main directions for optimizing the system of teaching a foreign language: the creation and use of an information educational environment (IEE); information systems content design (LMS or MOOC); implementation of interdisciplinary connections in the integration of a foreign language with the student's specialty based on ICT tools, the development of student autonomy; a variety of forms of control and evaluation.

The conducted research is of practical importance for teachers and specialists in the field of information technology in education. The results obtained will help teachers to correctly implement educational programs in which a small number of hours are allocated for the discipline English. Research prospects are to scale the creation of courses, subject to the use of an information system.

Conclusion

So, working with information in the framework of classroom and extracurricular activities is one of the main tasks of teaching foreign languages, and the goal of mastering communicative competence is the most demanded by any category of students studying a foreign language. An educated person, who can only be in demand in the conditions of rapidly developing technologies in the developed countries of the world, must have information in his field. Modern means of communication with partners, access to information resources of the Internet require fluency not only in computer technology, but also in a foreign language. The path to success in many areas is access to information and the ability to work with it, of course, not only in your native language.

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