Technologies for the formation of foreign language competence of future teachers based on the competence-modular organization of education

Urazova M.B.
Pedagogika fanlari doktori,
Nizomiy nomidagi Toshkent davlat
pedagogika universiteti
"Pedagogika" kafedrasi professori
KhujaniyazovaG.Yu.
Senior Lecturer of " Humanities and Social Sciences " Department of Urgench branch of
Tashkent University Information Technologies
named after Muhammad al-Khwarizmi

Annotation:The article focuses on the introduction of competence-module programs in the process of foreign language training of future specialists in a non-linguistic university, the choice of new forms of organization of the educational process aimed at integrating foreign language and profile training of students, designing individual learning trajectories, developing reflection and autonomy in teaching a foreign language. which contributes to the education of competent, mobile and competitive specialists, the need for which is dictated by economic conditions and, in particular, by the modern labor market.

Key words:foreign language competence, educational process, novelty, competence-module programs,competitive specialists, individual learning trajectories, problem-based learning, the project method.

Технологии формирования иноязычной компетенции будущих педагогов на основе компетентностно-модульной организации обучения

Уразова М.Б.
Доктор педагогических наук,
профессор кафедры "Педагогика"
ТашкентскогоГосударственного
Педагогического университета имени Низами
Хужаниязова Г.Ю.
Старший преподаватель кафедры "Гуманитарные и социальные
науки" Ургенчского филиала Ташкентского университета
информационных технологий имени Мухаммада аль-Хорезми

Аннотация: В статье основное внимание уделяется внедрениюкомпетентностно-модульных программ в процесс иноязычной подготовки будущих специалистов в условиях нелингвистического вуза, выбор новых форм организации учебного процесса, направленных на интеграцию иноязычной и профильной подготовки студентов, проектирование индивидуальных учебных траекторий, развитие рефлексии и автономии в обучении иностранному языку, что, способствует воспитанию компетентных, мобильных и конкурентоспособных специалистов, потребность в которых диктуется экономическими условиями и, в частности, современным рынком труда.

Ключевые слова:иноязычная компетенция, образовательный процесс, новизна, компетентностно-модульные программы, конкурентоспособные специалисты, индивидуальные траектории обучения, проблемное обучение, метод проектов.

Ta'limnikompetentsiya-modullitashkiletishasosidabo'lajako'qituvchilariningchettilikompetentsiyasinishakllantirishtexnologiyalari

Urazova M.B.
Doctor of Pedagogical Sciences,
Professor of the Department of "Pedagogy"
of the Tashkent State Pedagogical
University named after Nizami
XujaniyazovaG.Yu.
Muhammad al-Xorazmiynomidagi Toshkent axborot
texnologiyalariuniversitetiUrganchfiliali
"Gumanitarvaijtimoiyfanlar" kafedrasikattao'qituvchisi

Annotatsiya:Maqolada nolingvistik universitetda bo'lajak mutaxassislarni chet tilini o'qitish jarayoniga kompetensiya-modul dasturlarini joriy etish, chet tili va talabalarning profil tayyorgarligini integratsiyalashga qaratilgan o'quv jarayonini tashkil etishning yangi shakllarini tanlash; individual ta'lim traektoriyalarini ishlab chiqish, chet tilini o'rgatishda aks ettirish va avtonomiyani rivojlantirishzarurati ko`rsatib o`tilgan.Bu malakali,

harakatchan va raqobatbardosh mutaxassislarni tayyorlashga yordam beradi, bu ehtiyoj iqtisodiy sharoitlar va xususan, zamonaviy mehnat bozori tomonidan talab qilinadi.
Kalit so'zlar:*chet tili kompetensiyasi, ta'lim jarayoni, yangilik, kompetensiya-modul dasturlari, raqobatbardosh mutaxassislar, individual ta'lim traektoriyalari, muammoli ta'lim, loyiha usuli.*

Future teachers can develop their foreign language proficiency through the competence-modular organization of their education if the activity (learning, first and foremost) is emotionally charged. As you are aware, the arrangement of the educational process in a foreign language places a high value on student motivation. It helps to stimulate thought and piques interest in carrying out a specific practice [1]. Teaching strategies that meet students' needs for the novelty of the content being studied and the diversity of activities completed are the most effective motivators. Using a variety of pedagogical and ICT tools in the classroom can help students retain linguistic events, produce more stable visual and auditory pictures, and stay engaged in the lesson [2].

The following pedagogical tools were used to teach English to future teachers as part of the competence-modular structure of the educational process: design, problem-based learning, educational business games, case studies, including brainstorming, as well as information and communication tools like computer presentations, research tools, etc.

We were able to identify some of the teaching interactive technologies employed within the context of the competence-modular structure of education by analyzing methodological literature and scientific articles on the issues with teaching foreign languages.

The design technology (project technique), in which the student freely prepares, develops, and defends his project, which involves them actively in the communication process, is one method for engaging students in the process of teaching foreign languages. An educational project is a collection of tasks that students independently or in groups do in order to conduct search, research, calculations, create graphics, and complete other forms of work [4].The main objectives of the technology project are: student self-expression and self-improvement, boosting learning motivation, developing cognitive interest; application of newly learned skills and abilities in practice; development of speech; demonstration of level of culture, education, and social maturity [3].

Future instructors are offered the following project types:

1) Discussion and conversation (projects on "School of the Future," "Ideal Teacher," etc.). This kind of activity fosters critical thinking in kids by requiring them to comprehend the issue at hand and raise questions. It teaches how to create one's opinions and views independently of others, how to come up with one's own solution to a problem, and how to support that answer with rational, reasonable, and convincing arguments.

2) Research initiatives (country studies, generalization of scientific knowledge, historical, etc.). Students can grasp research techniques while achieving a high level of knowledge, independent activity, and the formation of a fresh perspective on a subject.

3) Multimedia presentations combine the strengths of information and communication, research, and innovative computer technology.

The project method fosters the growth of cognitive and linguistic skills, a consistent interest in language learning, and the urge for self-education [5].

In the end, it is anticipated to reach the prospective teacher's proficiency in a foreign language, which includes a specific level of language, regional studies, sociocultural understanding, communication skills, and speech abilities that permit foreign language communication in professional activities. Students employ additional disciplines in addition to the prescribed instructional content when creating and defending their projects (general pedagogy, professional pedagogy, methodology, etc.). In the process of planning and defending creative initiatives, personal life experience and interests are crucial.

A shift in the role of the instructor results from the application of project and research methodologies in practice with a competence-modular arrangement of training. He transforms from a distributor of pre-packaged knowledge to a coordinator of cognitive activity. The instructor shifts from being a reliable source of knowledge to becoming a partner in research, a facilitator of the creative thinking process, a mentor, a consultant, and a planner of the students' independent activities [6].In our analysis of the project method's use in foreign language instruction, we found that it is one of the most effective incentives for encouraging the study of foreign languages and the most creative activity because all group members participate in the project, regardless of their skills and level of language training. . They put into practice the learned information and developed communication skills and capacities, rethinking and growing creatively. Additionally, the problematic character and variety of forms and types of this technology imply the presence of interdisciplinary links, enabling the student to provide a vivid understanding of the world in which he lives, the interaction between phenomena and objects, mutual help, and the diversity of material and artistic culture. The project methodology requires careful preparation, professional skills, and erudition from the teacher. One of the main conditions for the effectiveness of educational activities is an atmosphere of goodwill, mutual understanding, trust, creativity, and encouragement of the cognitive activity of schoolchildren [7].

In the modern sense, an educational project is an integrated didactic tool for development, training and education, which allows you to develop and develop specific skills and abilities:

1) problematization,
2) planning,
3) introspection and reflection,

4) presentations,

5) research work [8].

Since students with various levels of language proficiency participate in the work according to their capacities, the project methodology is one of the elements of the humanization of the educational process. In addition to group projects, individual activities should, in our opinion, be used, especially when preparing final classes. This presents a rare opportunity for truly conversational foreign language education. These seminars help students de-stress and recharge, drastically boost cognitive curiosity, and improve students' imagination, thinking, speaking, and memory. They can cover practically any subject covered in the program material [9].

Using the design methodology, the following tasks are solved:

- the horizons of students are expanding (students are independently looking for additional material), the lexical and grammatical material is fixed (the data in the module lexical and grammatical units are actively used),

- the teacher creates a methodical piggy bank on various topics with presentations and video projects (projects are used in further work as visual or test material) [10].

Thus, the method of projects makes it possible to implement not only educational tasks, but also socio-cultural, educational, tasks of humanization and humanitarization of the educational process.

The results are obvious: this technology makes it possible to study the topic in depth, develop the creative abilities of students, teaches communication, the ability to use grammatical structures, and the fear of speaking in a foreign language disappears [11].

Of course, the project technology does not solve all the problems of learning, but it is an interactive technology that allows students to realize themselves in a foreign language communicative activity, both during a speech (project presentation) and during a discussion.

It can be concluded that participating in project activities helps students develop their communicative and cognitive skills in relation to all aspects of foreign language communicative competence with a professional focus, including language, sociocultural, cognitive, linguistic, and cultural (search and selection of relevant information, its analysis, generalization and classification). Involving students in the discussion of the projects they have completed helps them learn the language more effectively and also helps them understand the complex law governing the unity and diversity of cultures [12].

Thus, the competence-modular organization of teaching English is based not on monotonous work, but on intellectual creative search, during which a new type of personality is formed, active and purposeful, focused on constant self-education and development.

Based on the foregoing, we can conclude that the means of improving the quality of education in the system of vocational education with a competence-modular organization of teaching foreign languages are new technologies and new forms of evaluation of results, which leads to the preparation of a competent specialist who fully satisfies the multifaceted needs of society, the employer and increasing the needs of the people themselves.

References:
1. Adizov B.R. Boshlangichta'limniizhodiytashkiletishningnazariyasoslari: Ped.fan.doc... diss. – Buxoro, 2002. – 276 b
2. Baxtin M.M. Og'zakiijodestetikasi / Comp. S.G. Bocharov, e'tiborbering. S.S. Averintsevva S.G. Bocharov M.: Art, 1979. 423 b. 12.
3. Borshcheva O.V. Chet tilinio'qitishga integral yondashuvningtuzilishi / M.A. nomidagi Moskva davlatgumanitaruniversitetiningaxborotnomasi.Sholoxov.Pedagogikavapsixologiya/-M. 2011.-№ 1.-5-8:
4. G'ofurov, B. G. Al-Farobiymadaniyattaraqqiyotida / B. G. G'ofurov, A. X. Qosimjonov. Moskva: Nauka, 1975 yil
5. Galitskix E.O. Integral yondashuvuniversitetdabo'lajako'qituvchiningkasbiyvashaxsiyrivojlanishiningnazariyasosisifatida: dissertatsiyaningavtoreferati. dis. ... dok.ped. Fanlar. - Sankt-Peterburg, 2002. - 43 p.
6. Karimbekov S.A. O'zbekistondaoliyta'limtiziminirivojlantirishdagiintegratsiyajarayonlari: Dissertatsiyaavtoreferati. dis. ... Doktorped.Fanlar. - Toshkent: TDPU, 2010. - 58 b. - B.6.
7. Rasulov M. X., Rizaev A. N., G'ulomov A. A. "O'zbekistontemiryo'llari" aksiyadorlikjamiyatitemiryo'ltransportininginnovatsionmuhitidaxodimlarniboshqarishmasalasigadoir // Innovatsion transport. – 2016. – yo'q. 3. - S. 13-16.
8. Rachenko I.P. Pedagogikmehnatniilmiytashkiletishtamoyillari.Kiev: Radyanskmaktabi, 1990. - 190 p.
9. Sapaeva F., Khujaniyazova G., Khajieva I., Abdullaeva Sh., Matyazova N. Learning different contexts in teaching second language. Journal of Critical Reviews ISSN- 2394-5125 Vol 7, Issue 3, 2020 (P. 266-267)
10. Khajiieva I., Khujaniyazova G., Kenjaeva K., Jumaniyozov F. (2020). Formation of foreign language competence of the future teacher of vocational education in the information and educational environment. European Journal of Molecular and Clinical Medicine, 7(2), 360–365.
11. Khujaniyazova G. Methods of teaching a foreign language as a science. Young scientist International Scientific Journal No. 29.3(133), 2016 (48-50 pages)
12. Khujaniyazova G. Innovative technologies and the teaching foreign languages. Young scientist International scientific journal No. 12.4(116.4), 2016 (117 pages)