



PROBLEMS OF USING INTERACTIVE METHODS IN LEARNING FOREIGN LANGUAGES

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Annotation. The current state of higher education puts forward new requirements for the professional training of a future foreign language teacher and his personal qualities and behavioral characteristics. Among the most significant are deep knowledge and skills, the ability to apply them flexibly, initiative, sociability, creative activity, readiness for continuous self-development.

Key words: Interactive methods, foreign languages, modern methods, educational process, pedagogy, methodology.

In this regard, the State Educational Standard of Higher Professional Education requires taking into account professional specifics in the study of a foreign language, its focus on the implementation of the tasks of the future professional activity of graduates. It is this circumstance that requires language universities to move on to considering the issues of modernization and selection of the content of foreign language education. According to the concept of modernization of Russian education, the main goal of vocational education in higher education is “training a qualified specialist of the appropriate level and profile, competitive,

competent, ready for continuous professional growth and professional mobility” [Kolkova 2003: 25]. All this requires the development of educational approaches that should contribute to the disclosure of the subjective experience of the student, the formation of personally significant ways of learning and qualities for him, mastering the skills of reflection, independent work on interaction in the process of learning a foreign language.

In recent years, the emphasis in determining the goals of professional training of students of philological specialties of higher pedagogical educational institutions has been placed on the formation of such an integral characteristic of a specialist as professional competence. This concept becomes the basis for determining both the strategy of general professional and foreign language education, and the choice of approaches, methods, means and technologies of education.

Special attention has always been paid to teaching professionally oriented foreign language communication in higher education. In recent years, many scientific works have appeared on the methodology of professionally oriented teaching of foreign languages in order to form professional competence (Yu.P. Adler, J.I.E. Alekseeva, T.A. Artashkina, V.I. Baidenko, V.V. Bobrov, V. I. Gorovaya, L. I. Devina, Y. V. Eremin, E. F. Zeer, I. A. Zimnyaya, M. V. Kuzmina, A. K. Markova, J.M. Mitina, T. M. Panova, J. Raven et al.).

A number of dissertations are devoted to the problem of the formation of professional competence in the educational process of higher education, the development of professional interests (A.Ya. Gaisina, T.M. Saltykova, V.F. Tanishcheva, G.G. Khantseva, M.K. Shlangman and etc.).

The issue of the structure and content of the professional competence of a foreign language teacher is studied by V.A. Adolf, N.V. Bagramova, Yu.V. Vardanyan, A.A. Dorofeeva, N.V. Kuzmina, A.K. Markova, P.JI. Oxford, E.H. Solovova, A. Khutorsky, S.F. Shatilova and others.

The analysis of these works showed that their authors focus on the professionally oriented teaching of a foreign language directly to the students of language or non-linguistic faculties of pedagogical universities. Little attention is paid to the methodology for the formation of foreign language professionally-oriented competence of future teachers and the approach aimed at improving the efficiency of the process of its formation and development in the system of higher education from the standpoint of the modern educational paradigm. In fact, graduates of the philological faculties of universities and pedagogical universities receive a deep basic education, but, as the results of pedagogical practices show, in modern conditions, knowledge, skills and abilities are not enough to be a successful specialist.

Today we can state the fact of the increased need of students to improve the quality of language training, which is due to modern trends in the development of the world community, the expansion of international contacts, as well as the higher competitiveness of university graduates who are fluent in a foreign language, including for the purpose of teaching it in schools. All of the above is relevant for students of any specialties, including, of course, those studying at language faculties. It is also obvious that the insufficient effectiveness of university training is due not to the lack of a need to master a foreign language, but to the lack of the ability to fully realize this need.

Therefore, in the process of studying at a university, an integrated approach is needed to determine the system of methodological training of students from the standpoint of the modern

educational paradigm, taking into account the theoretical achievements of the methodology of teaching foreign languages and professionally significant interdisciplinary connections. At the same time, it is necessary to search for new methods, techniques, means and forms of teaching a foreign language to students of language specialties in order to form their professionally oriented foreign language competence in the context of increasing the role of language as a means of professional communication.

In connection with the foregoing, it becomes obvious that today there are a number of contradictions between:

1. The social order of society for a professionally competent teacher who speaks a foreign language for its practical use in the process of teaching at school, and the existing practice of teaching a foreign language in a language pedagogical university.

2. Awareness of the need to form the professional competence of philology students - future teachers of a foreign language, and the lack of practical developments in this area, as well as the unwillingness to actively use new approaches and methods in the process of teaching students a foreign language at a university.

The foregoing determined the choice of the topic of our study: "Formation of foreign language professionally-oriented competence of philology students based on an interactive approach (on the material of the English language)".

Thus, the relevance of this study is determined:

- the need to change existing approaches to the formation and improvement of foreign language professionally-oriented competence of the future teacher of a foreign (English) language;

- the need and importance of finding new methods, techniques, means and forms of teaching a foreign language to students of language faculties.

These contradictions allow us to formulate the purpose of the study, which is to theoretically understand the problem of forming a foreign language professionally oriented competence of students of language universities and the practical development and testing of a scientifically based methodology for teaching a foreign (English) language to future teachers based on an interactive approach.

The object of the research is the process of formation of foreign language professionally-oriented competence of students of the Faculty of Philology - future teachers of English based on an interactive approach to teaching a foreign (English) language.

Subject of research: a methodology for the formation of foreign language professionally-oriented competence using interactive techniques and exercises in the process of teaching a foreign (English) language to students of a language university.

Based on the goal, the research hypothesis boils down to the following: the formation of a foreign language professionally oriented competence of future English language teachers can be successful if the following didactic conditions are taken into account:

- in the process of forming a foreign language professionally-oriented competence of students of language faculties based on an interactive approach, the selection of educational material is carried out, which is based on topics that reflect the specifics of modern psychological and pedagogical disciplines;

- the process of teaching students-philologists - future teachers of a foreign (English) language is carried out taking into account its social and psychological and pedagogical

characteristics and relying on authentic materials, the work with which, within the framework of an interactive approach, is aimed at mastering students' practical knowledge, skills and abilities necessary for the implementation of successful foreign language professional communication;

- within the framework of the interactive approach, a system of professionally significant techniques and exercises will be developed to ensure the formation of knowledge, skills and abilities that are part of the psychological, pedagogical, subject and communicative competencies of philology students - future teachers of English.

The purpose, subject and hypothesis of the study made it possible to determine the following objectives of the study:

1. Theoretically substantiate and analyze the social and psychological and pedagogical characteristics of the process of teaching a foreign language to students of philological specialties of pedagogical universities.

2. Consider theoretical and practical issues related to the problems of the formation of professional competence and foreign language professionally-oriented competence of an English teacher.

3. To identify and substantiate the structure of foreign language professionally oriented competence of an English teacher.

4. To analyze the points of view existing in pedagogical science on the essence of the category "approach" and determine the place of the interactive approach to teaching a foreign language to philology students.

5. To analyze the main ideas of an interactive approach to teaching a foreign language to students of philological specialties and to make a selection of teaching methods aimed at forming a foreign language professionally oriented competence of an English teacher.

6. Determine the principles of filling the content of teaching English to students of language specialties.

7. To develop a system of professionally significant methods and exercises of an interactive nature for mastering the selected content of teaching English to students of philology.

8. Experimentally test the effectiveness of the developed system of interactive techniques and exercises for the formation of a foreign language professionally-oriented competence of a future English teacher.

The following research methods were used to test the proposed hypothesis and solve the tasks set:

- study and analysis of theoretical and practical works in the field of linguistics, psychology, pedagogy, linguodidactics, methods of teaching foreign languages;

- organized monitoring of the educational process of developing foreign language professionally-oriented competence of fourth-year students of the specialty "Foreign language with an additional specialty";

- questioning and testing of fourth-year students of the specialty "Foreign language with an additional specialty", as well as a qualitative and quantitative analysis of the data obtained;

- experimental training in order to test the proposed methodological provisions and test the effectiveness of the developed methodology;

- statistical and mathematical processing of experimental data and their analysis.

The theoretical and methodological basis of the study was the fundamental provisions of philosophy, psychology and pedagogy on the problem of communication (G.M. Andreeva, M.M.

Bakhtin, B.S. Gershunsky, M.S. Kagan, V.A. Kan-Kalik, A.A. Leontiev, B.F. Lomov and others); on the implementation of the competency-based approach in general (I.A. Zimnyaya, A.K. Markova, A.V. Khutorskoy, N. Khomsky, R. White, J. Raven and others) and in vocational education (V.A. Adolf, E. P. Artamonova, N. V. Bagramova, V. I. Baidenko, L. K. Geikhman, V. M. Zhurakovsky, I. A. Zimnyaya, M. K. Kolkova, A. K. Markova, R. P. Milrud, A. I. Surygin, G. V. Telegina, V. N. Douglas, Ch. Velde, etc.); the main provisions of the interactive approach to organizing the process of teaching professionally oriented communication (L.E. Alekseeva, B.Ts. Badmaev, N.V. Bagramova, I.V. Balitskaya, L.K. Geykhman, T.N. Dobrynina, M V. Klarin, E. V. Korotaeva, M. Kuhn, T. S. Panina, G. H. Mead, Th. M. Newcomb, J. Sanford and others), works on the theory and practice of professionally oriented education in higher education (M.A. Akopova, L.E. Alekseeva, A.A. Verbitsky, A. Waters, T. Hutchinson and others); research in the field of methods of teaching a foreign language through the use of foreign language authentic materials (L.E. Alekseeva, I.B. Vorozhtsova, I.L. Kolesnikova, T.S. Serova, O.A. Rozov, E.S. Troyanskaya, G. A. Ushakov, S.K. Folomkina, V Kohonen, Nuttall and others).

Conclusion. In modern conditions, a new system of training a specialist with knowledge of a foreign language for work at school is being modeled. In recent years, in determining the goals of professional training of philology students of higher educational institutions, the emphasis is on the formation of such an integral characteristic of a specialist as professional competence in general and professionally-oriented foreign language competence in particular. The latter becomes the basis for determining both the strategy of general and professional education, and the choice of approaches, methods, means and forms of teaching a foreign language at a university.

The purpose of this dissertation work was a theoretical understanding of the problem of forming a foreign language professionally-oriented competence of students of language universities and the practical development and testing of a scientifically based methodology for teaching a foreign (English) language to future teachers based on an interactive approach.

The analysis of the social and psychological and pedagogical characteristics of the process of teaching a foreign language to students of philological specialties in language education was of great importance for this dissertation work. As a result, the role and place of foreign language professionally-oriented competence of a teacher of a foreign (English) language were determined, its essential characteristics and component composition were identified.

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