

# The Role of Modern Pedagogical Technologies in the Formation of Students' Linguistic Competence

Sultonova Nigora Abduganiyevna

Teacher, Uzbek State World Languages University

**Annotation:** *this article deals with the issue on analyzing the role of modern pedagogical technologies in the formation of students' linguistic competence. Also, author studies theoretically the specific features of the modern pedagogical technologies, as well as the history and the essence of educational technologies.*

*As the teachers' of future specialists we should work on our students' problem and help them to overcome that barrier which stands on their future success and we ought to encourage this process with different kinds of meaningful activities.*

**Key words:** pedagogical technology; speaking; software; specialist; linguistic competence; expressing idea; a means of communication; motivation; tutor;

One of the important factors in increasing the effectiveness of the educational process is the use of modern pedagogical information technologies.

Technology is a set of methods used to change the state, properties, and shape of raw materials, semi-finished products, etc., in a field of production (Greek "techne" - art, "logos" means.

The founders of the idea on pedagogical technology are US professors, psychologists S.Blum, L. Larsen, B.Skinner, D.Finn, D.Kratval. Their contributions to this area include the following: educational objectives taxonomy (1956 B.Blum), audiovisual education (L. Larsen of 1946), programmed teaching system (1954, B.Skinner), teaching technologies (1961, D.Finn), programmed learning (LOGO), 1968y.S.Peypert), educational technologies (D.Kratval). They have created the theoretical foundations of those fields.

The geography of emergence, formation and implementation of various scientific and theoretical ideas in the field of pedagogical technologies has expanded in



the 60-70s. Special pedagogical publications, Centers, Associations, research institutes and departments were established in USA, Italy, England, France, Japan, Canada, Korea, Russia, Hungary and other countries.

Since the 80s, pedagogical scientists have begun to study the scientific and theoretical foundations of pedagogical technologies in Russia. In particular, V.P.Bespalko (Person-oriented education), V.M.Monakhov (Axiomatic approach), M.A.Choshanov (Problem-modular teaching technology), V.F.Shatalov (Technology of acceleration of learning based on the models of learning materials), I.P.Volkov (Planned Learning), G.K. Selevko (classification of pedagogical technologies), N.F. Galizina made scientific pedagogical researches.

One of the means of such development is innovative technologies, i.e. these are fundamentally new ways, methods of interaction between facilitators and FL learners, ensuring the effective achievement of the result of pedagogical activity.

Pedagogical innovation is the process of improvement in the field of pedagogy, purposeful progressive change that introduces stable elements (innovations) in the educational environment, improving the characteristics of both its individual components and the educational system itself.

At the present stage, in many educational institutions both individual software products for educational purposes and automated training systems are developed and used in various academic disciplines.<sup>1</sup> Bespalko believes that pedagogical technology is a meaningful technique for the educational process. This is a formulation of the process of forming a student, who can guarantee the pedagogical success of the teacher, which is not related to his / her skill.

Also, M. Klarin describes the pedagogical technology: the pedagogical technology, the personality used in achieving these pedagogical goals, the systematic

---

<sup>1</sup> Roslyakov Sergey. How to learn English? Features of training an adult. // SchoolLife.ru.ru 2010. URL: <https://shkolazhizni.ru/school/articles/35229/> (Appeal date: 03/25/2017).

accumulation and order of functioning of the equipment and methodology.

The role of modern pedagogical technologies in the formation of linguistic competence in foreign language teaching is indisputable. Modern technologies, which are widely used today in the field of international experience, include:

1. Distance education.
2. Blended learning.
3. Master Classes.
4. Webinar technologies.

*Distance learning* is the most important and increasingly popular form of modern education. Rapid development of information and communication technologies in modern conditions created favorable conditions for their use in the educational process. At the same time, leading foreign countries have rich experience in distance learning.<sup>2</sup>

Distance education is a set of educational and training services for educational services through the use of traditional and innovative forms, methodologies, tools

and resources for distribution and delivery of educational products through information and communication means (video, audio, computer, multimedia, radio, TV, etc.) education. This form of teaching involves the goal-oriented interactive process of interaction of trainees and teacher by the means of the teaching tools, in which the learning process does not depend on their geographical area.

In organizing this training, teachers' activities are not limited to transfer educational information. That's why some experts are involved in organizing this type of education. They are named differently according to their function. Specifically:

*Teacher* is the author of the educational-methodical manuals used in organization of distance education.

*Moderator* - is an instructor who organizes a seminar, training, roundtable and forums organized on the basis of distance learning (provides the right organization of the communication process, summarizes ideas, corrects them,

<sup>2</sup> Muslimov N., Usmonboeva M., Mirsolieva M. Innovative educational technologies and pedagogical competence. - Tashkent, 2016. - P. 84.

improves the ability of the students to independently develop their thinking and work skills ).

*Tutor* is a pedagogue (trainer, mentor), who chooses interactive techniques for studying, who sets educational communication between the lecturer and a student.

*Blended learning* is an online learning material and a group-based teaching-based learning approach.

Blended learning is a combination of traditional learning and training carried out using modern technologies through a computer.

In this form of education, the student receives independent training but is also assisted by the team and the teacher.

Through the use of "blended learning" in group exercises, each student acquires communication skills, demonstrating positive changes in learning content, repeats the material, and prepares for a new topic. Blended learning is based on assignments in most cases and is organized on the basis of important information, and supplementary materials

are transmitted to the student via the online platform.

*Master-classes* - a form of effective training aimed at promoting advanced pedagogical experiences. Master-classes are one of the most popular forms of modern education.

*Webinar technologies* (visual webinar - web-based workshop) - 1) a seminar organized on the basis of mutual web technologies and traditional education; 2) The way to organize interactive learning exercises with students (listeners) using Internet technologies and special programs.

Although the concept of "webinar" can mean this, however, it is widely used in the practice of education, such as various online events (seminars, conferences, debates, meetings, presentations, trainings in some cases, network broadcasting on various events (computer or Internet and posters) and teaching aids.

Usually, webinars are organized after the study module, its specific sections, topics are studied independently. These sessions differ from the traditional ones - each

student can take active part in discussing the learning material and discussing specific skills and abilities. The success of the workshop depends on the skill of the teacher, the correct organization of the communication process, the audience's activity, and the targeted choice of the occupation.

Practical use of English in forthcoming professional activity is the main purpose of language teaching. The lack of motivation is one of the main difficulties in some English classes. Moreover, students are also too shy to speak with the friends. Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued by employers.

Students with good communication skills:

- can relate well to colleagues
- are able to get information they need from organizations and individuals
- can explain things clearly and contribute to meetings and discussions
- are more successful in their careers

- have more positive and productive relationships with others.

That's why, their interest, teaching material and techniques also determine the success or failure of skill development.

The main purpose of teaching foreign language in the preparation of future specialists: each specialist shouldn't learn some language but, she or he should have free communication and should develop his/her profession in the field of learning it.

Teaching speaking and its strategies in the situations of professionally-oriented communication as well as improvement of monologue and dialogue communication skills are investigated in the doctoral theses by E.N. Pshenichnova<sup>3</sup> P.A. Sidorenko, O.V. Chuksina and others. Research conducted by means of 'interdisciplinary' approach is always of great interest.

For example, implementation of an integrated approach to teaching reading

---

<sup>3</sup> Pshenichnova, E.N. Teaching foreign students to Russian professionally-oriented business communication. PhD thesis (Education), Moscow. 2007

and speaking based on the text types for specific purposes can be observed in the papers by N.V. Gagarina, Hampden-Turner, Hulstijn and others. . Role playing is still of great interest for educators. Various issues applying business role plays in teaching professionally-oriented foreign language communication are studied by Shaturnaya.<sup>4</sup>

According to ideas of some foreign language psychologists speaking is not either a communication process or utterance but it is a means of statement or expression of the idea.

In this age of progress the teacher has to stand up from his sit in order to interact with the students in the class. Today, the new generation does not want to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way. So, we teachers should guess our learners needs and design our

lessons, tasks according to their needs. So, what they want from us? They want to:

- Think independently
- Be creative
- Follow their inspiration and interest
- Learn what they want to know
- Learn how to find information
- Learn to do own research
- Learn to report their findings
- Learn to present their ideas to others
- Learn to communicate conclusions and so on.

Nowadays, students play more interactive role unlike the usual uncommunicative role from traditional approach. Teachers play a role as a facilitator in learner-centered activities such as “*problem-solving, discussion, role-plays and debates*”, etc. to provide opportunities for all students to participate actively. In that case, we should use tasks based on activities that encourage independent development.

As our students are future specialists in educational field and want to be good communicator following activities can develop our learners’ speaking skills.

---

<sup>4</sup> Shaturnaya, E.A. Methods of teaching foreign language professional discourse by means of training-speech situations and roleplaying. PhD thesis (Education), Tambov. 2009

- Student Debate
- Asking the Friends for Advice.
- Problem-Solving

At the same time, the above mentioned modern pedagogical technologies not only form the linguistic competence of students, but also ensure the active use of modern technical means, the Internet and various online training, which in turn stimulates the need for qualified pedagogues. After all, the qualified supervisor, moderators make great contribution to the development of linguistic competence of future foreign language specialists.

With their efforts, they will be qualified professionals who are required for the next generation.

### **References:**

- [1]. Roslyakov Sergey. How to learn English? Features of training an adult. // SchoolLife.ru.ru 2010. URL: <https://shkolazhizni.ru/school/articles/35229/> (Appeal date: 03/25/2017).
- [2]. Muslimov N., Usmonboeva M., Mirsolieva M. Innovative educational

- technologies and pedagogical competence. - Tashkent, 2016. - P. 84.
- [3]. Pshenichnova, E.N. Teaching foreign students to Russian professionally-oriented business communication. PhD thesis (Education), Moscow. 2007
  - [4]. Shaturnaya, E.A. Methods of teaching foreign language professional discourse by means of training-speech situations and roleplaying. PhD thesis (Education), Tambov. 2009