

Foreign language competence formation of the future teacher of vocational education in the information and educational environment

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Abstract: The article consists of the information about the fact that teachers of foreign languages departments to increase the effectiveness of teacher training can use the presented complex model of the development of foreign language communicative competence of future teachers of a foreign language by means of an educational online community.

Key words: mobility, creativity, willingness mobility, creativity, willingness, self-directed learning, reflexivity, interaction, cooperation, cyber socialization.

Introduction

Currently, the Republic of Uzbekistan requires well-educated and moral people with such qualities as mobility, creativity, willingness to make important decisions on their own and bear full responsibility for them, the ability to cooperate. As stated in the National Doctrine of Education in the National Program for Personnel Training and in the Law “On Education” of the Republic of Uzbekistan, the strategic goals of education are closely linked to the problems of development of the Uzbek society.

Future teachers (like other specialists) should be ready for independent solution of professional problems, which necessitates a significant increase in the independent and productive activities of university students, the development of their creative abilities and the ability to independently acquire new knowledge in a rapidly changing information space.[1] Based on the competence paradigm, the following principles of educational strategies have become relevant: active and self-directed learning, relying on both the educational and life experience of the student, focus on reflexivity, interaction and cooperation of participants in the educational process.

More and more widespread is the use of the Internet as a means and place of education for users (both primary and secondary). The new concept of the development of the Internet is largely based on the ideas of social environment.

Socialization in cyberspace, or cyber socialization, plays an important role in the training of future vocational education teachers. [2]It helps to develop social flexibility, professional flexibility and personal mobility. These three components of psych plastics allow the young specialist to adapt quite effectively to the new conditions of his professional activity. English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool furthering their studies.[3]

Communication has a significant impact on the perception of the knowledge that a person receives through other channels in the educational process. Under modern conditions, there is a growing understanding of the value of the contribution of other people to the formation of knowledge of an individual. While teaching higher education, using the notions that are described above in the subject of “Bases of Spirituality” is suitable. Especially, this consisted of arming student and youth with knowledge that created by medieval and central Asian public, disciplining them by giving vivid illustrations about scientists who contributed overall development of Islamic culture in order to rise sense of belonging and pride in the same base, glowing children that have national notions, resistance against strange ideas, obedient to their motherland, capable to perform all personal qualities, able to protect nation and peers from all negative and destructive notions, strains and bad habits. In this way students’ patriotic, humanistic feelings, possessions of culture in the filed of ecology and law, artistic and creativity skills that serves for the human perfection, and independency of family unit should be taken in to an account.[4] In cyberspace, students do not just learn ready-made knowledge, but construct their own knowledge in the process of communication, active interaction with teachers, other students who make up the educational online community.[5]

Research and methods

Currently, both in Uzbekistan and abroad, the possibilities of developing various competencies (including foreign-language communicative competence) are widely studied in the information and educational environment created in cyberspace. Web 2.0 technologies have long been used for the development of foreign language communicative competence in a university. Despite the fact that quite a lot is said about the socializing property of the Internet, about the constructivist nature of Web 2.0, the role of the educational Internet community created from students and university teachers is underestimated. The very concept of "innovative educational online community" in relation to professional higher education requires definition. The tools that the educational online community can use to achieve their goals need to be studied and systematized. [6]

The research to some extent serves the implementation of the tasks defined in the Decree of the President of the Republic of Uzbekistan dated December 10, 2012 No. PP-1875 “On measures to further improve the system of studying foreign languages”, the resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 27, 2013 No. 143 “On measures for the accelerated equipping (retrofitting) of foreign language cabinets of educational institutions of the Republic with modern information and communication equipment, technical trainin and inventory in the period 2013-2016”.[7]

The use of Internet resources and technologies in the study of foreign languages is presented in the works of V.G. Apalkova, E.I. Baguzina, A.A. Dragunova, M.N. Evstigneeva, T.V. Kapustina, E.Yu. Malushko, Yu.Yu. Markova, E.H. Minkova, T.Yu. Pavelieva, E.S. Polat, L.K. Raitskaya, P.V. Sysoeva, C. B. Titova, A.B. Filatova, A.K. Cherkasova et al. Web 2.0 resources and technologies are considered in the process of interaction between the subjects of the educational process. The role of the constructivist theory of knowledge in modern linguodidactics was written by E.V. Vinogradova, G.V. Zakharova and others.

However, the possibilities of the educational Internet community to use its means to achieve the goal - the development of foreign language communicative competence - have not yet been fully studied.

The purpose is to develop and theoretically substantiate a model for the development of foreign language competence of future teachers of vocational education in the context of information education. Many teachers agree that combining online elements with full-time education means that students show better performance than if they only studied in traditional cool environment.[8]

To achieve this goal, the following research objectives are identified:

- clarify the content of foreign communicative competence of future teachers of a foreign language and determine the means of an educational online community that are applicable for its development;

- to identify the most productive theoretical and methodological approaches to the development of foreign language communicative competence of future teachers of a foreign language by means of an educational online community;

- to develop and experimentally test a comprehensive model for the development of foreign language communicative competence of future teachers of a foreign language by means of the educational online community, as well as the technology for its implementation in the educational practice of the university; .[9]

- identify the necessary pedagogical conditions to ensure the effectiveness of the process of developing foreign-language communicative competence of future teachers of a foreign language by means of an educational online community;

- to develop tools for diagnosing the effectiveness of the process of developing foreign-language communicative competence of future teachers of a foreign language by means of an educational online community.

In the research process, a comparatively critical study should be used analysis of political, philosophical, historical spheres, linguistics, pedagogical, psychological, legal science and methods of the English language, scientific and methodological literature relating to culture; pedagogical observation; sociometric method (conversation, questionnaires, testing, interviews); experimental method; monitoring methods; scaling; mathematical statistical analysis; generalization of results.[10]

The theoretical and methodological foundations of the development of foreign communicative competence of future teachers a foreign language as an integral part of their professional competence by means of the educational online community, in the context of which:

- the content of foreign communicative competence has been clarified: the motivational-personal component provides a focus on mastering knowledge and self-improvement in the professional field, includes positive motivation for the future profession, a value system, professionally significant personal qualities, practical experience of manifesting foreign communicative competence in various situations, cognitive the component assumes a set of special knowledge in a foreign language and its teaching methods; psychological and educational knowledge operationally-activity component is expressed in mature and skills foreign language communication, as well as the ability and skill of self-activity;[11]

- the concepts of “educational community” and “educational online community «are clarified in relation to an educational institution of higher education: the educational community is an association of students, teachers, other employees of the university, attracted specialists who have common interests and goals, for which community members use various forms of cooperation. An educational online community is a group of people created in cyberspace that is formed by students, university teachers, and “external” participants in the educational process (attracted specialists from a specialized field, students and teachers of other

universities, in case of inter-university cooperation), united by common goals and objectives, a variety of types of fruitful cooperation both within and outside the Internet community in order to create and develop a vibrant, synergistically active information and education environment that respects the diversity of opinion, contribute to the emergence of new opportunities for learning, thereby increasing the cognitive and creative potential of each member and the Internet community as a whole;[12]

- the concept of “educational online community tools” was introduced: educational online community tools serve the achievement of educational goals and are a combination of information and educational resources (information and educational tools), technical devices with software (hardware), as well as methods and technologies using various forms of cooperation of members of the Internet community (organizational and methodological tools);

- the interconnection and interdependence of the development of the information and educational environment, the educational online community and the foreign language communicative competence of future teachers of a foreign language has been established;

- defined as the most productive, theoretical and methodological approaches to the development of foreign language communicative competence of future teachers of a foreign language by means of the educational online community: competency-based, systemic, personal-activity, multi-subject and environmental.

Results

The possibilities of the design methodology for the development of foreign language communicative competence of future teachers of a foreign language using modern Internet technologies have been clarified.[14]

A comprehensive model for the development of foreign language communicative competence of future teachers of a foreign language by means of the educational online community has been developed, consisting of task-targeted, organizational-content, instrumental-technological and productive-reflective components, as well as its implementation technology, based on the principles of goal-setting, continuity, continuity, systematic, and consisting of five stages: formative, staged, analytically effective, instrumental go and integrative-style.[13]

A toolkit has been developed to diagnose the effectiveness of the process of developing foreign-language communicative competence of future teachers of a foreign language using the educational Internet community, which is based on a criteria-level approach, which is a structured system for assessing the development of foreign language communicative competence of future teachers of a foreign language of a matrix type, which vertically shows the criteria and indicators of assessment, correlated with the three components of foreign language communication competence of future teachers of a foreign language (motivational-personal, cognitive and operational-activity), and horizontally shows the levels of development of these components - high, medium and low.[16]

The pedagogical conditions necessary for the effective development of foreign language communicative competence of future teachers of a foreign language by means of the educational online community are identified: 1) ensuring the professional orientation of the development of foreign language communicative competence of future teachers of a foreign language; 2) the presence of a formed information and educational environment that meets the criteria of science and modernity; 3) updating of all components of foreign language communicative competence through the use of educational online community tools in the educational process.[17]

Conclusion:

One of the major thrusts is to stress that beyond the delivery of content we need to take systematically into account the term “contexts” that completely changed social and cultural understandings which our education is calling for and the technology is able to offer us in our modern life.[18] Therefore, general theoretical concepts regarding the content of foreign-language communicative competence as an integral part of the professional competence of future teachers of vocational education should be clarified;

- expanded understanding of the possibilities of cyber socialization in the process of training future teachers of vocational education teachers, the role of the educational online community in the development of foreign language communicative competence as an integral part of professional competence and the means available for this;

the interconnection and interdependence of the development of the information and educational environment of the university, the educational Internet community and the foreign language communicative competence of future teachers of a foreign language is revealed: as the information and educational environment develops (in the technical, technological and substantive plans), [14]the opportunities of the educational online community for the development of a foreign language communicative competence of future teachers of a foreign language as an integral part of professional competence; increasing the level of their professional competence, future teachers make a more significant contribution to the development of the information and educational environment;

- theoretically substantiated the productivity of applying competency-based, systemic, personal-activity, multisubjective and environmental methodological approaches to the process of developing foreign-language communicative competence of future foreign language teachers by means of an educational online community.[15]

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