

IMPROVEMENT OF RESEARCH COMPETENCE OF STUDENTS IN TEACHING ENGLISH LANGUAGE IN HIGHER EDUCATION INSTITUTIONS

Aziza Buribaeva, *Guliston State University Republic of Uzbekistan*
Bakhtiyor Rakhimov, *Guliston State University. Republic of Uzbekistan*

Abstract: *The purpose of the integration of educational and research activities in higher education includes the process improving the quality of students in accordance with the educational programs of higher education, to attract students to participate in scientific research with the support of scientific supervisors, and using new knowledge and achievements of science in educational activities. In this article highlighted the issues based on improvement of research competence of students in teaching English language in higher education institutions.*

Keywords: *competence, education, research, information, fundamental knowledge, experimental research, cognitive activity.*

Introduction

The main signs of the development of society at the present stage are the ever-accelerating dynamism, the constant study of the nature of things. The consequence of this is a deep understanding of the principles of laws, the transformation of society and the emergence of new, previously non-existent types of activity in areas that also were impossible to exist in the earlier stages of society. Thanks to the new, changed conditions, the aspiration and ability to independently search for information, the development of fundamental knowledge, which constitute the theoretical basis of his activity, the skills and abilities of creating, as well as the implementation of new strategies of behavior and professional activity, become paramount for a modern specialist. One of them is the research component in the process of training a future specialist. In this regard, the question of the formation and expansion of research competencies is becoming one of the relevant and basic requirements for graduates of higher education. Due to these circumstances, the system of higher professional education found itself in a situation where it is necessary to make the transition from a traditional, rigid model of training to a more flexible, varied one, which would make it possible to form a highly skilled specialist, more adaptable to changes in the labor market, able to make the right decisions independently and act in a situation of inconsistency and uncertainty, aimed at a creative approach to business and, in addition, having a high culture of thinking [1].

Methods and analysis

The implementation of the competency-based approach is a way of maintaining a single educational, cultural, value, and vocational qualification space, as well as a factor in merging with the global educational space.

Taking into account the meaning of the term “competence”, a person can be considered competent in a specific field of activity only after he has mastered a certain amount of knowledge, information and practical experience. The transition to the use of the word “competency” in the description of the image of a future specialist who has received higher

education in accordance with the educational standard of the third generation provides a wider field of activity for the specialist.

We support the opinion of modern scientists that competency is the quality of a person who has a certain level of education, and manifests itself in the ability and readiness (based on the education received) for effective (productive, successful) activities, taking into account its social significance and all social risks that could potentially be associated with this professional activity. The organization of the preparation process, taking into account all the peculiarities of the formation and development of students' research competence in the context of university education, makes it possible to ensure a gradual transition of students from educational research to really real scientific research of production problems existing at this stage; to relevant scientific developments that can be introduced into the production process with the goal of optimizing it, which will generally increase the level of readiness of graduates for professional activities. The choice of teaching methods used is determined by such factors as the motivational and psychological mood of students to master new knowledge, the level of basic knowledge of students, the nature of perception of scientific material, external circumstances, and also many other reasons [2].

The importance of monitoring research work as the main direction of the formation of professional competence of a student at a university is as follows:

Set of educational factors of professional competence of future specialists was developed and tested during research work with the aim of organizing the educational process, which is aimed at realizing the scientific potential of students;

- a description is given of the methods of organizing independent research work of students in the process of studying the main professional disciplines that contribute to the maximum disclosure of the creative and research potential of students, on the basis of which the educational program implemented at the university faculties was developed;
- the complex of interrelated conditions of the experimental research base was checked through monitoring of student professional competence. A set of diagnostics is also highlighted to determine the levels of this phenomenon, which allowed its use in practical educational and pedagogical activities.

Research activity is a unique way to realize the professional competence of university students, is a model of self-realization of the creative potential of both students and teachers. This model is aimed at the comprehensive disclosure of research abilities, as well as personality traits as a future qualified specialist, which, without a doubt, contributes to students gaining their own worldview.

In recent years, a set of innovative teaching technologies has been created in pedagogical practice, as well as the corresponding forms, means and methods that affect the development of students' research culture. These include various teaching technologies - concentrated learning, heuristic learning, a large list of special techniques and methods that form students' creative abilities.

Among them, one can single out the technology of project training, which has great potential in the diverse development of the young generation, including research competencies. The relevance of the ideas of project training is also determined by the social transformations taking place in the process of development of modern society. The phase of social development is characterized by the fact that there is a formation of a paradigm shift, the evolutionary transition of society to new rails of development, with a scientific and technical culture corresponding to this period. Designing at the present stage can be called a lifestyle, and a new formation comes not only from designers or constructors, but also from specialists in the humanities, lawyers, managers, etc. Hence the concept of "design culture", which designates the phenomenon of the century from the point of view of culture.

The leading interactive teaching methods, in our opinion, are organizational and activity games, clubs, support of teachers in the process of acquiring research skills and abilities (interaction and cooperation of students with a teacher, help of teachers with students and, at the same time, raising their own research culture), filling research work, in addition, students attend special courses, which contributes to the acquisition of theoretical and practical knowledge and skills to carry out research activities. The result of this is the acquisition by students of the skills to organize and implement practical activities [3].

An important role in achieving the goals of higher education is given to project technology, since it affects many aspects of human life, in particular, research activity, which also includes education. The active use of design technologies is directly related to the task of increasing the effectiveness of training. In modern society, we can increasingly observe an appeal to project activities, which is clearly confirmed by the results of a survey of higher school teachers. Approximately ninety percent of teachers say that it is necessary to attract students to design and research activities; approximately seventy percent of the bachelors of technical and humanitarian specialties surveyed expressed a desire to engage in research and design activities within the study of academic disciplines. The number of participants in scientific competitions and conferences reflecting the results of the work has increased. The project method is presented as a flexible system for organizing the educational process, which favorably affects the desire to find the correct and comprehensive answers and the ability to verify the correctness of the answers received, monitoring the information obtained during the experiments.

Designing should be considered as the main type of cognitive and research activity of university students. The analysis of the characteristic features of the structure of the student's cognitive activity is the starting point in determining and developing optimal ways and means of managing educational activities. To summarize, we note a significant intensification of the process of students entering the cognitive activity. However, an analysis of student work, speeches and reports at conferences shows that in the vast majority of cases, design and research activity as a phenomenon does not differ in independence. This conclusion is also confirmed by the leaders of research and design work, noting that about 40% of students do not have the ability to independently put forward and substantiate a hypothesis, plan activities, formulate a goal, search and analyze the necessary information, perform an experiment, present research results, perform reflection, competently to build a report. This situation has arisen because students do not have experience in research and project activities. Students use the algorithm proposed by the teacher to perform work without special training, not possessing basic knowledge and skills that can be attributed to research or design activities, which in turn leads to a lack of internal motivation for the implementation of design work [4].

Choosing from the whole range of training methods used to form the students' research competence, we grouped them as follows:

- a group of reflective methods based on individual experiences, introspection, as well as awareness of one's own knowledge and skills in reality: self-esteem, introspection, etc .;
- a group of training and gaming techniques that provide intensive development of both individual and group experience, as well as the adjustment of knowledge and professional skills in specially defined conditions: business games, trainings, etc .;
- a group of innovative-activity methods, combining the latest educational technologies such as: modeling, creative process.

If we talk about the processes of comprehending and remembering the fundamental facts studied by students of the scientific industry and related theoretical generalizations, then this means mastering the factual side of knowledge. It is also especially important to master the material studied and the ability to use this knowledge in practice. It is for this reason that

it is generally accepted that any knowledge includes, in particular, the practical aspect, which makes it possible to use it in a wide variety of sectors of social, industrial and spiritual activity. From the foregoing, we can conclude that the possession of knowledge is directly related to the acquisition of a set of skills, as well as their application in a wide variety of educational and professional and life situations.

In the process of developing practical skills and abilities, as well as studying the factual side of knowledge, the development of thinking, memory, and creative inclinations of the teacher always takes place, including the development of his own scientific worldview and morality. To summarize, knowledge contains a powerful, great developmental potential that affects the intellectual, moral-aesthetic and worldview spheres of a developing personality. From the above facts, we can conclude that there is a complex internal structure of knowledge as a whole, about the existence of a formed system of interconnected components within it, which are important in the process of studying the material. Such components include a deep understanding of the acquired knowledge, their preservation in memory; the ability to reproduce factual material, as well as the theoretical generalizations arising from this; ability to use the acquired knowledge in practice; comprehensive development of creative inclinations in cognitive and practical activities, and finally - the formation of their own worldview and beliefs [5].

Often, teachers in universities are faced with a situation where a fairly large number of students have only superficial knowledge. It should also be noted that often students are not able to clearly and in the correct logical sequence repeat the theoretical material, and even more so use it in practice. Difficulties, in particular, lie in the fact that students are not trained to distinguish the generalized features of the studied processes and phenomena, compared with their differences, because outwardly the differences are more pronounced, moreover, the differences are more specific in contrast to the general signs, which have not so much obvious character. To identify them, you must have a formed abstract thinking.

In addition, there is also a difficulty of a different plan, consisting in the spiral nature of the cognitive process. No matter how well the teacher gives the teaching material and how high the cognitive activity of the students would not be, the perception and rethinking of the material being studied does not fully ensure its deep understanding. To solve these problems, students should conduct independent educational work with the goal of a more complete and thorough understanding of knowledge (in psychology there are two types of perception and understanding of the material being studied - primary and subsequent). It is natural and quite natural that the nature of this work is directly related to the volume of material being mastered, as well as the degree of its complexity. So, if the educational material is small in volume it is simple enough for assimilation, then often only primary perception is quite enough to comprehend it. But there is very little educational material of this type in university subjects (for example, theoretical mechanics). In the vast majority, without further independent work, an in-depth understanding of the knowledge gained is indispensable [5].

But the result of cognitive activity to comprehend the studied knowledge consists not only in understanding it. This process also has a significant positive impact on the level of intellectual abilities, worldview and morality of the student's personality. He develops the skills of analysis and comparison of the phenomena studied, isolates the main signs and properties and, in addition, the ability to reason and make logical conclusions, as well as highlight hypotheses and formulate theoretical generalizations. For educational activities of a student, motivations of an intellectual-cognitive nature are critically important, which should be understood and realized by the subject, the desire to systematize and deepen the knowledge gained as a thirst for knowledge. These motivations should be correlated with intellectual need, accompanied by a positive emotional tone and not fully saturated. Managing these motivations stimulates, overcoming fatigue, to devote an increasing amount

of time to study, contrasting it with various distracting factors, to work enthusiastically and persistently on the implementation of educational tasks.

The increase in the amount of information that students have to learn at the university also positively affects the strengthening of the role and importance of the correct construction of independent cognitive activity. But at the same time, a contradiction arises between the sharply increased volume of students' independent work at the university and the almost complete absence of external regulation. Approximately half of the freshmen who took part in the survey said that in preparing for practical exercises they use exclusively either textbooks or lecture notes. It is established that in the vast majority of the recommended additional literature they do not study. For these reasons, they lack the skills to work with scientific literature, including methods for abstracting and taking notes of primary sources that are not mastered, and also lack skills in identifying and formulating the main problems and conclusions for solving these problems.

Universities are becoming the main source and leading professional resource base, thanks to which changes in the country's socio-economic structure are being formed. The emphasis on the quality education of a developing society, high human potential are dominant in the process of introducing various areas of transformation. An adequate socio-economic policy both at the regional and especially at the federal level contributes to the buildup, concentration and effective use of the scientific and educational potential of universities and society as a whole [6]. The above methods for the formation of the research competence of university students are those indispensable conditions by which the personality of the personality is formed in the educational process, as well as preparation for future innovative professional activities is carried out.

Global changes in the world made us take a fresh look at the problem of personality formation in the world community. A number of scientists studying the training of future specialists indicate the need for young people to become involved in research activities that are of great importance for the formation of personality and its entry into the global educational space.

Conclusion

Summing up the above, we believe that the improvement of the methodology for the formation of research competence is directly and closely connected with scientific work with students, which includes such points:

- educational work aimed at the formation in students of a complex of abilities and skills of educational and research work; disclosure of all laws, as well as methods of perception and understanding of scientific and theoretical material; the development and expansion of ideas that mastering knowledge of scientific field is impossible without active mental activity, without developing an independent approach to a thorough understanding of information;

- the organization of students' independent work on the assimilation and comprehension of lecture material, which is necessarily accompanied by self-control and introspection; the formation of a firm conviction that the strength and depth of professional training of students largely depends on the proper organization of independent work;

- teaching students to plan extracurricular educational activities with the obligatory alternation of classes in other disciplines;

- the organization of students' self-educational work in the course of their development of technologies and methods of independent learning.

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