

EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND MANAGEMENT STUDIES

VOLUME03 ISSUE11

DOI: <https://doi.org/10.55640/eijmrms-03-11-16>

Pages: 90-94



COMMUNICATION TECHNOLOGIES IN CONTEMPORARY INSTRUCTION FOR FOREIGN LANGUAGE LEARNERS NON-LINGUISTIC TRAINING DOMAINS

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ABOUT ARTICLE

Key words: Hardware, software, webinars, video conferences, presentations, Internet, information and communication technologies.

Received: 06.11.2023

Accepted: 11.11.2023

Published: 16.11.2023

Abstract: The article explains the fundamentals of information and communication technologies and assesses how they fit into the curriculum for foreign language instruction at contemporary universities. With the use of the ICT tools on this list, students' cognitive activity can be stimulated, positive learning motivation can be given, learning can be highly differentiated, and control over knowledge, skills, and abilities can be enhanced.

INTRODUCTION

According to F.O. Rusinov, "preparing a person for life in an era of crises" is the primary responsibility of higher education institutions in the modern, rapidly changing world of uncertainty. This is achieved through helping students develop the necessary professional competencies and skills.

The following non-linguistic areas of training are most frequently listed in the State Standards of Higher Education as general cultural competencies required by graduates: - the ability to communicate orally and in writing in Russian and foreign languages; - the ability to work in a team, tolerantly perceiving social, ethnic, and other differences; and - the ability to self-organize and self-education [1-8].

According to A.A. Vinogradova, I.A. Karpovich, and others, the primary activity in the university educational environment at this stage of life is recognized as educational activity. As such, we believe that students studying non-linguistic areas of training can and should develop the necessary competencies within and through the subjects they study. All first- and second-year undergraduate students must take the course "Foreign language" in order to master non-linguistic areas of instruction

in higher education institutions. As a result, educators need to be aware of how a foreign language can help students develop academically and professionally relevant competencies. The development of these competencies, in our opinion, will help students from non-linguistic training areas learn communicative pedagogical technologies when they are taught the discipline of "Foreign language".

Many Russian scientists have examined the idea of "pedagogical technology" (V.P. Bospalko, I.P. Volkov, M.V. Klarin, B.T. Likhachev, V.M. Monakhov, V.A. Slastenin, etc.); however, in our work, we want to quote the following language from UNESCO documents: With the goal of optimizing educational forms, pedagogical technology is a methodical approach to developing, implementing, and defining the entire teaching and learning process while accounting for technical and human resources and their interactions [10: 239].

Originally designed to help students improve their ability to communicate in a foreign language, communicative technologies for teaching foreign languages were quickly criticized for placing an undue emphasis on conversational language skills at the expense of other linguistic elements. To organize student collaboration while simultaneously involving each member of the group in the process of active rather than passive knowledge acquisition, teachers must be able to use communicative educational technologies in the context of today's university learning environment.

Additionally, the use of communicative educational technologies in the contemporary practice of teaching a foreign language enables students at non-linguistic educational institutions of higher education to acquire their own knowledge and formulate their own opinions on a given issue. Furthermore, when students integrate new material independently during a cooperative process that calls for them to act out different social roles and exhibit communication skills, it helps them understand where, how, and why they can use the knowledge they have learned.

The interdependence of students working in the same group and their personal accountability for their own and their classmates' successes serve as the cornerstones for the application of communicative pedagogical technologies.

An additional noteworthy attribute of communicative pedagogical technologies is their focus on the social dimensions of education, specifically on the ways in which students engage with one another. Using communicative pedagogical technologies also entails providing the group with a general assessment that considers the ways in which students interact with one another within the group as well as the academic outcomes of their work. In light of this, it is advised to talk about student behavior

and interaction during problem-solving sessions that involve the use of communicative pedagogical technologies, as well as the effectiveness of this collaboration and strategies for enhancing it.

Put another way, awareness of students' personal responsibility for their own actions and each other's actions when their teacher is actively involved in joint educational and cognitive activities is a necessary condition for the development of non-linguistic areas of training for students of the necessary personality qualities and professional competencies through the introduction of communication technologies in the university educational process.

Therefore, using communicative pedagogical technology to help students at non-linguistic universities develop their communication, cooperation, self-organization, and self-education skills seems like a sensible approach to teaching foreign languages.

We recommend utilizing the following group forms of interaction to engage students in interactive activities:

"Learning in a team" (Student Team Learning)

"Openwork saw" (Jigsaw)

"Learning Together" (Learning Together) [11].

Since they emphasize achieving group goals and the success of the entire group through active student interaction, we believe that the listed cooperative training methods are best suited for the use of communication technologies in the practice of teaching a foreign language to students of non-linguistic training areas.

Furthermore, every student is aware that their collective effort and each member's contribution are what make the team successful. Regardless of their academic standing, students are divided into small groups of four to five individuals to self-study specific material, a practice shared by these technologies. These technologies differ in a number of ways at the same time.

Therefore, the following fundamental ideas can be distinguished with regard to the technology of "Learning in a team" (Student Team Learning):

- the idea that there should be only one "reward" for the entire team (team rewards);
- the idea that each student has a "individual" responsibility for the success of the entire group;
- the idea that every student should have an equal chance to succeed. Every student in the group contributes independently

to the achievement of the group's objectives, so long as they communicate with one another frequently. Simultaneously, the goal of the group's work on the topic / problem is not the task itself, but rather the development of each student's necessary skills and mastery of the knowledge required to complete the task.

Using the "Openwork saw" (Jigsaw) technology, students work in groups on educational materials made up of discrete pieces, or "fragments". Each group of students (referred to as "experts") is working on the same pieces of a shared subject. After discovering information about their fragment, experts from various groups researching the same issue come together and exchange data. Once back in their groups, the experts alternately instruct other group members in the new material, ensuring that every student in the group has a firm grasp of it. Students divide up who gets to do what within the subgroup. Thorough interactive exercises help all of the group's students absorb the information more fully and effectively. When studying new lexical and grammatical content, these technologies are pertinent. Thus, for instance, group projects on the grammatical topic "Times of the Simple group" could be structured as follows:

1. every student studying this subject on their own, then discussing what they have learned with other students in their group to fill in any knowledge gaps and gain a deeper comprehension of the subject (technology "Learning in a team");
2. the study of one aspect of the subject "Times of the Simple group" by each student (expert), such as education, use, or markers of the time, and the subsequent dissemination of his portion of the information to the other students in his group to produce a comprehensive picture of this subject ("Openwork Saw" technology);
3. All members of the same group focus on a single facet of the "Times of the Simple group" topic, such as education, the use of historical markers, and the dissemination of their knowledge to other groups' members so that all relevant information on the subject is available ("Learning together" technology).

The collaborative learning technologies that are taken into consideration help students develop their cognitive-organizational and social-communicative skills. They also address two challenges: academic in nature, which involves achieving a cognitive goal, and social in nature, which involves implementing students' communication while working on a task. Through interaction, the teacher has control over how well the students complete the assignment and how they interact with one another.

The benefits of using communication technologies include students' improved cognitive and organizational abilities as well as their communication skills, which are enhanced through mutual control, the development of positive relationships, the training and counseling of weaker students by their more capable peers, and strong students' deeper comprehension of the subject matter.

In order to form the primary professionally significant competencies of students in non-linguistic areas of training in educational institutions of higher education in the fields of communication, educational and cognitive activity, and self-development, communicative technologies are used in the university educational process.

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