MODERN METHODS AND APPROACHES IN TEACHING ENGLISH IN THE FORMATION OF STUDENTS' PROFESSIONAL COMPETENCE

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Abstract

The relevance of the research topic is determined by the special role of education in the life of modern society based on the principles and values of the post-industrial (informed society) period. Currently in Uzbekistan different approaches and methods are used in teaching English to university students: problem-based learning, the case method, the context method, the communicative-activity approach, and others are incorporated into the curricula of universities. At the same time, the general level of mastering the English language by university graduates remains low. A significant increase in the communication skills of students based on the cultural characteristics of native English speakers is required.

Keywords: professional competence, cultural imperative, listening, speaking, writing and reading skills, rational approach, triad, social and epistemological aspects

Introduction

Professional competence, in addition to technological training, needs many other components that are currently required by any specialist, they are predominantly non-professional and over-professional in nature. At the same time, the scientist names the following components of professional competence:

- Personality traits are the ability to make independent and responsible decisions, the ability to bring the work started to the end, apply a creative approach to it, the ability to constantly update their knowledge and continuously learn;
- Qualities of thinking are abstract, systemic and experimental thinking, flexibility of the mind;
- Communicative qualities are the desire and ability to cooperate, sociability, the ability to conduct a dialogue[1].

Agreeing in general with the position of E.F. Zeer, who by "professional competence" understands the integrative personal quality of a specialist, including a system of knowledge and skills, generalized methods for solving typical problems, we note that in this definition, unfortunately, it is not clear what personality traits the scientist refers to as an integrative quality[2]. We believe that if we add an indication of personal and professionally significant qualities to its definition, then we can clarify this point. It appears that E.F. Seer made an important clarification, which is consistent with the logic of the study of the genesis of

competence. It lies in the fact that the study of the functional development of professional competence indicates that at the initial stages of the formation of a specialist, there is a relative autonomy of this process, but already at the stage of independent performance of professional activity, competence is gradually more and more integrated with professionally significant qualities[3].

This clarification is of fundamental importance for our study, since it eliminates some inconsistency in the interpretation of the term "professional competence".

According to S.Ya. Batyshev, competence appears as an evaluative term that indicates the ability to carry out professional activities, characterizing the measure of compliance of understanding, knowledge and skills with the level of complexity of tasks and problems solved in practice[4]. This understanding of competence makes it possible to expand the content of training from the point of view of the competence of a future specialist at different levels of its formation. In our opinion, the mastery of objects of activity that become products of historical development can and must be realized by performing adequate activities in relation to them (reproducing the significant methods of activity that are available in practice, developed by society in the form of a system of professional skills).

Professional competence is an integrative personal quality of a specialist, combining competencies and a system of adequate professional skills (knowledge, skills, general ways of solving professional problems) and personal and professionally significant qualities.

An important trend in education in recent years is the growing recognition by researchers and educators of the need to go beyond teaching concepts and facts to include authentic practices and everyday life of students within the educational process[5]. In particular, R. Daschl suggested using the "cultural imperative", which is an integrated structure of society and the community in which students live. The integration of culture and context into the education system leads to the inclusion in it of "social and epistemological aspects that are embedded in the increase, assessment, presentation and transmission of knowledge and practices"[6]. One of the challenges of education is to engage students in understanding the value of science in their lives and the approaches and methods that scientists use when formulating scientific requirements or solving problems[7]. Ignoring the daily life of students in science teaching and learning often leads to an overemphasis on particular facts, a lack of relevance in the transfer of knowledge, and an overload of students with content[8]. Many researchers see the solution to this problem in the application of a context-oriented approach to teaching and learning[9]. However, despite constant efforts to take into account the context in the design of educational programs, there is no consensus in the scientific community about what constitutes a context and how it can be created in the learning process, and during classes, educators create a learning context with limited student participation.

In order to solve the above problems, K. Wiig and his colleagues in their study analyzed the socio-cultural perspective of the development of the learning environment and studied the

features of how teachers take into account the daily life of students in their teaching methods. The researchers called this approach "contextualized learning", which is defined as "using students' everyday knowledge as cultural and cognitive resources to guide their learning and support their motivation and conceptual understanding in the acquisition of academic knowledge"[10]. Contextualization (sociolinguistics) training is based on the idea of combining everyday ideas and experiences of students with scientific practices that are traditionally applied in universities. In their study of the resources educators use to contextualize learning, these scholars indicated that educators use resources such as community characteristics, daily practices, students' personal problems, and their experiences of traveling the world. Although this is an undeniable progress, the contextualization of learning is something that largely depends on the preparation of teachers and their understanding of the daily tasks of students, which is not always easy when there are many students in groups[11].

Currently, scholars are striving to expand the idea of contextualization and are studying the issue of active and ongoing contextualization by students of their learning. It is an extension from teaching contextualization to exploring the nature and extent of students' involvement in active contextualization as part of their participation in scientific literacy project activities. Students often bring unique experiences and knowledge to the learning environment that can impact their learning. L.H. Bronkhorst and S.F. Ackerman identified three reasons why students should be proactive and actively contextualize: each student's unique and specific story, personal and interest-based learning experiences, and the ever-changing and increasingly less predictable nature of what students learn to maximize knowledge in professional communities[12].

It seems that the contextualization of learning should include not only consideration of the nature and relevance of the content of training programs and teaching methods, which include good examples that make it easier to transfer knowledge to university students. It is designed to ensure the active participation of students in various practices based on their experience in everyday life, their understanding and use of scientific concepts to explain the phenomena of the surrounding reality, as well as establishing socially responsible relationships with other people.

A modern specialist in the Eurasian space, a highly qualified specialist of the 21st century, is a linguistic personality of an ideal or elite type. The multifaceted nature of international relations in the era of globalization and integration, the need to preserve the confidentiality of many scientific research and the use of information technologies of an ever higher level in professional activities pose the challenge for the world community to constantly improve the level of training of specialists. Under these conditions, mastering a linguistic personality through discursive competencies in several languages, including foreign ones, acquires strategic importance. Uzbekistan is at a new stage of its development today. The state is taking

steps to develop a language policy in accordance with modern realities. Joining the Bologna process opens up wide opportunities for training modern highly qualified specialists, ensuring their mobility in the Eurasian and European space. The training of a modern specialist begins in a general education mass school, as well as in gymnasiums and lyceums.

Requirements for graduates of non-linguistic universities in Uzbekistan are growing rapidly. In addition to mastering professional competencies, a modern competitive specialist must successfully solve various professional problems in the field of production, science and technology in the process of work, using Uzbek, Russian and English languages. In this regard, a graduate as a competitive specialist must know foreign languages in the field of his professional communication. It is especially difficult today to study English, because this language is less common in Uzbekistan relative to the other two. In the process of teaching students, English teachers are faced with such problems as lack of motivation to learn it; inability to work with scientific and technical texts in the specialty; the inability to rationally organize their work, as well as the low level of self-education of students.

It is impossible to apply only one, even a very effective methodology in the pedagogical process, since in any case it is based and intersects with other teaching methods (more traditional, conservative, less dynamic, but at the same time reliable and leading to high results). In particular, in our opinion, traditional grammatical (lexical-grammatical) and audio-linguistic methods are very relevant and useful. In doing so, we consider it important to pay special attention to the case study method, since it is very effective in teaching students of linguistic universities. The case method presupposes active learning based on real situations; therefore, students who are already within the walls of universities have the opportunity to practically apply their knowledge of the English language to solve specific situational problems.

D.L. Matukhin in his research conducted a survey, in which he tried to find out which exercises are difficult for students of universities, and which, on the contrary, are easy to perform. As a result, 76% of the respondents stated that it was very difficult for them to solve problem situations in the classroom, comment on statements, carry out cases, control exercises, etc. The simplest exercise was translating from English into Uzbek or Russian. When asked whether they liked the topics studied in English lessons, about 83% answered that the topics studied in the lessons were not interesting to them. The findings indicate that in the absence of interest in topics taught in English, students lack the motivation to express their point of view[13]. In other words, most of the topics presented for study in the curriculum and study guides are not interesting for discussion, which demotivates students to speak English and answer questions. In this regard, D.L. Matukhin proposes to include topics that are of interest to students and develop appropriate didactic materials based on problem learning technology. This will allow organizing the entire process of teaching students of technical specialties only in English. At first, it will be difficult for them to understand the tasks or to ask for something, but they will

be able to count on special support materials with useful expressions necessary for communication between the teacher and students in the classroom[14].

The use of a problem-based teaching method helps to make the class dynamic with a wide range of issues for discussion. Most importantly, when completing assignments, students practice not only English, but also learn to perceive and respect the opinions of other people on the issues discussed. According to D.L. Matukhin, the use of technology for problem learning has a number of advantages over other teaching methods. These technologies activate students in English classes and immerse them in a situation of real communication and imitation of events that will be useful to them in their future professional activities[15].

One of the trends in modern teaching English is the orientation of the educational process towards the development of the student's personality, taking into account his needs and abilities. An important component of teaching English is the independent activity of students, which involves the conscious mastery of the English language, associated with the acquisition of skills for self-education and self-improvement throughout life. The readiness of a future university graduate for professional self-knowledge and self-development is reflected in a number of regulations of state educational standards of higher education.

The problems of independence, self-education and autonomy are actively discussed on the pages of scientific and methodological publications[16]. Despite the fact that at present the problem of learning English offline is being investigated quite intensively, some aspects remain not fully understood, in particular, the problems of mastering English vocabulary. Successful professional activity in English presupposes possession of a large volume of lexical material and its free use in speech; therefore, the development of skills for independent study of vocabulary is especially important.

When forming the content of education, it becomes necessary to take into account the personality of the student, the peculiarities of his educational activity. In this regard, the ability of students to communicate in English depends on the level of formation of their skills and abilities, special attention should be paid to special exercises and tasks that form strategies for independent learning activities.

One of the main goals of vocational education is the formation of an integral structure of the future professional activity of a student during his studies. This means that in order to achieve the goals of forming the personality of a specialist in a university, it is necessary to organize such training that ensures the transition, transformation of one type of activity (cognitive) into another (professional) with a corresponding change in needs and motives, goals, actions, means, objects and results.

A foreign language should be designed not just as a combination of a sign system and activities for its assimilation as an object of student activity. The problem is that when teaching foreign languages in a university, traditional forms and methods of teaching dominate, an orientation towards organizing the academic process of transferring and consolidating foreign language

information. Taking into account the specifics of teaching in universities and the limited number of hours devoted to learning English, it is necessary to develop such a teaching model, the implementation of which would ensure the professional orientation of the content and process of teaching a foreign language, as well as solve other social problems.

Nowadays, in Uzbekistan students are required to meet the following requirements for the level of English proficiency:

1. Listening: the student understands the main content of the texts within the framework of the studied topics; defines the main facts, omitting secondary ones; understands detailed information within the studied topics; draws up difficult questions based on what he heard in order to obtain additional information; extracts the meaning of what was heard, based on contextual clues; distinguishes between specific information within the studied topics; recognizes inconsistencies in the given arguments within the studied topics.

2. Speaking: the student conveys the main content of the text within the framework of the studied topics, building a logical course of events; uses formal and informal styles; presents information within the studied topics; predicts the possible content of the text by title, illustration, keywords, excerpts from the text, etc. within the studied topics; asks simple and complex questions to obtain specific information; interacts with peers (in pairs, groups) to complete educational tasks; compares and contrasts texts within the studied topics; expresses an opinion, substantiating his point of view.

3. Reading: the student determines the main content of texts of different styles and genres within the framework of the studied topics; distinguishes between detailed information in the text of different styles and genres within the studied topics; uses various information resources (reference materials, dictionaries, the Internet, etc.); recognizes specific information in the text and different styles, genres of texts within the studied topics; predicts the content of the text by title, text fragment, illustration, keywords, etc.; determines the attitude or opinion of the author; evaluates information from various texts;

4. Writing: the student fills in tables, diagrams, diagrams, questionnaires, forms, etc.; draws up a plan, writes, edits and corrects the text within the framework of the studied topics; makes extracts from the text in accordance with communicative tasks; describes real and / or fictional events from the past, present and future, relying on knowledge from previously studied topics; connects and coordinates sentences and paragraphs among themselves in the text within the framework of the studied topics; correctly and correctly places punctuation marks in the text within the framework of the studied topics; creates texts of various styles and genres, observing the appropriate rules and format[17].

Students of many universities can only qualitatively master the level of basic sufficiency, since at present there are no really operating mechanisms for different levels of training of technical specialists, school graduates enter universities with a low level of knowledge of the English

language. Only a few forward-thinking students of universities strive for deep study of the English language and work diligently on this, including self-education with tutors.

In the scientific literature on methodological approaches to teaching English, E.G. Belyaevskaya and T.N. Painter suggested, in our opinion, a very useful method of modeling a linguistic personality in the pedagogical process[18]. These scientists do not propose to radically change the existing educational programs and teaching aids, but pay attention to the advisability of making partial changes in order to increase the effectiveness of training, regardless of the chosen methodological approach. According to E.G. Belyaevskaya and T.N. Painter, the teacher's focus should be not only on the language as a system of signs, but also, first of all, on the "speaking person" is the linguistic personality, as well as the communication situation itself. They believe that the main reason for the insufficient study of quasi-spontaneous oral speech is the incorrect research methodology. It is necessary, in their opinion, to analyze the reasons leading to difficulties in interpreting statements within the framework of modeling a linguistic personality (in conditions when the meaning of the information received is manifested in a person's speech behavior). Only with this approach can students be connected to a different worldview system, which is characteristic of the English language[19]. This, in our opinion, will make it possible to form the correct concepts in the minds of students and develop their linguistic competence, since it is the modeling of the secondary linguistic personality that will provide students with the opportunity to freely and flexibly apply new material in practice in accordance with the specifics of the communicative situation.

In modern linguistics and linguodidactics, research is based on the triad "person – consciousness – language", since a person simultaneously appears as the creator, carrier and user of the language. This triad is one, it is impossible to exclude a single link from it. In this regard, science has formed an idea of the linguistic personality as a focus of crossing and combining linguo-cognitive, psycholinguistic and sociolinguistic categories. E.G. Belyaevskaya and T.N. Malyar considers the theory of linguistic personality to be the leading methodological basis for teaching the English language, which makes it possible to understand the mechanisms of the formation of the linguistic consciousness of a person who, in the process of learning, acquires knowledge of the language. In essence, this coincides with the provisions of cognitive linguistics, which provide methodological principles for working with certain linguistic material.

The mental transition from the level of a specific linguistic form with a certain meaning to the level of non-verbalized meaning (the level of conceptual structures) is called the level of mental representations[20]. The transition to it is necessary for the implementation of modeling of human speech activity in a foreign language. When a student mentally verbalizes a certain meaning in a foreign language, his speech activity is improved. In such a situation, he uses the meanings of the information received in the communicative process.

In this regard, a direct transition from the expressed semantic content to its verbalization by means of the English language is provided at the semantic, communicative and morphological-syntactic levels. It allows one to form a full-fledged multilingual competence of students. "The level of mental representations" is a general term to describe the entire complex of cognitive representations behind the semantics of linguistic phenomena – words, grammatical structures or messages (texts).

The problem of the development of multicultural and multilingual competencies of students in English lessons is debatable in the scientific community, since the choice of the optimal approach in solving this problem becomes a determining factor in the effectiveness of the educational process.

M.N. Ignatova, in particular, suggests teaching students within a rational approach. In her opinion, the implementation of this model requires development and subsequent reliance on principles that contribute to the achievement of the intended learning goals[21]. Taking into account the main provisions of the rational approach, which is a priority for the development of multicultural and multilingual competences, she considers it important to outline the following system of principles for ensuring its practical effectiveness:

- The principle of the communicative orientation of training;
- The principle of the priority of the activity-based nature of training;
- The principle of clarity;
- The principle of conscientiousness;
- The principle of differentiation of teaching;
- The principle of consistency in the provision of grammatical material;
- The principle of the phased formation and development of speech skills;
- The principle of complex mastering of different types of speech;
- The principle of intensification of teaching English;
- The principle of functionality;
- The principle of the adequacy of the use of pedagogical tools;
- The principle of taking into account the difficulties arising in students' understanding of texts.

A rational approach requires the application of the principle of the communicative orientation of education for the formation of multicultural and multilingual competencies. It provides for a new strategy for organizing the educational process, which, according to E.I. Passov, implies the desire to ensure the maximum adequacy of the educational process to the communication process with its main parameters[22].

The efficiency of using the rational approach is also based on the principle of enhancing the activity-based nature of learning, since the mastery of language means should be purposeful and smoothly transfer into the possession of speech actions using means designed to solve specific communicative problems in the process of students' speech interaction.

I.Yu. Usenko analyzed modern approaches to teaching English in the framework of the formation of the communicative competence of students. She found that the optimal in this regard is the communicative-cognitive approach, characterized by the following features: reliance on the principles of communicativeness and consciousness; highlighting speaking as a separate aspect of teaching; prevention of superficial learning of the English language as a significant factor hindering the development of meaningfulness in oral speech[23].

I.Yu. Usenko as a result of studying the patterns of the development of professional competencies came to the conclusion that it is advisable to single out speaking skills as an independent object of research. She indicates the presence of two types of skills: language skills as consciously performed operations of the formation of language structures according to certain rules; speech skills are automated speech operations of education and the use of language units in the communicative process. In her opinion, the communicative competence is one of the professional competences of students in the conditions of study at universities[24].

According to N.P. Demina, in the system of exercises for the development of professional competencies, an integrated approach should be applied, which manifests itself in the linguistic, psychological, pedagogical and didactic requirements for teaching English. The central aspect of the work is to eliminate difficulties is the autonomization of the use of the English speech mechanisms, which arises on the basis of well-formed skills of speech activity, a functioning mechanism for switching to the production of speech by means of language, self-control skills that prevent the occurrence of errors in speech. An important psychological condition for the effectiveness of the development of professional competencies is the presentation of training material to students in a certain sequence[25].

We believe that in the learning process, a set of exercises should be used, which is also based on the use of selective attention, which implies the process of focusing on a specific object (the main ideas of English-language materials) for a specific period of time. The method of cognitive inhibition (conscious continuous reflection on specific situations and events described in oral statements and written texts) is also useful in practice.

In the process of comprehending the linguistic material, the following occurs:

- Training in the use of linguistic means to translate the main and secondary ideas;

- The use of linguistic means is practiced to consolidate multicultural and multilingual competencies. The peculiarities of training the use of linguistic means depend on the stage of development of these competencies[26].

It is important to develop complexes of exercises taking into account the stages of formation and development of multicultural and multilingual competencies. It seems that further research on the methodology for the development of polycultural and multilingual competencies should be carried out in the following areas:

1. Development of a methodology for analyzing the imperfection of the formation and development of polycultural and multilingual competencies in the framework of training in non-linguistic universities for maximum optimization of the educational process.

2. Analysis of the possibilities of using the empirical method (analysis of the mistakes made) and the theoretical method (forecasting areas of misperception of the content of linguistic and cultural material) in the process of studying the prerequisites for the appearance of difficulties in the development of multicultural and multilingual competencies in students.

3. Development of linguistic and methodological foundations for the formation and improvement of multicultural and multilingual competencies among students of non-linguistic universities.

To sum up, nowadays, different modern approaches for the English language teachers are still being tested; methods of training students in English are being developed, taking into account the specifics of professions. Today, it is required to develop such a model of teaching English in universities, which will make learning for students as comfortable and effective as possible, so that most of them reach a high level of knowledge. In the scientific literature, many methods have been developed and continue to be developed for the formation and development of professional competencies in the framework of mastering the English language program in universities using a wide range of approaches. We identified a number of advantages of rational, communicative-cognitive, integrated and systemic methodological approaches, and substantiated the need to model a linguistic personality, since this allows us to maximize the effectiveness of the formation and development of professional competencies in universities. It is important to develop linguistic and methodological foundations for the formation and improvement of professional competencies of students of universities in Uzbekistan.

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