



# Improving the Methodological Competence of the Future Teacher of English in the Conditions of Modern Information Technologies

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**ABSTRACT**

The article emphasizes the need to form communicative competence in the process of teaching foreign languages to schoolchildren using interactive teaching methods due to the rapid globalization processes, the growing and growing rapprochement of cultures, the social order of the state and society to the level of language and communicative training of a school graduate. The process of teaching foreign languages to schoolchildren is effectively carried out on the basis of systematic, activity and competence-based approaches. If a specially developed educational and methodological complex is used in the organization of the educational process, its tasks are carried out through the use of interactive methods. It is important to organize methods of teaching foreign languages to schoolchildren and the subject-objective interaction between the teacher and the student.

**Keywords:**

Foreign language, communicative competence, teaching foreign languages, Academic lyceum.

## 1. Introduction

Currently, due to the close ties between different peoples and ethnic groups, the strengthening of international relations, the constant nature of the dialogue of cultures, the teaching of foreign languages plays an increasingly important role. Today, the study of foreign languages is an important aspect of the life of a modern person, since it allows you to get acquainted with the culture and traditions of other countries, contributes to the development of thinking, imagination and memory. Language learning is one of the most important areas of tolerance in a personality society. Being a means of communication, language can be acquired practically in a natural environment, that is, in the family, among the public or in an organized way. And knowledge about language phenomena is taught in theory. In our time, when international relations are in full swing, knowledge of languages, especially multilingualism, plays a huge role. Students and students who study in our country usually

learn three languages. These languages are referred to by special names. These are: native language, second language, and foreign language. The native language is the first language that serves separately in the formation of thinking. When the second language is spoken, it is treated as the language of its fraternities, neighbors, made up of representatives of other nationalities. Without knowledge of foreign languages, the interaction of states in such areas of life as economics, politics, science, culture, sports and tourism becomes impossible. Improving the organization of specialized education in high school is associated with the expansion of specialized courses and programs for teaching foreign languages, including business English, and is carried out through various educational modular programs, models and educational technologies. New requirements for the professional competence of an English teacher make it possible to distinguish the following components: normative-legal, psychological-pedagogical, linguodidactic, communicative,

specialized (subjective), their improvement in the computer system is carried out from the point of view of a competency-based approach. [1]

Based on modern requirements, it is possible to determine the main ways of developing the professional competence of a teacher:

1. Work in methodical associations, creative groups;
2. Research, experimental activities;
3. Innovative activity, development of new pedagogical technologies;
4. Various forms of pedagogical support;
5. Active participation in pedagogical competitions, master classes, forums and festivals;
6. Generalization of own pedagogical experience;
7. Use of ICT.

## 2. Material and Methods

The subject of the methodology is the process and methods of education through the subject of a foreign language, the science of teaching a foreign language, the subject of the methodology for studying the activities of a teacher and a student. The main concepts of methodology are Method, method, principle. Didactics-what do we teach? the content of training is calculated. Methodology-means methods and techniques of Education. The concept of method – methodology is derived from the Greek-Latin word “metodus” - “methodos”, which means paths, methods leading to a specific goal. In various literature one can find the narrow and broad meaning of the term. The term "methodology" in a narrow sense refers to the concept associated with the concrete course process of Education. It is interpreted as a controlled lesson process that covers the guidelines involved in the planning of classes and the preparation of teaching materials. The term "method" in a broad sense refers to the selection, stratification and distribution of educational material. In the Federal Republic of Germany, since the 60s, “didactics” and “methodology” have been used in a narrow sense. According to didactics " what is the educational content taught? And how are methods of education taught?"deals

with issues such as. The study of foreign languages is not only a means of mental education, but also a process of formation of a person's personality by familiarizing himself with the educational wealth and values of another culture and introducing them into his cultural life. The study of foreign languages in Europe has long been considered a privilege in obtaining a higher level of education and is considered to educate people who have privileges in public schools.

When it is called a foreign language teaching method, it is understood as a complex of activities of a teacher and a student that ensures the achievement of practical, general educational, educational and developmental goals of teaching a foreign language. The term method is used in the meanings “sum of educational methods” and “direction of Education”. While the first is used in educational theory in the sense of process methods, in the second sense we can find it in works on the history of teaching methodology. For example, the translation method of teaching a foreign language, the correct method, the conscious - comparative method, the traditional method, the intensive method, etc.

The reliability of the research results is ensured by the logic of the initial methodological and theoretical provisions, the validity of the set of quantitative and qualitative research methods corresponding to the object, purpose and tasks of the study, the reliability of the results of the experimental verification of the developed system and the results of successful testing. Approbation of the results of the study and the proposed teaching methodology, correction of the hypothesis and research program, experimental study, observation of the educational process in the computer system, analysis and generalization of the experience and results were carried out on the basis of teachers of the academic Lyceum and English at the KSU.

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the object, purpose and objectives of the study, the reliability of the results of the experimental verification of the developed system, and the successful testing of the research results. Approbation of the results of the study and the proposed teaching methodology, adjustment of the hypothesis and the research program, experiential learning, observation of the educational process in the PC system, analysis and generalization of experience and results obtained were carried out on the basis of the Academic Lyceum at KSU and teachers of English.

### 2.1. Sample.

PowerPoint presentations. To make foreign language lessons more visual, thereby increasing the productivity and efficiency of presenting information, perhaps by preparing for this a multimedia presentation with a vivid video sequence and animation effects (illustrations, video clips, and sound). The teacher can prepare such a presentation himself or entrust the creation of the presentation to the students. This presentation can be used during various forms of lessons or as a multimedia tool for students to work independently in preparation for the lesson.

The experiment was developed in the group taught by the authors of the present paper. Therefore, the sampling used was non-probability convenience. A total of 30 students and 2 English teachers of Academic lyceum of KSU participated in the research. These students were taking the Curriculum Design module in exact sciences. Out of these students, 71% were 17 aged and 29% were 16 aged.

Moreover, it is useful to create presentation materials on grammatical topics. Presentation format:

1. Examples with grammatical phenomena;
2. Description of the structure of the grammatical phenomenon;
3. Theory + Exceptions;
4. Test exercises. By making such presentations on each grammatical phenomenon, the teacher creates a kind of "bank of presentations" that can be shared with colleagues or posted on the Internet as a reference material for colleagues and students.

### 2.2. Sample.

Working with audio materials.

Methods of working with a song in English lessons. One of the most effective ways to influence the feelings and emotions of pupils is music, which is the strongest psychological stimulus that penetrates into the hidden depths of consciousness. So, let's consider the method of working with an English-language song.

The purpose of this technique is the formation and development of phonemic hearing with the use of ICT in English lessons. This is achieved by solving certain problems: the development of socio-cultural competence, the development of linguistic conjecture, the development of foreign language memory, the development of phonetic skills, the development of lexical and grammatical skills, the development of listening skills, and the development of foreign speech.

The sessions were delivered synchronously in a virtual classroom using the Adobe Connect software, which enables the teacher to play video and audio, share the blackboard and material, exchange comments with students through an interactive chat function, and divide the class into independent breakout rooms that simulate the distribution into groups in a face-to-face class where each group works independently. Twenty working sessions were designed in which the students performed collaborative activities synchronously in the virtual classroom, putting theoretical content into practice and developing and/or fostering digital competence. These activities were supported by digital content creation, collaboration, and evaluation tools.

### 2.3. Sample

Work with Video materials.

Ways to work with movies and clips in English lessons. Another of the most effective ways to influence the feelings and emotions of students is movies and videos, clips, which are the most powerful psychological stimulus that penetrates into the hidden depth of consciousness. So, let's take a look at the method of working with video materials in English.

The purpose of this technique is to teach, formulate and develop phonemic hearing with

the use of ICT in English lessons, cases of the use of words in English in different meanings based on an event. This is achieved by solving certain problems: the development of socio-cultural competence, the development of linguistic assumptions, the development of memory of a foreign language, the development of phonetic skills, the development of lexical and grammatical skills, the development of listening skills, the development of foreign speech, etc.

Classes were held synchronously in a virtual classroom using the Adobe Connect program, which allows the teacher to play video and audio, exchange whiteboards and materials, exchange ideas with students through the interactive chat function and divide the class into independent division rooms. Simulation of Group Distribution in a face-to-face class where each group works independently. Twenty working classes were developed in which students synchronously operated collaboratively in a virtual classroom, putting theoretical content into practice, and developing and/or promoting digital competence. This activity was supported by digital content creation, collaboration and evaluation tools.

**3. Results**

The results of teaching English with the Power Point presentations and with working audio materials indicated that the Curriculum Design module did not have a normal distribution. In order to establish whether there was an increase in students' level of digital competence, we analyzed the results before the experience (the Curriculum Design module) and after the experience (the Curriculum Design module), with the aim of establishing whether there were changes.

**Table 1.**

Methods	Before the Curriculum Design module	After the Curriculum Design module
Using Power Point Presentation	Understanding materials (topics) – 55% of group	Understanding materials (topics) – 85% of group
Working	Understanding	Understanding

with audio materials	materials (topics) – 35% of group	materials (topics) – 60% of group
Working with video materials	Understanding materials (topics) – 70% of group	Understanding materials (topics) – 93% of group

If we examine each of the areas in depth, we can see different results. Computer technologies were used by me on a par with traditional teaching aids. However, the practice of using computer programs shows that computer technologies have many advantages over traditional teaching methods. Among them are the individualization and intensification of students' independence, increasing cognitive activity and motivation, intensifying learning and creating a comfortable learning environment.

I can prepare the presentation myself or entrust the creation of the presentation to the students. This presentation can be used during various forms of lessons or as a multimedia tool for independent work of students in preparation for the lesson. Another positive result of using presentations is the faster pace of the lesson, the interest of students. Even more interest can be aroused by inviting some students, under their guidance, to prepare a presentation for the lesson. When developing lessons, I often encounter the problem of the lack of handouts with assignments. This problem can be solved with the help of multimedia presentations. The content of presentations can be different: hints, additional information, text assignments, exercises, tables that can also be used using an interactive whiteboard. The use of a computer presentation will significantly increase the effectiveness of the lesson.

**4. Discussions**

Approbation of the results of the study was carried out at meetings of the department "Pedagogy" in the Nukus State Pedagogical Institute.

Digital competence has become a transversal one that every member of society needs in order to ensure active participation in the 21st

century. It is also a key competence for future teachers. The development of digital competence in the education system means that teachers are trained in it, something that involves making them capable of using ICT appropriately as a methodological resource integrated into the teaching and learning process.[2]

This is why in this work I have presented a teaching design proposal based on an educational model that integrates knowledge of the subject being delivered, the most appropriate didactic methods for the subject and the students, and the most appropriate technological tools in order to teach specific content better.

Finally, we observe improvements in most of the competencies that comprise the Problem Solving area of digital competence, related to learning to solve problems through digital means, using technologies creatively to generate knowledge, and identifying areas for improvement in one's own competence. We draw attention to a major improvement in basic skills for teachers, such as the use of tools for evaluating, tutoring, or monitoring students and in creative teaching activities to develop students' digital competence, as well as in the use of spaces to continue training and updating digital competence. In recent years, other studies have also shown the effectiveness of technology for generating pedagogical or technological knowledge or knowledge related to the use of technology in teaching methodologies.

## 5. Conclusion

When developing a model for improving the professional competence of EL teachers in the system of advanced training, the content of training was determined taking into account the specifics of educational institutions, its compliance with their interests and needs, and the level of language, sociocultural, lingual cultural and lingo didactic training of a EL teacher.

Not only the novelty of working with a computer, which in itself contributes to an increase in interest in learning, but also the ability to regulate the presentation of

educational tasks according to the degree of difficulty, the encouragement of correct decisions have a positive effect on motivation.

The fundamental difference between the training system using ICT and the traditional one lies in its technological base, in the realization of the high potential of computer and communication technologies. This allows us to solve one of the main problems of education:

- improving the quality of education;
- Increasing the degree of accessibility of education;
- increasing the economic potential in the country due to the growth of education of the population (human capital);
- Integration of the national education system into the scientific, industrial, social and cultural information infrastructure of the world community.

The conclusions made as a result of the study testify to the effectiveness of improving the communicative competence of teachers with the help of a modular training program, confirm the expediency of its introduction into the educational process in the PC system.

## 6. Acknowledgement

Based on the conclusions drawn, the introduction of various interactive exercises into the learning process is substantiated, the purpose of which is to improve all types of competencies of business English students in real situations of business communication within the framework of the developed the Curriculum Design module.

The results of experiential learning confirmed the main hypothesis of the study that the effectiveness of the process of teaching students in the PC system of teachers can be achieved as a result of the development and implementation of a lingo didactic model for improving professional competence based on profile retraining of teachers in information technology in a system of advanced training that involves the use of various forms, methods and techniques in the educational process with students who have professional language training and the necessary level of formed

linguistic, cultural, socio-cultural and methodological training of teachers.

The study found that the developed model of training students within the PC system provides effective training of students, taking into account all the specific features of the educational institution and the students themselves, and contributes to the improvement of their communicative competence.

The complex of teaching interactive language exercises and communicative tasks is aimed at improving the professional competence of teachers, at developing their information literacy, flexible innovative thinking and the ability to continue education.

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