THE TECHNOLOGY OF DEVELOPMENT OF PROFESSIONAL AND COMMUNICATIVE CHARACTERISTICS OF FUTURE FOREIGN LANGUAGE TEACHERS

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ABSTRACT

In this article, we will discuss some specific features of the development of professional and communicative competences of future foreign language teachers. In addition, the professional-communicative character of a person is an indicator of the spiritual wealth of a culture of thought, a common component for all types of professional competence (general, special, psychological, etc.) as a means of personal development.

INTRODUCTION

Creative technologies for improving the communicative competence of students are being applied in the world educational institutions. In the international concept of education until 2030 adopted by UNESCO, the development of communicative competence in ensuring the success of the subject of activity in order to "form the culture of reading in learners, strengthen the skills of cooperation and interests in communication"[1] and the development of the harmony of educational programs and modules Systematic work is being carried out on the implementation of large-scale practical and innovative projects.

To improve the teaching of foreign languages in world educational and scientific research institutions through professional and communicative competences, to ensure the high quality of personnel training, to develop the concepts of communicative competences in students, their professional activity, to develop communicative relations between teachers and students, scientific researchers are being carried out on the improvement of professional speech competence. At the same time, scientific research is being carried out on the organization of educational processes to improve the basics of general communicative communication and, in particular, communicative competence

through interdisciplinary communication, based on international qualification requirements.

In recent years, in our republic, the synthetic nature of communication training, taking into account the features of the methods that allow students to master the speech forms of business communication, professional genres, and the culture of communication, improved normative bases of teaching technology are being created. "Coordinating the introduction of internationally recognized programs and textbooks for teaching foreign languages at all stages of education"[2] was set as a priority task. In this regard, as a heuristic methodical strategy, not only general guidance for higher education increases the pedagogical possibility of teaching technologies at the university.

MATERIALS AND RESULT

The key to understanding the technological construction of the pedagogical process is a consistent focus on clearly defined goals. Therefore, first of all, we will focus on the most important stage of design - the stage of goal setting.

As I.P. Kuzmin rightly noted, the criteria for goal setting are accuracy, diagnosis, and correctness of goal setting. A goal is a task or a system of tasks necessary for the implementation of educational activities [3].

All goals should be defined in such a way that they can be diagnosed and clearly understood by teachers and students. The teacher analyzes the students' readiness (teaching, improvement of general educational skills and abilities, motivation to learn) and sets certain micro-goals. Then the teacher can manage and adjust the learning process at any time.

Systematic goal setting. The evaluation system includes setting goals at three levels:

1) Reproductive level of information acquisition (repetition of facts);

2) Reconstructive level of information assimilation (repetition of activity methods);

3) Creative (creative) level of information acquisition (repetition of mental operations).

Thus, the method of setting goals offered by educational technology is characterized by increasing instrumentality. Goals are formed through educational results expressed in students' actions.

The integrity of educational technology is ensured by its three components:

- Organizational form;
- Didactic process;
- Teacher qualification.

The subject of educational technology is the specific interaction of teachers, students in various activities organized based on precise systematization, programming, algorithmization, standardization of education or educational methods and methods using computerization, and technical means is considered

The goals of teaching technology:

- Development of depth and solidity of knowledge, strengthening of skills and qualifications in the field of activity;
- Development and strengthening of socially valuable forms of behavior and habits;
- Learning to act with technological tools;
- Development of technological thinking skills;
- inculcating the habit of strict adherence to the requirements of technological discipline in the organization of educational tasks and socially useful work [4].

Thus, a teacher's activity can be considered technological if:

- in the presence of a clearly and diagnostically defined goal, that is, correctly measured expression of concepts, operations, students' activities, diagnostic methods of achieving this goal;
- the studied content is presented in the form of a system of cognitive and practical tasks, an indicative framework and ways to solve them;
- sufficiently strict sequence, logic, specific stages of mastering the subject are established;
- ways of interaction of the participants of the educational process are indicated at each stage;
- the teacher uses the best educational tools;
- provides motivation for the work of teachers and students;
- the limits of algorithmic and creative activity of the teacher are defined [5, p. 156].

Based on the above, we can improve the requirements for teaching technologies in higher education:

- taking into account the personal qualities of students;
- optimality;
- compliance with didactic principles (humanization, fundamentalization, interdisciplinary);
- focus on increasing students' knowledge activity.

Analyzing technology, N.M. Akhmedova comments that the functional orientation of the process of forming the professional competence of future teachers determines the need to implement the second organizational-didactic condition, because it is provided by technological organization. Also, N.M. Akhmedova emphasized that the inclusion of the concept of "technology" in the conceptual field of research is related to the vision of the integrity of professional training and the need to achieve results - the formation of professional competence [6; p. 75].

Thus, V.I. Pisarenko emphasizes that the essence of educational technology:

- in the initial design of the educational process with the possibility of repeating this project in pedagogical practice;
- setting a goal that provides the possibility of objective control over the quality of achievement of the set didactic goals;
- in the integrity of the structure and content of the educational technology, that is, in the impossibility of making changes to one of its components without affecting the others;
- choosing the best methods, forms and means of teaching;
- in the presence of operational feedback that allows to adjust the educational process.

The structure of educational technology as a didactic system includes:

- didactic goals;
- didactic tasks;
- educational content;
- teaching methods;
- forms of education;
- educational tools;
- student (student);
- teacher;
- is the result of their joint activity.

Designing the educational process to ensure the achievement of didactic goals on the basis of the initial settings (educational guidelines — relevant competencies, goals and educational content) given a technological approach to improving the communicative competence of students of a higher education organization includes.

Therefore, teaching technology can be defined as a project implemented in practice. A project is a set of properties and characteristics of an object obtained as a result of the synthesis of a solution. According to M.M. Levine, the concepts of "technology" and "project" are not separated, so pedagogical technology is a project of pedagogical actions, management of educational activities [7].

In this regard, V. I. Bespalko stated that pedagogical technology is the design and implementation of a system of consistent implementation of pedagogical activities aimed at achieving the goals of education and personal development [8].

According to the definition of E. S. Zair, a pedagogical project is a specially organized concept of a pedagogical project and systems in which a new image of the system is created based on the existing situation and a forecast of the desired results, and at the same time, it is a process of implementing what was actually conceived [9].

The development or design of educational technology performs a methodological function, works as a means of stimulating the mental development of students, a method of improving educational activities, and a method of pedagogical management, writes E. I. Mashbis while considering the psychological aspect of creating a curriculum [10, b. 137].

T.V. Taking into account the concept of "design", Medvedev sees in it the abstract mental activity of the designer aimed at achieving set goals [11].

According to G.Djurayeva, the development of the content of the technology of improving socio-cultural competences depends on the following.

self-awareness needs of students in social and cultural activities of life;

the correct organization of the directions of socio-cultural activity of students (information and communication, spiritual-ethical, value and semantic, civic-patriotic, professional and personal, creative activity);

organization of the educational process at the university with public organizations, creative groups, and other social organizations;

content of socio-cultural dialogues in student-teacher relations [12; p.66-67].

D. A. Makhotin's opinion is interesting: "Pedagogical design in a broad sense can be defined as a type of teacher's professional activity (or set of activities) aimed at eliminating the contradictions that constantly arise in the relationship between the science and practice of pedagogy. includes such processes as diagnostics, forecasting, setting goals, monitoring, modeling, designing, programming, etc." [13].

The ratio of theory and practicality in design determines its place between science and practice, and the essence of design lies, first of all, in the practice-oriented side of activity; because the design serves based on the generalization of practical experience for the implementation of a practical project with the help of scientific knowledge or for the development of science.

The design of educational technology reflects the essence of three interrelated and interrelated components - pedagogical space, pedagogical activity and teaching profession. This process of development of teaching technology creates a hierarchy of pedagogical design levels: conceptual, programmatic, technological.

At the conceptual level, the process of designing and generally improving educational technology is carried out, a theoretical model is built, conceptual solutions are proposed and their justification is carried out.

The program level of the development of educational technology is related to the development of a specific program (plan) of action in accordance with the chosen concept. The final output at this level is a document - curriculum, syllabus, subject structures, etc.

The technological level is a practical level within the framework of design activities, which is related to the creation and implementation of educational technology through an action program (plan). Implementation of educational technology, including the function of checking the conceptual decision made and the program of actions developed in accordance with it. According to the results of the development and application of these design technologies, pedagogical actions and decisions can be interconnected at any stage of the design [13].

V. I. Zagvyazinsky distinguished strategic and tactical levels of design. Each of these levels has its own design forms: the strategic level includes the concepts of educational institutions, didactic systems, educational systems, educational development programs, teaching technologies, etc.; tactical - educational and educational-thematic plans, plans - lesson notes, plans of educational events, educational programs, etc. [14].

The last feature of pedagogical design is the sequence of specific design actions (stages, stages). D.A. Makhotin proposes to distinguish six stages of design - orientation, analysis, modeling, design, practical and evaluation.

Pedagogical practice shows that the following algorithm of the teacher's actions is most suitable for the design of vocational education technology:

- setting goals of diagnostic education;
- selection of content;
- planning the sequence of technological operations of the educational process;
- selection of procedures for monitoring and measuring the quality of education;
- management of cognitive activity through certain adjustable parameters.

Each teacher should strive to develop his own technology based on this algorithm of actions for the design of teaching technology.

In the studies of G.V. Lavrentev, N.B. Lavrenteva on innovative technologies of teaching, it is shown that the design of such technologies should be carried out on the basis of the following didactic principles.

Education based on integration with science and production. The implementation of this principle should be carried out based on the model of scientific knowledge, that is, on the basis of the interdependence of educational and scientific knowledge, adequate to the content and structure of knowledge, the methodology and logic of its construction, the methods and history of the development of science.

Vocational is a creative direction of education. Teaching students the basics of the methodology and experience of scientific and technical creativity should be determined not only by the character of their future activities, but also by the requirements for future specialists in the conditions of deep socio-economic changes taking place in the country. These include: a high level of ability to use all creative possibilities to realize their intellectual potential, to show initiative and entrepreneurship; the need to continuously increase the level of scientific and technical knowledge; solving problems under the strict mechanisms of the market economy [15].

Personalized education. According to this principle, educational technologies should be focused on personal development; based on determining the characteristics of students as subjects of the educational process; about recognizing one's own subjective experience as a unique value; improvement of pedagogical effects with maximum support of this experience, constant coordination of two types of experience in the process of education - social and individual; to reveal the individuality of learning through the analysis of educational work methods [16].

Orientation of education to the development of the experience of self-education activities of the future specialist. The content of this principle D.I. Pisarev's famous statement is well explained: "Whoever values the life of thought knows very well that true education is only self-education and that it consists in the self-education of man farewell forever to all schools, a complete master of his time and study"

Focus on innovation. According to this principle, university education implies the introduction of evidence-based and research-validated innovations into the teaching technologies used [17].

The following innovations will be most relevant in the field of higher education:

1) to direct the goals of higher professional education to the development of a person, his scientific, technical and innovative activity ability on the basis of social orders; designing the educational process as a system that contributes to the self-development of a person;

2) updating the educational content, including: removing from the programs only materials of historical significance or descriptive nature; to combine the knowledge gained during the study of related subjects and to create the necessary conditions for problem-modular study of a number of subjects; carrying out innovative and scientific-research work in the faculties;

3) transfer the main attention from the teaching process to the process of self-education of students, mastering the experience of self-education under the guidance of the teacher on the basis of increasing independent work outside the classroom by shortening the class, the latter rationally reduce to a minimum. This allows students to free up their time for scientific and inventive work, and also allows them to work at their own pace and interests;

4) providing the educational process with material and technical means at the level of modern socio-cultural development of the society.

Thus, in our work, the design of the technology for improving students' communicative competence at the university will have three directions (figure 1):

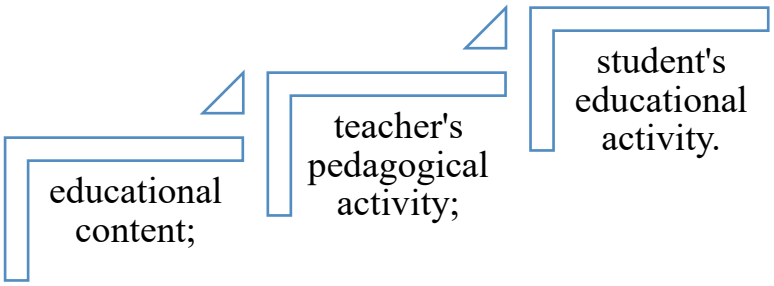

Figure 1. Design of technology for improving students' communicative competence

Content of education.

Along with existing trends in the modern educational space - humanization, cultural sociologization, environmentalization, and technolization of education - interdisciplinary integration is becoming active (I.A. Zimnyaya, V.A. Slastenin, etc.). This objective phenomenon allows students to acquire fundamental, systematic knowledge not only in the field of science they are interested in, but also in the field of related sciences in the shortest possible time.

By distinguishing the main elements of the content of the subject, the consistent implementation of interdisciplinary communication allows to observe how the basic knowledge, skills and competences of students are formed, deepened and strengthened during the educational process, in our case, language and speech.

The mechanism of implementation of interdisciplinary communication consists of transferring elements of the content of one subject to another and further actions with them. It should be remembered that the transfer should not be done mechanically. For example, when any concept of one subject is used to study another, it can be applied, included in the system of other concepts, used in building a theory, explaining facts and practical activities. At the stage of thematic analysis, the topics related to the content and the time of their study are determined, the analysis by element reveals the content of interdisciplinary relations.

Prominent teachers of the past, Ya. A. Komensky, I. G. Pestalozzi, D. Locke, I. F. Herbart, A. Desterweg paid great attention to the implementation of relations between disciplines. Jan Amos Comenius wrote: "Everything related must be taught in the same relationship." The most complete psychological-pedagogical justification of the didactic importance of interdisciplinary relations K.D. Ushinsky. He emphasized that knowledge and ideas obtained from various educational subjects and generalized by students should become their beliefs. Only in this case, students' knowledge forms a coherent developing system. These ideas were further developed in the works of V. F. Odoevsky, V. G. Belinsky, A. I. Gersen, N. G. Chernyshevsky, N. A. Dobrolyubov, and D. I. Pisarev.

The following principles of didactics form the didactic basis of interdisciplinary: the scientificity of education, the systematicity of education and its connection with practice, the solidity of knowledge acquisition, and comprehensive development of students' cognitive abilities. To help students better understand the essence of the studied theory, law, new concept.

Two main methods of didactic research are used to determine interdisciplinary relations - thematic (network) analysis of the content of educational subjects and analysis by element. In the first case, the content of subjects of academic subjects is reviewed and their connections with subjects of other subjects are established, in the second case, the main elements of the content of academic subjects are analyzed.

K.T. Olimov, O. Abduqudusov, L. Uzokova, the unified approach of interdisciplinary relations faces difficulties in determining the assessment of student knowledge between humanitarian, general and special cycle subjects. That is, they emphasize that the level of students' knowledge acquired in the study of the subjects of humanitarian and general science departments may not be sufficient for the study of special subjects [18]

M. N. Skatkin defined the types of knowledge that are interconnected (in relation to the subject of general education): basic concepts and terms; everyday reality and science facts; the main laws of science that reveal communication and relationships between various objects and phenomena of reality; theories that include a system of scientific knowledge about a certain set of objects and methods for explaining and predicting phenomena in a certain subject area; scientific and social ideas that become the property of a person and determine his attitude to the world, his ideals and direction of activity; knowledge of methods of activity, ways of knowing and the history of knowledge acquisition, history of science; evaluative knowledge, knowledge about norms of attitude to various events of life established in socialist society [19].

The main elements of the content of academic subjects at the university are worldviews and general scientific ideas, concepts, theories, laws, facts, skills and competencies, as well as professional knowledge, skills and competencies based on the content of general education and general technical sciences. . The main types of connections between academic subjects (according to their content) serve as connections between the relevant elements of academic subjects. The nature of connections between individual elements is determined by the specific features of the content of the subjects and subjects corresponding to them, educational tasks, and the specific features of the mental activity of students.

In our opinion, the following types of relationships are most important for the logical construction of specialization subjects and the curriculum:

- connections between objects considered in different educational subjects;
- links to relevant laws and theories explaining various objects in various academic disciplines;
- communication on research methods and students' practical activities;
- connections that unite the laws of separate sciences into common philosophical concepts: work, nature, society, etc.;
- communications in the nature of calculation and measurement;
- the connection of scientific knowledge with the production process, etc.

The following should be recognized as the most effective methods of improving the content and technologies of teaching speech sciences:

- development of educational technologies based on effective activity;
- development of effective interpersonal communication among students;
- deepening of fundamental training with strengthening of professional activity component;
- superiority of forms, methods and teaching tools imitating real conditions.

Pedagogical activity of the teacher.

Currently, the activity of a university teacher is mainly focused on solving organizational problems and inter-departmental relations [20].

The main requirements for a teacher in university conditions can be expressed as follows:

1. Each teacher should be prepared for training sessions not from the point of

view of his discipline, but from the point of view of the whole specialty. He should know where, when and why knowledge and skills are required for a student - a future specialist.

2. Specific criteria of the teacher's activity should be determined: what he should improve in the student and how to do it.

3. Each teacher should design the activities of students in his subject.

4. It is necessary to approach the activity of the teacher not only from the point of view of scientific knowledge, but also from the point of view of the development of the student's cognitive activity. This requires restructuring the teacher's thinking based on the need to reconsider his attitude to science [21, p. 65].

Providing information to teachers about the psychological qualities of students in the study group and ways to exert pedagogical influence on each of them to achieve high educational results increases the effectiveness of such an approach to education.

Education of subjects is subject to the main goal: improvement of the professional competence of the future specialist. Therefore, profiling, studying special, social, and general theoretical sciences are interrelated and at the same time serve as a unit. The weakening of the connection of any of them with the leading main subjects leads to the loss of the purpose of its study and reduces its value in the eyes of students.

In addition, the main opportunities for education are determined by the features of the University's educational process, first of all, in the characteristics of the departments, each of them creates favorable conditions and has a certain importance for preparing the student for professional activity.

Departments of humanitarian sciences prepare personnel for professional activity based on knowledge of philosophical, state, economic, legal laws, regulations, principles; self-awareness in a chosen situation; to the conditions of selection; taking into account the conjuncture and its development dynamics and labor market conditions.

Departments of general scientific sciences provide the following: fundamental training and the level of modern information culture of the future engineer; the basis of an integrated approach to the phenomena studied by a specialist, taking into account global and universal theories, analysis of cause-and-effect relationships.

Departments of general professional and special sciences (according to the profile of the faculty) determine the meaningful side of professional activity, life potential based on the following: cognitive interest of the student; professional work innovations; control the training process; labor activity technologies; professional examples; research experience; experience in implementing the results of scientific research; alternative problem solving experience, etc.

The use of the latest achievements of science in the educational process makes it possible to increase the importance of the studied material, arouses the interest of students, stimulates the activity of knowledge, increases the interest in studying the material and promotes the professional development of future specialists provides

Strict compliance by students with the tasks of improving communicative competence in studying fundamental, special and social sciences allows to use this feature as a "support" in preparing students for their future profession. The connection of academic subjects with future professional activities determines the importance of speech culture in learning any subject and the need to improve it. One of the tasks of the process of improving communicative competence is the gradual improvement of psychological and professional skills and qualifications. Thus, for example, when engaging in interpersonal relationships in the course of work, a specialist should be ready to implement various types of communication skills.

Student's educational activity.

The leading activity of students is educational and cognitive activity aimed at professional activity. Students' speech skills should find their application in the field of certain types of this activity. Communication is not only an important factor of education (it activates the external and internal forces of the educational process, stimulates its effectiveness), but also education necessary to improve personal characteristics such as activity, independence, determination, ability.

All types of cognitive activities offered in the educational process of the university become forms of professional training if the student realizes their professional importance during their implementation. From this point of view, the preparation of a student for a profession appears to us as a result of cooperation between a teacher and a student, and the active participation of the student in solving the problems of education and professional activity. It takes into account the interests of the student, his motivations for self-realization in his educational activities, his experience and the desire to meet the professional requirements arising from today's socio-economic conditions, etc. It manifests itself as a personal approach to the organization of the educational process at the university.

At the university, these three areas of designing the technology for improving the communicative competence of future specialists: educational content, teacher's pedagogical activity, student's educational activity are carried out at the following levels.

General level of theoretical understanding. Such a representation will necessarily be systematic and holistic, because, according to our understanding, no other complex object can be theoretically considered from the point of view of a holistic approach. The content of developmental educational technology at this level is manifested in the form of ideas about the composition (elements), structure (connections between elements) and functions of the communicative-speech experience transmitted in its pedagogical interpretation. In accordance with the above, the content of developmental educational technology consists of four main structural elements: the experience of cognitive activity strengthened in the form of its results - speech knowledge; experience of implementing certain methods of professional and communicative activity - in the form of professional and speech skills; creative activity experience — in the form of non-standard solutions and the ability to use various means of speech expression in problem situations; the experience of implementing emotional-valuable reflexive relationships - in the form of personal directions. These elements are interconnected in such a way that each previous element serves as a prerequisite for the next one.

The level of the topic in speech culture. Here the idea of what to teach takes concrete form. Areas of communicative and professional experience that the student should master are indicated. The role and tasks of the subject in speech culture are determined by educational goals. The content of education at this level is described in scientific works on the methodology of teaching science and is expressed in normative materials - programs, plans, standards, recommendations, instructions, etc.

Level of educational material. At this level, the elements of the developmental educational content identified in the first stage and presented in thematic form in the second stage are actually completed. Here we are talking about specific communicative knowledge, skills, as well as cognitive tasks, tasks and specific exercises, which make up the content of educational manuals, instructions, recommendations and other materials for teachers and students. .

These levels constitute the content of the technology of improving the communicative competence of future specialists.

The content of education at each level has its own characteristics specific to this level. But if each level is unique, then their development tools should also have their own characteristics. As the content of education changes at each stage, didactic tools also change (Table 1).

Table 1

Classification of technology for improving the communicative competence of future specialists

Ideal educational tools	Material means of education
First level	
- Forms of organization of educational activities in the lesson - Teacher's qualification level and internal culture - Organization and coordination of teacher activities - System of language symbols	- test material - visual aids - technical means of teaching - individual tasks
Second Level	
- Traditional writing system different areas (marketing, accounting and auditing...) - Artificial environment for learning science skills (computer classes)	- textbooks and training manuals - methodological developments on the subject - didactic materials
Third level	
- Educational system - Teaching methods - Requirements system	- auditorium for lectures - classrooms for seminars - libraries

In the first level of didactic tools, we include tools that the teacher can use to organize and conduct seminars and classes. Second-level didactic tools include tools that allow organizing and conducting the teaching of speech culture at the level of demand. To organize the third level, that is, the entire process of developing communicative competence as a whole, requires a system of integrated tools that define their relationships and interdependencies.

Thus, we have analyzed the speech competence of future specialists, who have a three-level system of didactic tools used in the technology of communicative improvement.

RESULTS AND DISCUSSION

Experimental research studies were carried out in foreign language teaching with 2-year students of non-philological education in selected experimental test groups, and a 2-stage and generalizing analysis was conducted to improve the communicative competence of future specialists.

The main purpose of these analyzes is as follows. At the first stage: development of the cognitive component of improving professional speech competence in future specialists; at the second stage: development of the communicative (communicative-behavioral) component for business meetings, presentations, conversations through office phones to improve professional speech competence component of improving professional speech competence was also aimed at developing the ability to influence a partner in the process of communication.

We present the statistical calculations and conclusions of the results of the tasks of the development of cognitive, communicative (communicative-behavioral) and communicative-reflexive components of the 2-stage improvement of communicative competence in future specialists.

The levels of knowledge about the results obtained in the groups at the beginning of the experiment and at the end of the experiment differed from each other, and it was proven that their efficiency was 1.11 times higher in group 203, 1.10 times higher in group 204, and 1.10 times higher overall.

The average mastering indicators of the results at the end of this experiment, the average mastering and efficiency indicators at the beginning of the experiment are shown below.

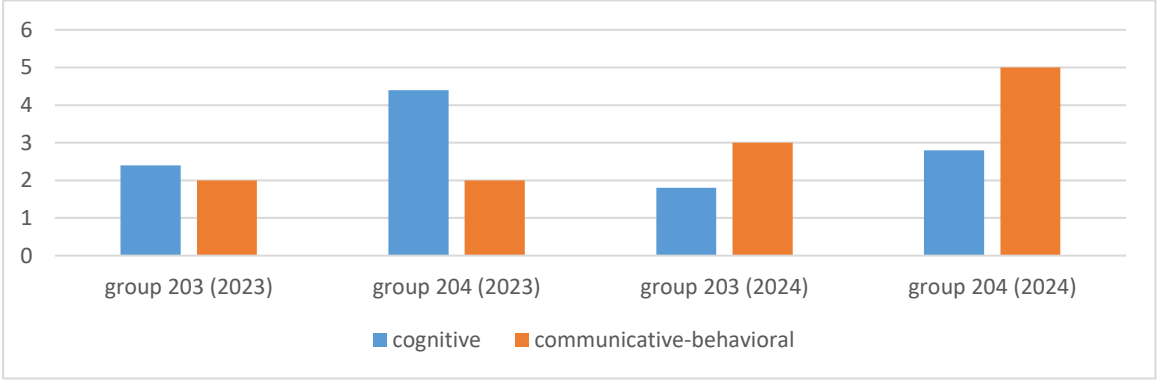

Figure 2. Effectiveness of experimental results

The final diagnosis of the levels of communicative culture was made taking into account the above criteria, which were compared using a quantitative assessment. The data of the second stage of the scientific-experimental work showed the stability of the decreasing tendency of the number of students of the stochastic and basic levels of improving communicative competence due to the increase in their number at the intensive and creative levels. It can be seen that the learning efficiency criterion obtained as a result of the experiment is 1.10 times to 1.14 times (10 to 14 percent) higher than the learning in the control groups. This proved that our conclusion made above is correct.

CONCLUSION

Thus, educational technology is based on the problematic principle of educational content, forms, methods and tools, teacher and student it can be concluded that it is due to the organization of organizational and pedagogical conditions that determine the selection and regulation of favorable subject-subject relations.

It is important to choose educational technologies, taking into account the direction of personal development of the educational process. The advantages of these technologies are not only in strengthening the role and ratio of independent work of students, but also in the fact that these technologies are aimed at developing the creative potential of a person, individualizing and differentiating the educational process, and encouraging effective self-control and self-evaluation of educational results should be encouraged.

In such conditions, learning becomes not only a method of acquiring knowledge and developing skills and competencies, but also a means of acquiring new knowledge, as well as a means of self-acquisition of skills and competencies.

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