

METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF INDEPENDENT EDUCATIONAL COMPETENCE OF STUDENTS TEACHING ENGLISH AT LAW UNIVERSITIES

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ABSTRACT-- *In this article describes features of organizing independent work of students at Tashkent State University of Law in the conditions of modular teaching of the methodological foundations of the formation of independent educational competence of students teaching English language at law Universities. Theoretical analysis of existing classifications of types of independent work is given. The concept of independent work in the process of learning English on a modular basis is proposed.*

Keywords-- *communicative and cultural competence, foreign language, independent work, modular training, types of independent work.*

I. INTRODUCTION

The openness of modern Uzbekistan society, the growing number of international contacts between Uzbekistan and the countries of the world community in the scientific, educational, cultural and engineering fields have identified the need for technical specialists who use a foreign language in their professional activities. A foreign language is becoming an important resource for social and professional growth, prerequisite to Uzbekistan participation in the Bologna process from September- in 2020. In this regard, foreign language training of future specialists with higher technical education is of particular importance, as they are required to possess such skills and abilities that would allow them to carry out professional communication and exchange experience at the international level.

At Tashkent Law University, the program of multilevel foreign language training of students has been implemented since 2007, the distinguishing feature of which is its integration into the system of professional training of technical specialists. The program is based on the idea of a competency-based approach to the formation of the cultural and linguistic personality of a student - a specialist with a higher technical education, who owns a foreign language communicative and cultural competence (LCCC). Which we understand as a competency that allows a graduate of a technical university to use a foreign language as a means of intercultural communication at the level of international requirements for continuing education and in professional activities in the context of globalization of the intellectual labor market. Providing the opportunity to fully work with foreign information

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sources, get acquainted with new world technologies, trends in the scientific and technical sphere, establish contacts with foreign partners in the process of professional activity.

The structure of the LCCC for a graduate of a technical university is presented by us in the form of a combination of its main components - communicative and cultural competences. From our point of view, the LCCC communication component includes linguistic, speech, information technology, communication, self-education and test sub competencies, while sociocultural; linguocultural and intercultural sub competencies are the components of general cultural competence.

II. METHODS OF RESEARCH

The foreign language-training program for students of Law University is aimed at the formation and further development of the ICRC at a level not lower than B1 of the European language scale. However, you should pay attention to the fact that the participants in the program are students with different levels of English proficiency - from elementary to advanced. The foreign language training program for students is designed in such a way that a student with a lower level of proficiency in the LCCC works more intensively throughout the entire period of study to move to a higher level. We are sure that the achievement of the designated goal is possible if foreign language training is implemented using advanced pedagogical technologies, which include modular training. The latter is defined as a special didactic system, which is a combination of various forms and methods of joint activity of the teacher and students, organized in special structurally-meaningful units (modules) in order to effectively master the teaching material and improve the quality of education in general. The need to introduce modular training in the system of foreign language training for technical university students is due to contradictions that arose because of changes in the social order for the training of specialists with higher technical education, namely:

- 1) high requirements for foreign language communicative and cultural competence and insufficiently high level of its formation among graduates of a technical university;
- 2) the need to reform the modern educational process and the imperfection of existing methods of teaching the English language;
- 3) "old" teaching models and modern requirements for the technological development of the educational process;
- 4) frontal teaching methods and individual pace and methods of assimilation of knowledge;
- 5) the dominance of explanatory methods of teaching and the need to ensure the active, effective nature of learning.

Taking into account the specifics of Tashkent State University of Law students' foreign language training (multi-level training, a system of common criteria for foreign language graduates' skills, focus on the requirements of international certification exams), we highlighted the pedagogical conditions for the use of modular training in the system of foreign language training for future technical specialists, namely:

- 1) orientation on the preparation of the student to carry out professional activities using the studied language;
- 2) content of training is presented in the form of a modular program with a flexible structure consisting of training modules, the assimilation of which is carried out in accordance with the didactic goal formulated for each student and containing an indication of the volume and level of assimilation of the material being studied;

3) capacity, structure and ways of presenting information in training modules depend on the specific type of training material;

4) modular program should be adapted to the student's level of knowledge of the ICRC in order to ensure conditions for the student to move to a higher level of ICRC knowledge (differentiation of instruction);

5) different forms of work with the educational material of the module are used, because the linguistic and extra linguistic content of each of them differs in volume and degree of complexity; the availability of training modules in printed and electronic form allows the teacher to individualize work with students;

6) control system includes input, mid-term and final control, an individual student rating is compiled and maintained;

7) methodological principles of developmental education are implemented, which allow creating the prerequisites for creative activity and the development of the learner's independence in achieving a specific goal in the process of working with the module.

It seems necessary to clarify the concept of "module" in relation to foreign language training of students of a technical university. In our understanding, this is a target functional unit, which is a section of the discipline being studied, relatively independent in relation to other modules, having a thematic focus, combining educational content and mastering technology into a system of a high level of integrity. In this case, the module

1) is represented by a complex of interconnected blocks of educational material intended for simultaneous study by students with different levels proficiency;

2) creates the basis for the comprehensive mastery of students' knowledge, skills and abilities in all types of foreign language speech activity;

3) built in such a way that allows to take into account the individual communicative and cultural needs of each student, providing the basis for the autonomy of training;

4) promotes the student's choice of an individual educational path for maximum advancement within their level of training and transition to a higher level of English language proficiency;

5) creates the conditions for increasing the motivation and interest of each student in mastering the English language for professionally oriented purposes.

Consequently, the main idea of modular training is that each student can work with the curriculum offered to him independently, if it contains a targeted program of action, a databank and methodological guidance for achieving didactic aims.

The structure of the described program includes 16 modules, studied by students of 1–2-3 year Tashkent Law University courses for four semesters. In each academic semester, students study 6 modules. The topic of the modules is built taking into account the requirements of international certification exams in English, in particular ESUC (Examination Syndicate of the University of Cambridge). The amount of training time for studying one module averages 30 academic hours.

One of the components of the program is the independent work of students, aimed at narrowing the gap between different levels of preparation of students in English in order to advance them to the required level of proficiency in ESUC.

For the successful organization of independent work in the conditions of modular teaching of the English language, the following provisions must be taken into account:

1) the goals and objectives of independent work should be clear to students, and the proposed set of tasks and exercises must be accompanied by an algorithm of actions for their implementation, provide appropriate forms, methods and means of timely control and correction;

2) the volume of independent work of students with the educational material of the module is 50% in relation to classroom work;

3) independent work of students with the educational material of the module is represented by its various types, aimed at the formation of all components of the ICRC;

4) students are provided with the necessary educational and methodological resources to perform a certain type of independent work;

5) independent work should promote the active use by students of knowledge and skills acquired in the classroom in practical activities.

III. RESULTS

We describe the main types of independent work of students in the process of working with the material of the module.

1. Homework - involves the implementation of exercises to activate and systematize the training material studied in the classroom. This type of independent work is aimed at the formation and development of such LCCC components as linguistic and speech subcompetencies, as students form the lexical and grammatical skills of oral and written speech, develop reading, listening, monological and dialogical, written English speech skills. In addition, self-educational competence is actively developing, as students learn to independently organizing their educational and cognitive activities without the help of an English teacher.

2. Laboratory work - is an indispensable condition for the development of active educational and cognitive activity of students in the process of learning English. As a rule, within the framework of one module, one laboratory work is carried out, the content of which is developed taking into account the goals and contents of the module and the level of English proficiency. The venue is a computer class (if the laboratory work is presented in electronic form) or a specialized audience of the educational-methodical center for language training (in print).

In the process of working with program modules, students are invited to complete three types of laboratory work, namely:

- created on the basis of video material with the help of computer technologies - they cause deep interest among students, since they suggest vigorous speech and thoughtful activity in the process of viewing video materials in English and the subsequent completion of tasks to check the understanding of what they have heard / seen. The basis for the development of this type of laboratory work can be a small episode from a documentary, training or art video on the topic of the module. Performing this type of work contributes to the formation and development in students of almost all the components of the LCCC with the predominant role of general cultural competence, as in the process of viewing authentic material, students enrich their cultural background, increase their level of cultural awareness and develop as cultural and linguistic personalities;

- based on the audio text (story-description, narration, dialogue - conversation, interviews, etc.). In order for students to complete this type of assignment effectively, a series of exercises or assignments is being developed

that control the understanding of the listening material. The average execution time for this type of laboratory work is 30-40 minutes. This type of activity is mainly aimed at developing the speech competence of students, since the ability to perceive foreign language speech by ear develops;

- compiled according to the format of exams UCLES (KET, PET, FCE, CAE) - include tasks in vocabulary, grammar, reading and listening to prepare students for the tasks of a comprehensive test of final control, which is carried out after studying 4 modules of the academic semester. This type of work, from our point of view, allows students to independently control and evaluate the level of ICKK formation, to adjust their personal educational trajectory. Thus, it is safe to say that students form and develop such LCCC components as communicative, self-educational, and test sub-competencies.

3. Creative activity - represented by a system of creative tasks performed by students individually, paired with a partner or as a team. As creative tasks, project work, a multimedia presentation, role-playing game, discussion, a regional geographic quiz, a competition for the best presentation of your dorm room, etc. are offered.

Self-study and presentation with a report at a student conference, participation in the Olympiad or competition-review of creative works, etc. are also considered. Obviously, this type of independent work is aimed at the integrated development of almost all components of the ICRC with the predominance of self-educational and information-technical communication sub-competencies.

4. Independent work with remote access through platform provides students with a training test, presented by tasks in reading, listening, vocabulary and grammar. One of the advantages of this type of work is that the student can perform it at any convenient time with a computer, Internet access and a personal password to enter the system. Accordingly, this type of activity is aimed at developing test competence. So students train in completing format tasks, learn to distribute and control the execution time of each task, etc. In addition, self-educational competence of students is developing, as they are forced to rationally plan their time, use educational and methodological resources (dictionaries, reference books, etc.), information technologies in the process of completing tasks with remote access via the Web-CT platform.

5. Independent work of an increased level of complexity provides the opportunity to choose an individual trajectory of mastering the ICCC, completing tasks and exercises.

High level of complexity. For example, when studying a module, students of level A2 are invited to independently complete tasks of level B1, while independent work of students of level B1 is based on tasks of level B2, etc. The main tasks of the teacher in this case are the competent selection of tasks and exercises of an increased level of complexity, quality control of their performance by students with an indispensable analysis of the mistakes made and cases of misunderstanding by students of individual aspects of the educational material. As a rule, the teacher carries out verification of the work performed by students in extracurricular time.

Results are reported to students in writing via email. If necessary, the teacher holds individual consultations with those who have difficulty in performing such tasks.

Therefore, in the process of working with the module, students perform five types of independent work, each of which is evaluated in points. A student can receive a maximum of 110 points for independent work with the module, a minimum of 66 (60% of the total independent work rating for the module). In case the student scored less points, the teacher recommends referring to the material of the module and re-do the independent work.

IV. CONCLUSION

Consequently, we note that the organization of student's independent work in the conditions of modular teaching of the English language is a rather complicated interaction between the teacher and students. The achievement of the didactic goal, the level of students' motivation and interest in studying the English language, as well as the teacher's satisfaction and students with the results of their activities.

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