

METHODOLOGY OF TEACHING THE “PRACTICE OF TEACHING FOREIGN LANGUAGE” BASED ON BLENDED LEARNING TECHNOLOGIES AT THE PROFESSIONAL DEVELOPMENT COURSES

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ABSTRACT

The paper is devoted to the issue of methodology of teaching the “practice of teaching foreign language” based on blended learning technologies at the professional development courses. Such aspects as linguistic, psychological and methodological components in teaching foreign languages, using ICT, the efficiency of teaching foreign language by means of blended learning technologies at the professional development courses for higher educational institutions’ teachers have been discussed in the article. Based on the qualification requirements and needs of the “Practice of teaching foreign language” module, the distance learning courses based on the blended learning technologies of the “English for Special Purposes (ESP)” module were developed and supplemented with the necessary methodological materials.

Keywords: blended learning technologies, professional development courses, higher educational institutions’ pedagogical staff, linguistic, psychological and methodological components, ICT, quality improvement, language skills, English for specific purposes, distance learning courses.

MALAKA OSHIRISH KURSLARIDA “AMALIY XORIJIY TIL” MODULINI ARALASH TA’LIM TEXNOLOGIYALARI ASOSIDA O’QITISH METODIKASI

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ANNOTATSIYA

Maqola malaka oshirish kurslarida aralash ta’lim texnologiyalari asosida “Amaliy xorijiy til”ni o’qitish metodikasi masalasiga bag’ishlangan. Maqolada xorijiy tillarni o’qitishda lingvistik, psixologik va metodologik komponentlar, AKTdan foydalanish, oliy ta’lim muassasalari professor-o’qituvchilari malakasini oshirish kurslarida aralash ta’lim texnologiyalari yordamida chet tilini o’qitish samaradorligi kabi jihatlar ko’rib chiqildi. “Amaliy xorijiy til” modulining malaka talablari va ehtiyojlaridan kelib chiqib, “Maxsus maqsadlarda yo’naltirilgan ingliz tili (ESP)” modulining aralash ta’lim texnologiyalari asosida masofaviy ta’lim kurslari ishlab chiqildi va zarur uslubiy materiallar bilan to’ldirildi.

Kalit so‘zlar: aralash ta’lim texnologiyalari, malaka oshirish kurslari, oliy ta’lim muassasalarining pedagog kadrlari, lingvistik, psixologik va metodologik komponentlar, AKT, sifatni oshirish, til ko‘nikmalari, Maxsus maqsadlarda yo‘naltirilgan ingliz tili, masofaviy ta’lim kurslari.

МЕТОДИКА ПРЕПОДАВАНИЯ МОДУЛЯ “ПРАКТИЧЕСКИЙ ИНОСТРАННЫЙ ЯЗЫК” НА КУРСАХ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ НА ОСНОВЕ СМЕШАННЫХ ОБРАЗОВАТЕЛЬНЫХ ТЕХНОЛОГИЙ

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АННОТАЦИЯ

Статья посвящена вопросу методики преподавания «Практический иностранный язык» на основе технологий смешанного обучения на курсах повышения квалификации. В статье рассмотрены такие аспекты, как лингвистическая, психологическая и методическая составляющие обучения иностранным языкам с использованием ИКТ, эффективность преподавания иностранного языка средствами смешанных технологий обучения на курсах повышения квалификации преподавателей высших учебных заведений. Исходя из квалификационных требований и потребностей модуля “Практический иностранный язык” были разработаны и дополнены необходимыми методическими материалами курсы дистанционного обучения на основе технологий смешанного обучения модуля “Английский язык для специальных целей (ESP)”.

Ключевые слова: технологии смешанного обучения, курсы повышения квалификации, педагогический состав высших учебных заведений, лингвистический, психологический, методический компоненты, ИКТ, повышение качества, языковые навыки, английский для специальных целей, курсы дистанционного обучения.

INTRODUCTION

According to the “Concept of the Development of the Higher Education System of the Republic of Uzbekistan until 2030” the educational process in higher education institutions will be gradually transferred to the credit-module system based on

international experiences, introduction of advanced standards of higher education, including gradual transition from education focused on acquiring theoretical knowledge to an educational system focused on the formation of practical skills in educational programs, independent education, critical and creative thinking, systematic analysis, formation of entrepreneurship skills, introduction of methods and technologies aimed at strengthening professional experiences in the educational process, and the formation of practical skills in the educational process education, in this regard, priority tasks such as the wide introduction of advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process have been defined.

Therefore, field-oriented foreign language teaching in higher education institutions, professional development centers, modern approaches, the implementation of effective methods of teaching and learning, the organization of evaluation, and general goals. refers to the methodology of transition from a foreign language (Language for General Purposes, LGP) to the formation of foreign language competences oriented to special purposes (English for Specific Purposes, ESP).

LITERATURE REVIEW

Literature analysis reveals that there are distinguished three main components of foreign language teaching: linguistic, psychological and methodological components.

Linguistic component is a field of linguistics related to the formation of language material and socio-cultural identity of the language, communication, language and communication culture, phonetic, grammatical, lexical minimums of the language and situational-thematic communication competences.

In our opinion, the use of ICT in teaching foreign languages in the educational process has led to the creation of various needs-oriented courses and the individualization of education. In particular, the analysis of the practical experience of using blended learning in linguistic education shows that it is considered one of the most effective forms of teaching and allows:

- formation of communicative skills and culture;
- to create a real linguistic atmosphere for the need to use a foreign language for real communication;
- development of skills and qualifications for working with information;
- organization of constant reviews, etc.

The psychological component covers the role and importance of language as a means of communication, the processes related to the systematic development of language skills in learning processes.

Researcher J. Kusharbaev in his scientific research on the development of innovative culture of pedagogical staff of higher educational institutions, in order to

successfully overcome psychological obstacles in preparation for innovative activities notes that “correct understanding of one’s personal experiences, not to overemphasize failures in innovative activities, accepting one’s self-image as a subject, owner of innovative activity, not to exaggerate the complexities and difficulties of innovative activity and adequately evaluate them, to be able to assess one’s own capabilities correctly, to be able to actively interact with the participants of the educational process and innovative activities, acquiring self-management and self-control skills, it is necessary to look for the reason of one’s actions not from the external world, from fate, but from one’s own thoughts, outlook and actions, and to believe in it” [3].

Methodological component is a direction aimed at researching the didactic-methodical aspects of the development of written and oral speech skills as a means of communication and introducing new approaches into practice.

Blended learning is based on the constant interaction of trainees with each other and with the instructor, both in the electronic environment and in classroom sessions. At the same time, independently mastered educational material is used in real communication situations by solving communication problems, which helps to develop communicative competence, which is the main goal of teaching a foreign language today.

MATERIAL AND METHODS

Practice shows that in adult education, language teaching is not oriented to the field of educational content, and the necessary methodical materials are not based on experiences, which causes difficulties in the cognitive field. From this point of view, the issue of developing the content of curricula based on modern approaches in teaching foreign languages, especially English, is defined as one of the important methodological conditions in pedagogical research.

In the course of our research, the contents of the “Practice of teaching foreign language” module and its software, which are included in the professional development courses of higher educational institutions, have been improved based on the research tasks.

In this case, 144 hours of the training program are carried out on the basis of independent training methods without separation from work, and 144 hours are carried out in the form of direct (indirect) training without separation from work.

If we analyze the content of curricula in 2018, the main content of the “Practice of teaching foreign language” module is aimed at developing academic language skills, based on the results of research, the content of new curricula is based on academic and professional language needs improved based on the principle of development.

Comparative analysis of the content of the “Practice of teaching foreign language” module

2018	2022
Module	
Practical foreign language: English and the main aspects of learning it	“English for Specific Purposes”
Hours for practical lessons	
22 class hours	16 class hours+16 self-study hours
Themes	
Introducing yourself Figures and numbers Time management Family and friends Healthy food Work and study News and weather Travelling, Culture awareness Our planet: Nature and Life Style and fashion Entertainment World cinema	Self-introduction in business Information technology & its types Mass media & its types Globalization & its effects Business interactions & calls CV writing Email writing Travelling & culture

Practical training is conducted based on modern educational methods and innovative technologies. In addition, it is recommended to independently use educational and scientific literature, electronic resources and handouts as well.

In the course of our research, it was found that the need-oriented, continuous, independent education of in-service training, as well as the demand for systematic self-professional development of pedagogical staff of higher educational institutions, in in-service training courses. Based on the qualification requirements and needs of the “Practice of teaching foreign language” module, the distance learning courses based on the blended learning technologies of the “English for Special Purposes (ESP)” module were developed and supplemented with the necessary methodological materials.

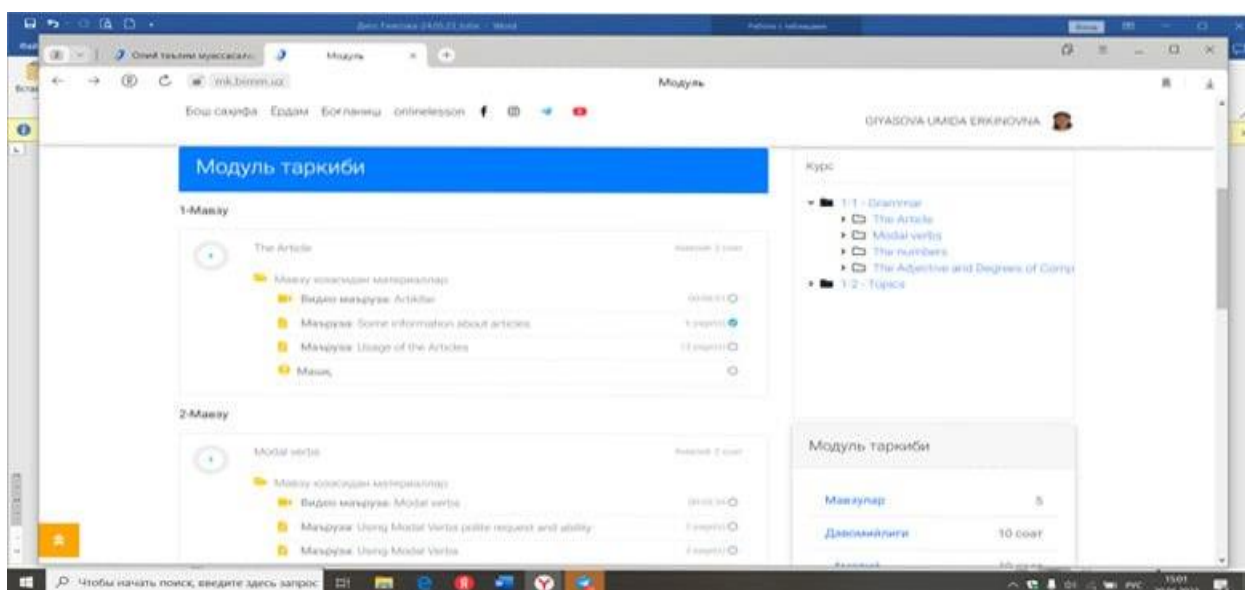
“Self-introduction in business” lesson plan of the “English for specific purposes” module

Lesson type: Practical	Background: Multicultural	Time: 80 min
Content Objectives: <ul style="list-style-type: none"> • Trainees will be able to learn how to introduce themselves in business; • Trainees will be able to use appropriate language to introduce; 	Language Objectives: Listening: Trainees will be able to pick up the words from the video; Vocabulary: Trainees will be able to use the words for business introduction	Speaking: Trainees will be able to create, answer questions & discuss the responses to those questions;

Key Vocabulary: Let me introduce myself, I am..., My name is..., Who are you?		Technology used: Laptop, LCD projector, speakers, mobile phones	
Activities for students: Cooperative, individual work, Discussion, evaluation. Integrated skills: List, read, writ, speak		Types of assessment: Formative way: Giving feedback after each activity. Summative way: Evaluating trainees' achievements in tests	
Resources used:		Journals: Study.com	
Activities and timing		Lesson sequence	
Warm-up Time: 10min	Objective: To introduce the topic of the lesson to the trainees. Trainer instructions: <ul style="list-style-type: none"> Ask the participants to watch a short video about self-introduction in business again (trainees have already watched the video at home) and pick up the words and phrases used for introduction Link to the video: mk.bimm.uz Trainee directions: <ul style="list-style-type: none"> Watch a short video and pick up the words and phrases for introduction 		
Introduction Time: 5 min	Trainer instructions: <ul style="list-style-type: none"> Inform trainees about theme of the lesson ICQ questions: <ol style="list-style-type: none"> How do you feel when you have to introduce yourself in conferences, meetings, etc? How important do you think it is to make a good self-introduction? Are there any specific rules that should be followed when making an introduction in your country? 		
Pre-Activity Filling in a worksheet Time: 15 min	Objective: To check background knowledge of participants on self-introduction. Trainer instructions: <ul style="list-style-type: none"> Introduce yourself to the class and ask them to fill in the worksheet about you; Ask them to introduce themselves to each other in pairs and fill in the information Trainee directions: <ul style="list-style-type: none"> Fill in both worksheets for teacher and peer introduction 		
Formal instruction Time: 5 min	Explanation of the useful tips and vocabulary for introduction <ol style="list-style-type: none"> Establish a connection with the trainees Key points: your experience, your higher educational institution's (HEI) name, your position in HEI Be confident and friendly Be attentive 		
While Activity: Situation cards Time: 20 min	Objective: To fix the knowledge of related vocabulary in use. Trainer instructions: <ul style="list-style-type: none"> Divide the participants into 4 groups; Give them cards with the situations for business introduction and make up the introductions; Ask all of them to use appropriate phrases for introduction; Ask others to make notes of the phrases used and discuss; 		

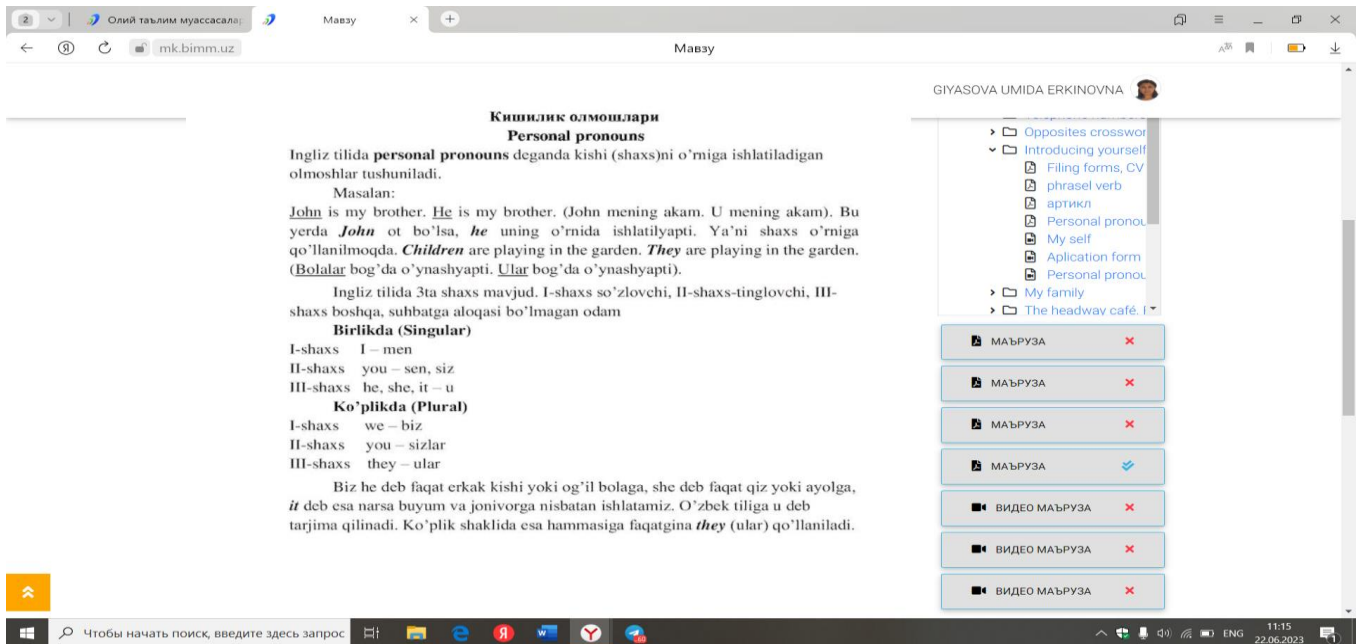
	<ul style="list-style-type: none"> • Check the answers and provide feedback <p>Trainee directions:</p> <ul style="list-style-type: none"> • Make up a business introduction according to the given situation; • Use appropriate phrases for introduction; • Trainees should make notes of the phrases used and discuss
<p>Post activity Discussion Time: 20 Min</p>	<p>Objective: To review the gained knowledge on vocabulary</p> <p>Trainer instructions:</p> <ul style="list-style-type: none"> • Arrange groups of four-five and ask them to prepare questions which they want to ask from each other while introducing themselves; • Suggest them that they should select new phrases from the previous tasks; • Ask them to write down the responses in order to report back to the whole group. • When they finish, ask trainees to choose a person whom they will present to the whole group. Warn them that everybody should be presented <p>Trainee instructions:</p> <ul style="list-style-type: none"> • Prepare questions which you want to ask from each other while introducing yourselves in business conferences; • Ask those questions from each other and make notes; • Present everybody to the class
<p>Time: 5 min</p>	<p>Feedback/Assessment</p> <ul style="list-style-type: none"> • Discuss with the trainees what they have acquired today; • Provide feedback to their cooperation during the class. <p>CCQ questions:</p> <ol style="list-style-type: none"> 1. What was covered during today’s session? 2. What phrases would you like to use in business introduction now? 3. What are some tips for business introduction?

Before the lesson the trainees can visit their profiles on the mk.bimm.uz platform using their login and password. They will also familiarize themselves with the content of the theme of the module “English for Specific Purposes”.



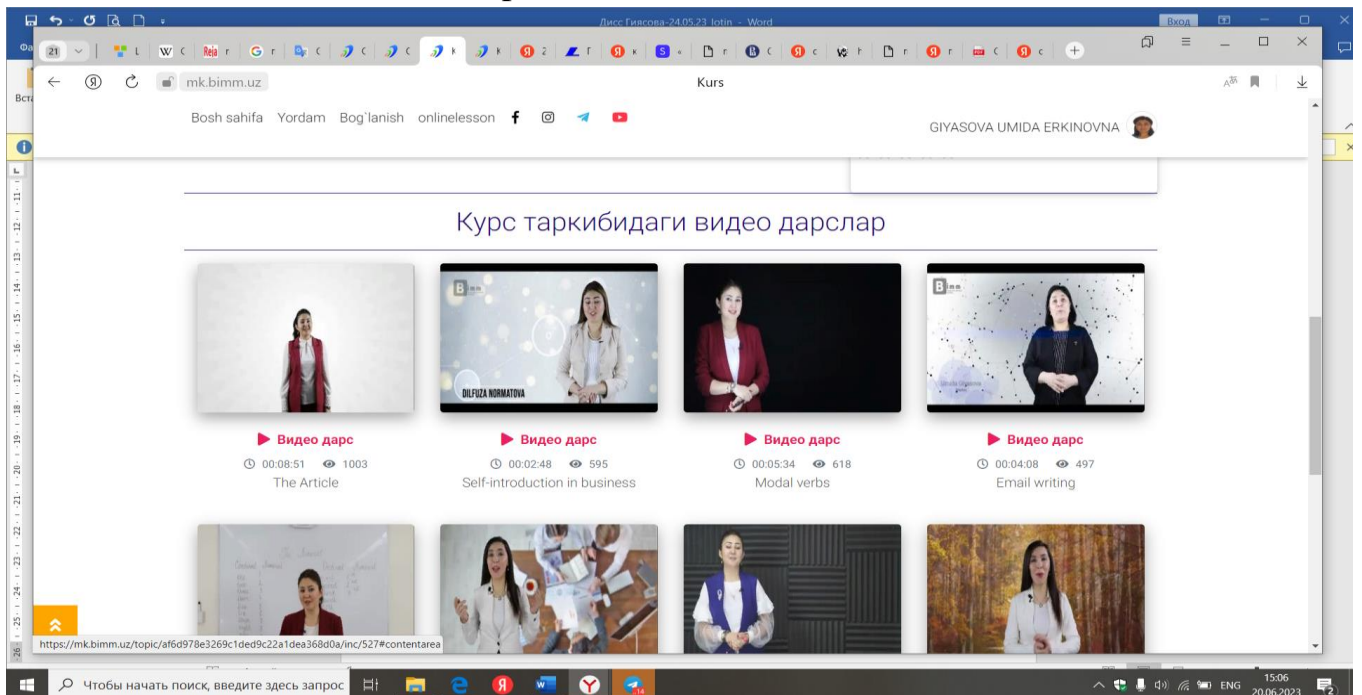
Pic.1. Content of the 1st theme of the module “English for specific purposes”.

They get acquainted with the grammatical material related to the lesson.



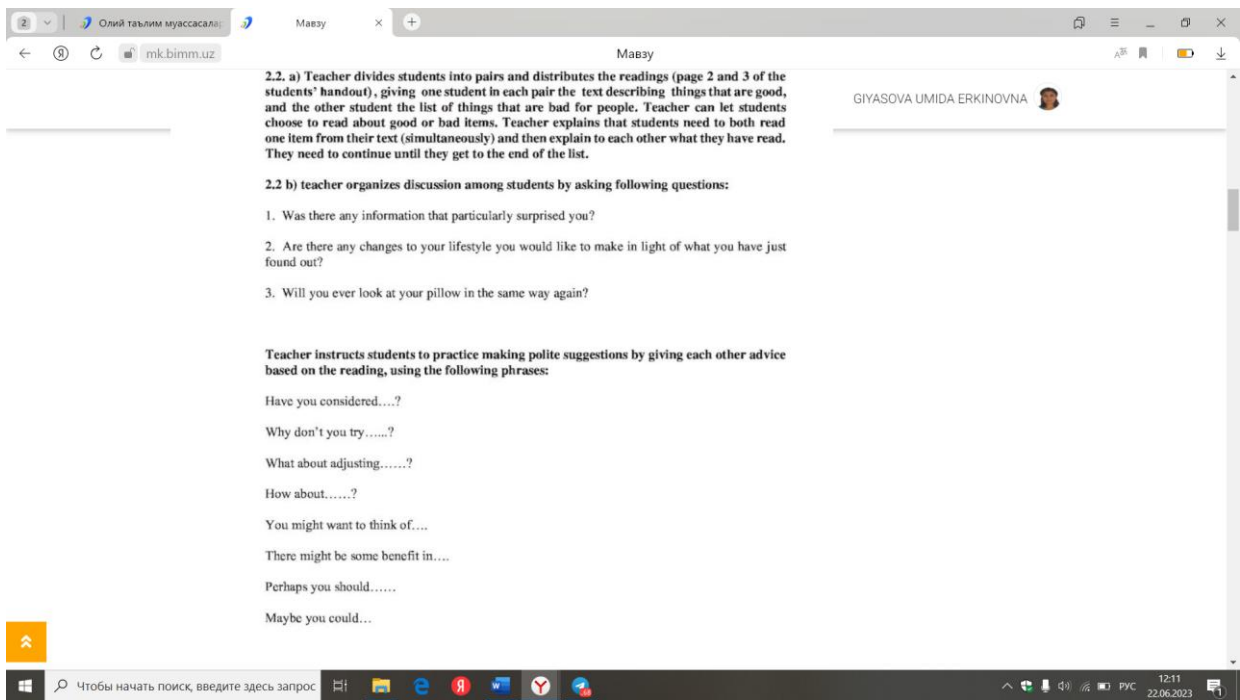
Pic. 2. Grammatical material for the 1st theme of the module “English for specific purposes”.

The module contains additional video content for learning theme and trainees can watch these video lessons on the platform.



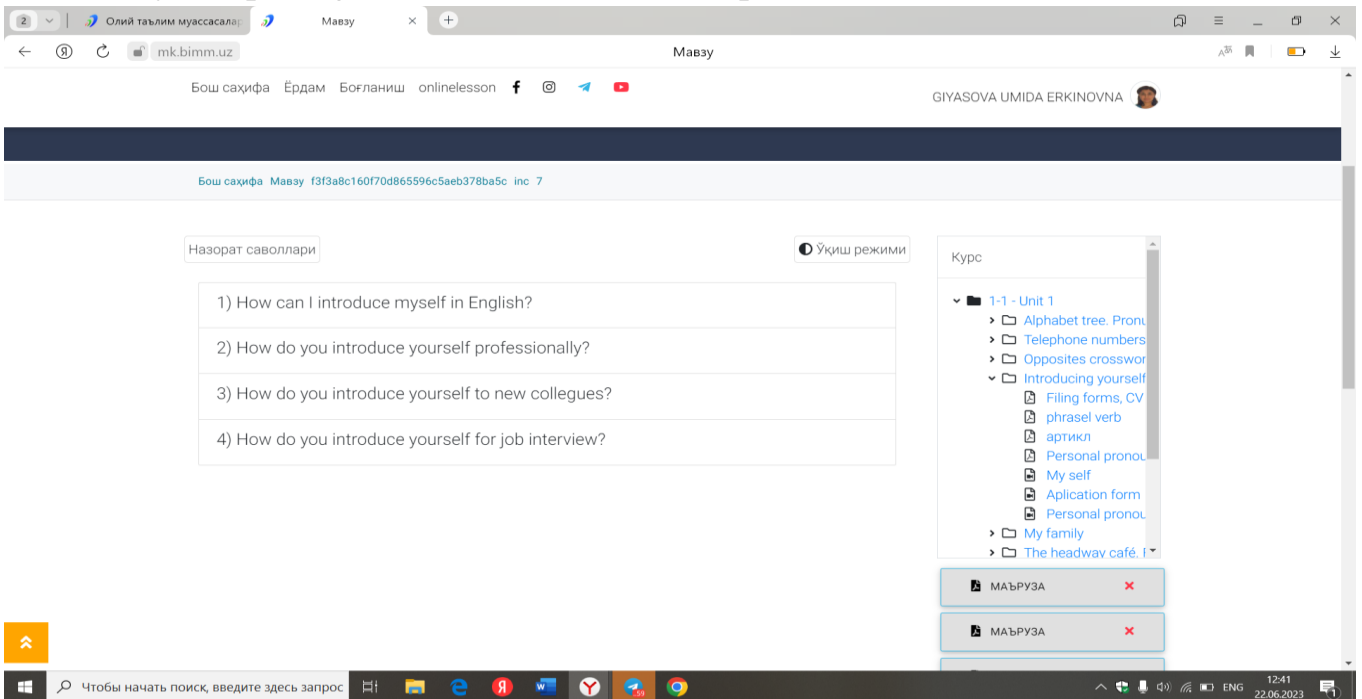
Pic. 3. Video lessons.

The trainees are able to complete the tasks.



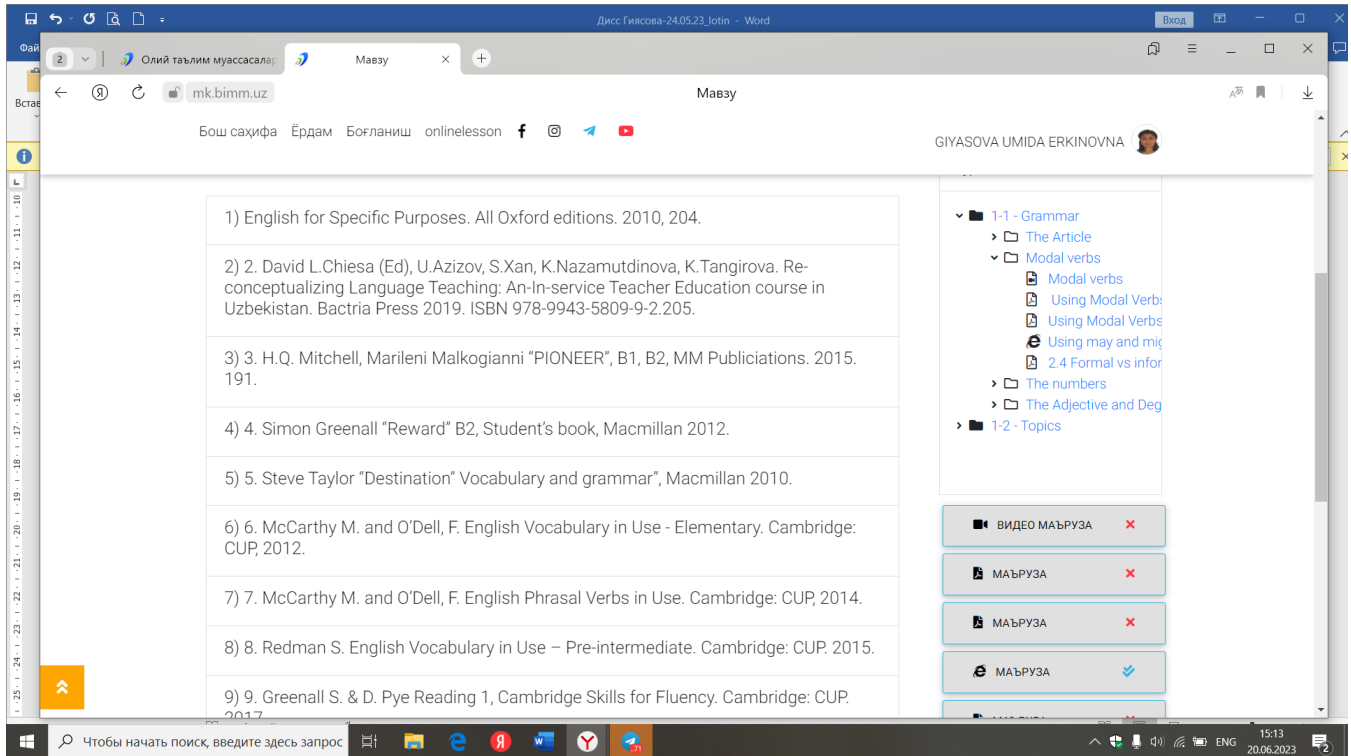
Pic. 4. Tasks and exercises.

Trainees can perform control questions and tests designed to check the mastered material by completing exercises related to the topic



Pic. 5. Questions and tests.

The platform provides additional resources



Pic. 6. Additional resources.

RESULTS AND DISCUSSION

Based on the principles mentioned above, during our research, the following principles of improving the quality of education using blended learning technologies were identified in the process of professional development:

1. Orientation and prioritization of needs in designing the educational process.
2. The level of development of skills and competencies in the field of information and communication technologies among trainees in educational processes based on blended learning technologies.
3. Compatibility of (6) blended learning models used in the educational process with educational conditions and goals.
4. Interaction between traditional and electronic education components in the blended learning model.
5. The principle of interactivity, which incorporates the components of communicativeness, flexibility, efficiency and creativity.

CONCLUSION

In conclusion, teaching English based on blended learning technologies in professional development courses increases the quality of professional training, creates the necessary conditions for the development and wide implementation of modern teaching technologies, brings the collaborative activity of pedagogues and trainees to a new level as well.

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