DIGITAL TRANSFORMATION IN FORMING COMMUNICATIVE COMPETENCES OF FUTURE ENGLISH LANGUAGE TEACHERS

Ayjan Anarbekova
Lecturer
Alfraganus University
Tashkent, Uzbekistan

ABOUT ARTICLE

Abstract: The process of digitalization of education develops in connection with the introduction of information technologies. At the same time, research notes that modern digital technologies are becoming a part of pedagogy and science methods in the era of informatization of society. Educational methodology is becoming information, and the subject of pedagogy is becoming information security, media competence and media culture, which is the information culture of a person.

INTRODUCTION

In the conditions of international globalization, the large-scale introduction of digital technologies in all aspects of modern life is accompanied by the wide spread of Internet technologies. Step-by-step entry of Uzbekistan into the international economic and political community sets new tasks and opens the existing information in the educational system through information technologies and cultural problems.

Information technologies advance the requirements of modern human lifestyle, information culture and development of information technology competence. At the same time, the modern specialist, in general, the low level of information culture became a serious obstacle to the qualitative development and modernization of digital technologies.

Therefore, the formation of digital competences, along with basic knowledge, a special culture of using modern digital technologies based on network interaction is becoming a strategic task of the educational system in the context of a significant increase in the volume

and availability of various information. Currently, the changes in the educational process are changing from the paradigm of basic training to the paradigm of continuous education, becoming the content of lifelong learning in order to provide digital learning opportunities.

The process of digitalization of education develops in connection with the introduction of information technologies. At the same time, research notes that modern digital technologies are becoming a part of pedagogy and science methods in the era of informatization of society. Educational methodology is becoming information, and the subject of pedagogy is becoming information security, media competence and media culture, which is the information culture of a person.

First, the wide use of effective digital technologies and tools used in educational institutions has been applied in many other fields of activity.

Secondly, educational institutions are recommended to use the possibilities of digital technologies in mastering education (choosing the trajectory, diversity of educational materials, difficulties in additional education), increasing the motivation of students (interactive educational materials, chasing games), facilitates the regular activities of teachers and tutors (monitoring, reporting, checking work). According to the presented program documents, end-to-end digital platforms focus on promising platforms while supporting technologies and creating conditions for the emergence of new ones.

MAIN PART

As for the concept of "digitalization", it should be noted that many researchers explain its content much more widely than it is presented. For example, wikipedia is interpreted in the dictionary in the 90s of the 20th century as the transition to the digital communication method of recording and transmitting information using "digitization, digital devices" in the dictionary-reference of press and literary materials. At the same time, digitalization is increasingly being discussed on the pages of scientific publications as the main trend associated with complex changes in almost all areas of human activity.

In the environment of the development of a high-tech educational system of ICT, the teacher fills it, defines the didactic goals of searching for and adapting new tools to achieve action by predetermining its nature.

Accordingly, the demand for pedagogic personnel with new competencies is increasing, which requires the modernization of their training process and is the basis for talking about the digital transformation of practical activities and education in their interactions.

The first process of digitization of education allows us to distinguish between digitization and informatization, if informatization is aimed at the widespread introduction of information

technologies to improve the quality of existing processes (technological, pedagogical, production, etc.), digital transformation is not only focused , improvement of the existing ones, a model of creating fundamentally new models, activities and Sunni intellects at a wide level. An example of this is the "University 4.0" model, the "University 4.0" model is aimed at training specialists with innovative ideas in education and "creating" specialists in new areas of activity.

The second process of digitization allows us to understand the principle of interaction between virtual and physical spaces - a complementary goal established by the constant mutual interest of two elements striving for integration (the learner and the teacher, details - total). Authors of modern scientific literature distinguish different types of pedagogical support, which includes the transfer of knowledge when a complementary pair appears between the subjects of the educational process. Digital technologies change this movement in accordance with the principle of intellectual mobility, and allow to accelerate the educational process and implement it on time. Thus, artificial intelligence is the fourth phenomenon of digitalization, which means a gradual transition from automation to intellectualization.

In this regard, the communicative activity of future English language teachers is more related to knowledge management. He activated the development of the direction of pedagogical research aimed at the formation of communicative competences in real pedagogical practice and in the context of the integration of educational institutions. The impact of digital technologies on the nature of communicative competence formation is carried out at three complex hierarchical levels.

In the first stage - innovative and strategic - it is understood as the formation of knowledge, innovative development strategy, the implementation of which changes the descriptions of all types of intellectual assets of society (library fund, databases, patents, licenses, standards, regulatory documents, technologies - project documents , software, results of research and development) ensures high productivity and efficiency, increases competitiveness in new national and international industrial markets.

The second level - functional activity - is a systematic activity of future English language teachers, the content of which is determined by the successive stages of the life cycle of knowledge, the names of which correspond to a certain level. Types of operations with information objects (identification, creation, processing, storage, distribution, use of knowledge, etc.). At this level, the problems of overcoming obstacles in interpersonal relations are discussed, and management systems are created for the training of pedagogues aimed at rapid adaptation of graduates of the faculty of foreign languages to the specific characteristics of the field and the changes taking place in it.

At the third level - instrumental and technological - it is information technology that ensures the interaction of natural and artificial intelligence in a hybrid environment, includes the formalization of content into an ontological form (knowledge base) and the mechanism of management through scientific conclusions. Such systems based on artificial intelligence technologies will become the field of professional activity of future English language teachers, as a result of which the requirements for the communicative competence of future English language teachers will change in connection with the use of such tools and their development. Today, digital transformation applies to almost any field of activity.

The term "Transformation" is opposite to the concept of "Profession". According to O.I. Genisaretsky, the profession is aimed at acquiring experience and specific professional skills, while transformation implies the continuous development of a person taking into account the tasks that arise and the results of scientific predictions. . A. N. Whitetheyden describes the transformation as an open network structure in which abilities are formed in a person. Moving across professional boundaries. E.F. Zeer clarified the meaning of the term "Transformation" as a type of labor activity based on the synthesis and convergence of professional competencies belonging to various specialized fields. According to him, transformation is an activity aimed at the implementation of a wide range of different labor functions combined into a socially significant result. Transformations always have a network structure, and are a universal skill characteristic associated with the possibility of using and combining convergent technologies from different areas of professional activity. The education system, especially the teaching of foreign languages, has a constant dynamic that meets the changing demands of society. Understanding the deep changes in the modern social system is necessary for the education system to adequately respond to the problems.

In this regard, some concepts describing technical tools have changed, for example, the concept of "information and communication technologies (ICT)" has gradually changed to "digital technologies". Today, these concepts are used interchangeably, but the latter more accurately reflects the specific characteristics of new information technologies and their perception by society. Digital technologies are computer-based, but they imply a different relationship between the technology and the user.

"ICT competence" includes the skills to use electronic resources effectively for personal and educational purposes, and "digital competence" includes more complex skills and competences, which means that a person not only consumes information , but also creates it, as well as understands the working mechanisms of the digital environment. Such a critical approach to the perception of computer technology, James Curran (James Curran), gives

students the opportunity to act independently in the world of modern technologies that are very quickly outdated.

The advantages of digital technologies in increasing the efficiency of foreign language teaching, according to R.K. Potapova, the idea of using various technical tools in teaching in the cycle of academic subjects is difficult to find in another subject. like active response. In his opinion, the inclusion of digital technologies in the educational process solves a number of important problems of the educational process:

- the time interval between getting acquainted with new events and managing the results is reduced;

- the problem of differentiation and individualization of the educational process was solved;

- students develop by mastering independent work methods.

The use of digital technologies and the study of the structure create favorable conditions for the formation and development of linguistic and communicative skills in accordance with the person-oriented approach to teaching foreign languages. They create conditions for maximum consideration of individual needs and characteristics of students. E.S. Polat, P.V. Sisoev and other scientists highlight the advantages of using digital technologies in the process of teaching foreign languages:

1) providing a large amount of real information;

2) influencing all channels of perception through the use of multimedia technologies (text, graphics, sound, animation, video);

3) flexibility;

4) non-linearity of information presentation;

5) high participation in the educational process.

In addition, teaching foreign languages using digital technologies is consistent with the most important principles of education:

1) content of educational programs created in accordance with scientific principles and methods;

2) the principle of awareness-by creating opportunities for students to use individual strategies to achieve learning outcomes;

3) principles of activity and interactivity - by changing the role of the student from a passive listener to an initiator of work built in active communication with the computer;

4) the principles of systematicity and sequence - integrated into the curriculum, by ensuring the sequence of delivery of educational materials of computer resources;

5) the principle of consistency of educational results - due to the possibility of repeated use of educational programs and resources in class and independently in extracurricular work conditions;

6) the principle of visualization - due to the use of educational tools in various formats, including all types of non-verbal representation (pictures, video, audio, etc.).

The Internet has become the most important context of human life, and the social network has become an integral part of his daily communicative activities. One of the priorities is to create a modern and safe digital educational environment, develop and test digital educational content, including interactive and flexible digital tools, equip educational organizations with computers - digital multimedia, presentation equipment and software supply training theory and methodology.

In modern conditions, intercultural communication cannot be considered as an integral part of modern semi-culture, separated from the digital information space.

When defining the concept of linguistic digital competence of a future foreign language teacher, it is divided into two interrelated constructs: "lingo" and "digitization".

The construction of "Lingvo" is related to the structure of the foreign language teacher's communicative competence. In the digital society, the teacher's general and intercultural communication, which cannot be considered in isolation from the rapidly developing digital space, makes a significant difference to the understanding of the process of intercultural communication. The social characteristics of the digital environment are of great importance in understanding the processes of intercultural communication of the teacher in the future. Peculiarities of the activities of teams developing in the digital environment in the field of teaching foreign languages, opportunities to express the future teacher's multilingual and multicultural personality through multimedia mediation; cognitive strategies in terms of using digital structures; the functioning of communication competences acquired in the digital environment to reality. The unique features of digital multilingual and intercultural communication allow future teachers to overcome spatial and temporal limitations. This means that digitally mediated intercultural communication is an effective educational interaction tool.

Thus, the idea of multilingual and intercultural training of a foreign language teacher is gradually changing. Now preparation inevitably means formation. The willingness and ability of the future foreign language teacher to use universal foreign language search servers in the framework of intercultural communication to independently create digital products in a foreign language is explained.

CONCLUSION

In view of the above, the issue of mutual relations between foreign language teachers remains relevant. This interaction is based on foreign language communication activities, and with digital tools, the linguistic digital environment is rapidly developing, as a result of which it is difficult to learn. It follows that decisions based on the results of the analysis of intercultural communication in the digital environment should be universal. Working with, storing and transmitting various types of information related to language phenomenology, which serves as a tool for the linguo-didactic description of intercultural communication in a digital environment. The level of development of digitization used in intercultural communication is very high. Constant change is manifested in the behavioral, linguistic and methodological characteristics of the above-mentioned participants of the dialogue. This, in turn, refers to the influence of communication tools and channels on the choice of language and speech tools in the process of intercultural communication, which is presented orally and in writing. In the digital environment, scientific discourse has various terms to describe intercultural communication: "computer-mediated communication", "electronic communication", "Internet communication", "linguistic-informational context of intercultural communication", these become almost complete synonyms.

Generalized groups of the most valuable parameters for the methodology of teaching a foreign language, the generality of which determines one or another digital intercultural format. These include:

functionality, temporal dependence and synchronicity.

The communicative and cognitive activity of a future foreign language teacher in a foreign language is carried out using digital communication formats. The formation of linguistic and digital competence is a special task, students should be ready and able to use these resources in a multilingual and multicultural information space, to have professional and culturally relevant foreign language information resources. implies.

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