

TABLE OF CONTENTS, CRITERIA AND LEVELS OF LANGUAGE COMPETENCE IN A FUTURE TEACHER WITH MODULAR LEARNING

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Annotation: This article provides feedback on the content, criteria and level of formation of linguistic competence of future teachers studying in pedagogical areas. In particular, it provides recommendations on the advantages of using modern methods of forming their linguistic competence on the basis of modular training of professional skills and abilities in teaching their professional vocabulary in English.

Keywords: modular education, future teacher, professional vocabulary, professional competence, content of competence, competency criterion, level of competence, cognitive element, foreign language and so on.

Introduction

The content of training is closely related to the objectives of training, depends on its stages, is determined by the State Standard and the program and is not fixed. Based on the main goal of vocational language training as a means of communication between specialists, we believe that the content of language training is all that is characteristic of the future language activities of students and we distinguish the following components of the content of training: - lexical minimum, consisting of academic and professional vocabulary; - lexical skills; - topics studied, including the culture of the native country and countries of the language being studied; - educational skills, including the ability to work with reference books, draw up a plan, annotation, use technical means and modern technologies, etc .; - rational vocabulary acquisition strategies, including the method associations, mnemonics, vocabulary cards, etc.

In vocational training vocabulary between the faculty, the main unit of training, as a rule, is audio, video or printed text. Careful selection of texts is a prerequisite for the effectiveness of training.

The practice of organizing the educational process in teaching professional vocabulary to students of non-linguistic faculties has shown that the following criteria should be taken into account when selecting text material: authenticity, professional orientation, novelty and information content, genre diversity, language accessibility, cultural richness, problemativeness, and age-appropriate trainees features.

Modular learning is becoming more and more in demand in modern learning. Many researchers (Solovova, Sofronova, Jutseviciene et al.) Consider it to be more advanced didactic technology, as it uses elements in the context of pedagogy of cooperation,

humanizes the learning process and saves time. It seems to us that the organization of training in vocabulary through the module as a unit of educational material will be an additional factor in optimizing the learning process.

The analysis of the existing sets of exercises for teaching professional foreign vocabulary has led to the conclusion that the basis of the complex of exercises for teaching professional vocabulary for most methodologists is the stages of the formation of vocabulary skills. Mastering professional vocabulary is impossible without the formation of vocabulary skills that are inextricably linked with each other. In the framework of this study, a nomenclature of skills and abilities to be formed in the process of teaching vocabulary was developed.

Having examined the typology existing in modern methods exercises, we classify exercises according to the criteria:

1. The stages of the formation of lexical skills: familiarization, memorization, training and use in speech.
2. The stages of the formation of lexical skills: the allocation of professionally significant lexical units; contextual hunch; periphrase; translation from the mother tongue into a foreign language and from a foreign language into a native one.
3. Stages of working with text: pre-text, text, post-text.
4. Form: individual, doubles, group, role-playing games, projects.
5. Location: classroom and extracurricular.
6. The use of modern multimedia tools: audio recordings, videos, computers, the Internet.
7. Appointment: training and control.
8. The nature of mental activity: logical, creative.
9. The method of implementation: oral and written [1.].

The analysis of various research methods of the concept of “language competence” allowed us to reveal the essence of this concept in relation to students of a pedagogical university, by which we especially understand the readiness of future bachelor teachers to communicate in a foreign language, with the obligatory presence of a certain formation of their language competencies in modular learning at non-linguistic faculties, as well as personal qualities such as sociability, reflection and empathy of subjects who are able to ensure the effective implementation of existing tasks. The structure of the language competency we are looking for is also determined, which includes behavioral, cognitive and emotional components.

In our study, the criteria for the formation of linguistic competence during modular training among students of a pedagogical university will be considered as special qualitative indicators, and levels as a quantitative characteristic, which depends on the choice of these criteria.

In the study, we also adhere to the definition of a criterion that states that “it is a sign on the basis of which the assessment is made; a means of verification, a measure of evaluation” [2., 124]. However, one of the most complete meanings of the concept of “criterion” is found in the works of V.I. Zagvyazinsky, who understands the criterion as “a generalized indicator of the development of the process, the success of the activity, which is used to evaluate the occurring pedagogical phenomena” [3., 7].

It is proposed to single out such criteria (or components) of communication as the most significant for the study of linguistic competence in modular learning, such as “features of a person’s cognitive processes called“ reflection ”, his emotional sphere -“ attitude ”, as well as behavior where there is “Conversion” - they all arise precisely in the process of communication ”[4, 116]. Therefore, “linguistic competence or (competence in communicating in a foreign language) is considered as a complex education that includes cognitive (cognitive), affective (emotional) and behavioral components” [5., 37].

The above requirements are an important basis for determining specific criteria for the formation of levels of language competence in future bachelor teachers. Therefore, based on various studies, we determined the general criteria for the components of language competence among future bachelor teachers, and also took into account the fact that it is organizational and managerial decisions that must be made orally in the whole process of professional communication. Integration criteria and levels in the study of English during modular training used in the experiment, based on the characteristics of standards and curricula and programs of humanitarian faculties of universities in Uzbekistan, while we relied on the general criteria and levels disclosed in table № 1.

General criteria for the components of language competency in modular learning table №. 1

Komponent	Criteria and Their Features
«Cognitive»	Information and Language Criterion for Modular Learning – it implies possession of a system of competencies for the exchange of information, as well as people's knowledge of each other in the process of their language communication
«Behavioral»	Regulatory and linguistic criterion for modular training - means the ability to control and adjust not only their own behavior, but also the behavior of all other people with the full organization of their joint activities
«Emotional»	" Affective-language criterion in modular learning, whose peculiarity is determined in a special relation to the emotional sphere of the person when learning a foreign language and matching its needs with changes in their emotional state

By the indicators of the presented components, we can mean what makes it possible to judge the formation of linguistic competence, as well as the development of the student's personality in the process of introducing module learning with the implementation of pedagogical conditions. It is necessary to consider in more detail the main indicators of the formation of language competence among future teachers in modular training. When establishing special indicators of the components of linguistic competence, we proceeded from the definition that was given in the dictionary of the Russian language S.I. Ozhegova, N.Yu. Shvedova, where it is said that "indicators are data that can be used to judge the development, course or condition of something" [6., 312].

As the most important indicators of language competence, we propose to apply, with regard to the cognitive component, the special formation of those language competencies in modular learning, which means:

- acquaintance with the very concept of "linguistic competence of a teacher";
- the ability to possess a system of competencies associated with the main categories and concepts of language communication, as well as including its types and functions;
- communication styles, speech styles and leadership styles;
- non-verbal means of communication;
- acquaintance with the structure of business interaction and the mandatory concept of "social perception";
- the culture of mastering the special language skills of effective listening with the constructive overcoming of existing conflicts;
- special knowledge of the psychological and communicative potential of students, as well as the rules of the culture of linguistic communication.

With regard to the behavioral component in the study of a foreign language during modular training, the following indicators serve as indicators:

- the formation of linguistic competencies, namely, the ability to clearly, clearly and accurately express your thoughts;
- the ability to listen to your interlocutor;
- the ability to resolve conflict situations.

With regard to the emotional component in the study of a foreign language in a modular format, there are the following indicators:

- the formation of personal qualities;
- need and ability to communicate;
- contacts with other people;
- establishing mutual understanding with people;
- comprehension of the emotional state with a feeling of the experiences of another person;
- A person's awareness of how he himself is perceived by other people in communication.

The revealed indicators of the components of linguistic communication of communication allow us to characterize the levels of formation of linguistic competence [1.].

The modern problem of determining the level of formation of language competencies in modular training is considered one of the most common, and is divided into three levels: high; average; low. These levels are determined as follows: reproductive (reproducing); heuristic (reproducing-creative); creative [7., 26-27]. V.P. Bospalko in turn distinguishes four levels: recognition; reproduction (algorithmic activity); productive constructive activity (heuristic activity); productive creative activity [8., 41].

G.A. Zasobina goes even further, complementing the generally accepted point of view, while highlighting her five levels: initial skill; low; middle; tall; perfect skill [9., 111].

It is also important to note that today it is generally accepted that mastering a certain skill to an appropriate level may imply that a future bachelor teacher should freely operate with language competencies that determine the previous level. However, we will dwell on the generally accepted separation of levels, namely, the 3-level system, where all the levels in question are closely interconnected, where each previous one, as we previously thought, assimilates the following:

1) A low level suggests that all linguistic competencies in the field of professional communication are superficial and in most cases:

- are ineffective;
- students are not able to competently conduct dialogue;
- students are not able to recognize the behavior of another person;
- implies poor student knowledge of the competencies of effective listening, which prevents full productive communication;
- students experience serious difficulties in establishing any communicative contacts with other people;
- students are sometimes completely indifferent to the experiences of other people;
- Students can hardly evaluate their own actions in situations of communicative communication.

2) The average level suggests that linguistic competencies in the field of professional communication can be empirically situational, suggesting a partial generalization of:

- students are able to engage in dialogue, but not at the optimal level;
- students are able to recognize the behavior of other people only on an intuitive level;
- students have rather weak developed effective listening skills that impede more productive communicative communication;
- students are able to find more optimal ways of communication that lead to the development of goodwill;
- students evaluate their own actions correctly, however, not in all communication situations.

3) A high level suggests that language competencies in the field of professional communication can have a deep theoretical character, are holistic and have a certain system:

- students are able to competently conduct a dialogue;
- students are able to more successfully recognize the behavior of other people;
- students have effective listening skills that contribute to productive communication;
- students can easily make contacts with other people;
- students can be sympathetic to the experiences of other people;
- Students are able to adequately evaluate their own actions in various communication situations.

Summing up, I would like to note that we, in the process of deep analysis of research literature, determined and seriously enough substantiated the main stages, objective criteria, indicators and levels of the current formation of students' language competence in modular education, corresponding to all the specific requirements in the graduate training system University, in particular, future teachers, bachelor.

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