

Improving Communicative Competence in English In Moodle Platform

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Abstract: *According to the state educational standard of Uzbekistan, the study of a foreign language is aimed at achieving goals related to the development of foreign language communicative competence, education of the ability and readiness for independent and continuous learning of a foreign language, the use of a foreign language in other areas of knowledge. The article evaluates the effective use of the MOODLE platform resources to prove the effectiveness of professional training of future specialists by means of a foreign language and the development of foreign language communicative competence of students. Based on the analysis of research, the concept of pedagogical integration, the structure of communicative competence is determined, the advantages of the MOODLE platform used in teaching English at a technical university are justified, and the expediency of using mixed learning is noted.*

Keywords: competence, communication competence, foreign language communication competence, professional training, MOODLE platform.

INTRODUCTION

The development of the higher education system, the entry of Uzbekistan into the pan-European educational space, the expansion of international relations, scientific and technical cooperation. The possibility of internships abroad, work with technical documentation in a foreign language make it necessary to use the opportunities of a foreign language in the professional training of future specialists, which implies the development of the communicative competence of students studying in technical universities. Students clearly understand that knowledge of a foreign language, and preferably several foreign languages, is a necessary requirement for successful employment and professional career in the modern world, which leads to the search for new approaches, forms, methods and technologies for teaching foreign languages by teachers of language disciplines.

DISCUSSION

According to the state educational standard of the Republic of Uzbekistan, the study of a foreign language is aimed at achieving the following goals: the development of foreign language communicative competence, the development and education of the ability and readiness for independent and continuous learning of a foreign language, the use of a foreign language in other areas of knowledge. The introduction of a two-level system in higher education institutions in Uzbekistan, as well as the implementation of the principles of the UN Commission on Modern Education, implies new approaches to the formation of the content of education, to the forms and methods of quality control of higher education, and to the ways of organizing independent work of students.

The most important principles of monitoring student learning are objectivity, systematicity, visibility and transparency, which are implemented in the modular object-oriented learning system MOODLE, specially designed for creating distance-learning courses. Thus, "The different initial level of foreign language proficiency of applicants-graduates entering universities, the overload of the curriculum, the priority and dominance of special disciplines. The limited number of hours allocated by the educational standard for learning a foreign language, the lack of textbooks, adequate to difficult learning conditions, have a negative impact on the quality of language training of students" [2]. In this regard, non-linguist students in the current conditions of teaching a foreign language attach special importance to the rationalization of the process of mastering foreign language communicative competence. Our research has shown that interaction with students based on the MOODLE system contributes to the conscious learning of a foreign language. Their cognitive activity is accompanied by the clarity of setting tasks, determining the conditions and ways to solve them [2]. The visibility, accessibility of audio and video materials, the possibility of self-control and self-analysis of foreign language speech activity when working on the MOODLE platform stimulate extracurricular language practice, contributing to the formation of foreign language competence of students.

MATERIALS AND METHODS

The problem of forming a foreign language communicative competence has its own history, but it remains relevant. The researchers, addressing the problem, argue that it is necessary at the initial stage of teaching a foreign language to develop communication skills in conjunction with the manifestation of interest and desire to improve them.

The definition of “communicative competence” (from Lat. to be able to do something) was used by N. Chomsky to denote language competence and was represented as the ability of an individual. on the one hand, to understand, form an unlimited number of sentences constructed according to their structural schemes; on the other hand, to detect formal similarities, differences in similar statements in their content. In Russian science, there are a large number of definitions of foreign language communicative competence, which indicates the relevance of the problem under consideration and indicates the presence of discrepancies in the understanding of the content of this term [4].

According to Russian researchers, foreign language communicative competence is the ability and readiness to communicate in a foreign language with native speakers, to perceive and understand partners, adequately and timely express their mental intentions.

V. M. Rostovtseva considers this concept as “a set of knowledge, skills, abilities and qualities (personal and professionally significant), as well as the ability to appropriate new knowledge and experience and readiness for their implementation in practice” [5]. I. A. Zimnaya interprets “competence” as a knowledge-based, intellectually and personally determined socio-professional life activity of a person [6]. Some Western researchers consider the concept as the ability of the student adequately communicate in specific communicative situations and his ability to organize speech communication taking into account the socio-cultural norms of behavior and the communicative expediency of the statement. From linguistics, the term was transferred to sociolinguistics and the methodology of teaching a foreign language, where it is presented as an individual’s speech ability.

The concept of “competence” is defined as the ability of a person to practice, and “competence” is defined as the content component of this ability in the form of knowledge, skills and abilities [1].

It noted that the resources of the Internet actively carry out the process of intensive interaction between different cultures, which observed in recent decades. A certain subculture promotes the rapprochement of nations and languages. At the same time, as S. E. Kamilova notes, the process of teaching foreign language communication within the university continues to generate a number of didactic problems that need to be solved [2].

The term communicative competence is undergoing reinterpretation as the social reality changes; the goals of teaching a foreign language in society clarified. In this regard, many Russian researchers associate foreign language communicative competence with the ability of a person to learn a foreign language and to communicate in it with representatives of other cultures. Consequently, the integrative property of the individual, which ensures the individual’s readiness to adapt to the professional sphere, represented by a communicative competence.

Researchers include grammatical, linguistic, subject-specific, professional, country-specific, strategic, pragmatic, and other competencies as part of the communicative competence. According to the model proposed in the Council of Europe document (1997), communicative competence integrates linguistic, sociolinguistic and pragmatic. Linguistic expressed by phonological, lexical, grammatical knowledge and skills. Sociolinguistic defined by the sociocultural conditions of language use, representing a link between communicative and other competencies. Pragmatic competence contains extra linguistic elements that provide communication (facial expressions, gestures, etc.). Despite the fact that all researchers adhere to the point of view of the multicomponent composition of communicative competence, there is no uniformity in the allocation of these components. Our research based on the adoption of the idea of a combination of linguistic, speech, socio-cultural and linguistic components.

Foreign language communicative competence of students of a technical university is considered as an individual's ability to implement communicative models of foreign language speech behavior in stereotypical communicative situations acquired in the course of training. The content of teaching a foreign language in a technical university provides for the consolidation and further improvement of the basic general education level of language proficiency in combination with in-depth specialized language training focused on the use of the acquired knowledge in the field of future professional activity. Students' acquisition of communicative competence is focused on the formation of a level of foreign language proficiency that will allow them to use it to meet professional needs, implement personal and business contacts, and further self-education.

For this purpose, additional resources are attracted. Researchers point to the need to synthesize "classical" forms of teaching and modern computer technologies []. We offer a synthesis of electronic technologies and classroom classes for the formation of foreign language communicative competence of technical students. As electronic technologies, we consider working based on MOODLE.

MOODLE-course management system (E-learning); learning management system or virtual learning environment (English). The principles of MOODLE based on the theory of social constructivism: all learners can contribute to the creation of a common educational experience; can communicate with each other and with the teacher on the forum, comment on entries in the database (or even make entries themselves) or work together in groups. This information and educational environment meets the needs of its participants, as it is flexible and adaptable, motivating them to learn the language.

In MOODLE, there is an exchange of files of any format-both between the teacher and the student, and between the students themselves. The mailing service informs all participants of the course about current events, and the forum allows you to organize an educational discussion of problems in a group. The MOODLE learning environment is a flexible and effective tool for organizing the learning process. The dynamic management of the platform and the structure of modular training allow

you to take into account the individual requirements of students. The entire course divided into six modules, presented in a thematic plan-schedule, where independent work of students represented by interrelated blocks of classroom and extracurricular work with some predominance of the first. The schedule and calendar help students navigate the order and timing of the study of the material.

The teacher's task is to manage as productively as possible, combining classroom and extracurricular work of students, controlling their independent and group work, and creating online support for students based on interactive MOODLE tools: Blogs; Wiki; Forum; Test; Chat; Glossary, etc.

This course was conducted with students of the Faculty of Computer Science. When creating an electronic course in the context of reducing classroom hours, the possibility of organizing independent work of students is taken into account. In the course of the study, we were convinced that when teaching a professional foreign language in a technical university, it is advisable to use mixed learning, combining traditional classroom learning with Moodle learning in a ratio of approximately 20 to 80 %, respectively.

The pedagogical advantages of the MOODLE platform for students: ease of working with content, optimization of learning time; constant updating of content. availability of tasks to all group members at any time from any point of the user's location; active communication in the group; joint work on a text or project / joint creation and editing of content; strengthening the audio-visual format of data transmission; individualization and differentiation of the learning process; providing feedback to the teacher [1].

It should be noted that for a teacher who has the skills to use a computer and Internet resources, there are advantages in working with MOODLE, since the rapid dissemination of information among users and the analysis of the database of activities of course participants is carried out remotely. The convenience of downloading meaningful learning information, tasks, and updating the course is also a positive aspect of working with the interactive platform.

We present the calendar and thematic planning of individual topics of the English language using the resources of the MOODLE platform.

<i>Nº</i>	<i>Topic</i>	<i>Types of training activities</i>	<i>Type of control</i>	<i>Interactive course tools</i>
1	Introduction to the course «English for Information technology students»	classroom work, independent work on the platform	Task based on the material viewed and listened to; answers to questions; discussion on the topic; consolidation of knowledge of the English dictionary; finding the original form of the word	Questionnaire; wiki; glossary; workshop; task; forum; chat; test; the survey
2	Computer users	classroom work; independent work on the platform; consultations on-line	Practical task to express your attitude to the fact, using colloquial expressions; Testing on-line (Vocabulary and Grammar Tests)	Wiki; glossary; workshop; task; forum; chat; test; the survey
3	Computer architecture	classroom work; independent work on the platform; consultations on-line	Tasks that precede listening, in which students are given the setting for a certain degree of understanding; view a video; make a message according to the proposed plan, using lexicon grammatical models; make a message as a detailed answer to a question; test on-line (Vocabulary and Grammar Tests); presentation of the report and presentation on the test.	Wiki; glossary; workshop; task; forum; chat; test; the survey
4	Operating systems	classroom work;	Video viewing; answers to questions	Wiki; glossary;

		independent work on the platform; consultations on-line	in tasks; summary of the video content; discussion on the topic; on-line testing (Dictionary and Grammar tests).	workshop; task; forum; chat; test; the survey
5	Peripherals	classroom work; independent work on the platform; consultations on-line	Video viewing; answers to questions in tasks; summary of the video content; discussion on the topic; testing online (Vocabulary and Grammar Tests)	Wiki; glossary; workshop; task; forum; chat; test; the survey
6	Multimedia	classroom work; independent work on the platform; consultations on-line	Practical task to express your attitude to the fact, using colloquial expressions; testing on-line (Tests on vocabulary and grammar).	Wiki; glossary; workshop; task; forum; chat; test; the survey

RESULT

In general, working with the MOODLE platform allows you to optimize the learning process when teaching a foreign language, to involve students in the process of live communication; to cultivate independence for finding, extracting, evaluating and analyzing information, which contributes to the formation of professional and communicative skills of students.

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