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The Role and Importance of Innovative Methods of Forming Communication Culture in Future Foreign Language Teachers

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Abstract

This article highlights the role and importance of innovative methods of forming communication culture in future foreign language teachers. Teaching foreign languages to students studying in universities by improving advanced methods and methods in the process of teaching English using innovative pedagogic and information technologies, and training a system of personnel who can freely communicate in the studied foreign language. development and bringing it to new levels is being expanded as a high goal. Therefore, it is necessary to create conditions and opportunities for future foreign language specialists to widely use the achievements of world civilization and world information sources, to develop international cooperation and communication.

Key Words: communication, culture, competence, pedagogue, innovative methods, language skills, strategy.

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Introduction

As we know, the need to learn foreign languages is increasing day by day. This requires future foreign language specialists studying in higher educational institutions to speak the foreign language they are learning as well as their native language and to learn this language more perfectly. Teaching foreign languages to students studying in higher educational institutions, improving advanced methods and methods in the educational process, using them in practice, using modern, innovative pedagogical and information technologies, and fluent in the studied foreign language conditions and opportunities were created for the development of the system of training of personnel who can communicate and bringing it to new levels, on the basis of which they can widely use the achievements of world civilization and world information sources, develop international cooperation and communication [1; 17-p].

Materials and methods.

Communicative competence consists of two large groups of knowledge: 1) knowing the language and 2) how to use the language. Taking into account the formation of communicative skills to engage in communication between people, foreign language learners need additional language skills such as vocabulary, correct pronunciation and grammar, as well as basic skills, i.e. listening comprehension, speaking, reading and writing, should be developed in themselves [2; p. 14]. The above-mentioned basic and additional language skills alone cannot guarantee

the ability to successfully communicate in various speech situations, but if these language skills ensure the construction of sentences based on the rules, depending on the given situation in the activity, these acquired skills can be used in the language. The ability of the learner to use it appropriately is the reason for successful communication [3;13-17].

L.T. Ahmedova and O.V. According to Kon, "... readiness to communicate with a native speaker in a foreign language and the ability of students to introduce the language and culture of the country where the language is being studied in the process of communication" [4; p. 182]. Therefore, the formation of communication culture helps not only in the process of education, but also in social activities, information exchange, education, and in increasing the motivation of people to improve their intellectual knowledge" [5; p. 192].

G.G. Azizova said that the culture of communication includes all the features related to oral professional speech activity in a foreign language. The main purpose of the formation of oral professional speech is the problems, issues related to the selection of professional speech materials, the choice of speech development methods, the level of formation of students' knowledge, skills and competences in a foreign language, their one- relations with each other, etc. [6; p. 34].

Discussion

We believe that it is important to implement the "Developing language skills strategy", another technology that is important in forming the communication culture of future

foreign language specialists, to develop their communication culture in English.

The purpose of the language skills development strategy: based on the subject of the curriculum, to teach learners to correctly search for solutions to various problematic situations or situations, to form skills in determining the essence of the problem, to solve the problem It consists of getting to know some of the methods and simulating the correct choice of appropriate methods in solving the problem, teaching to correctly identify the causes of the problem and behavior in solving the problem.

Technology of language skills development strategy application:

- the pedagogue divides the group members into separate teams, they are placed in the places that suit them, then the rules for conducting the lesson are explained, that is, the practical training should be carried out in stages and each it is emphasized that the stage requires a high level of attention from students, that during the lesson they will work individually, in groups and as a team. This situation helps the students to prepare for the tasks and creates interest in the task. After the rules are explained to the students, the practical session begins:

- to carefully watch a film or video presentation for students, try to understand the problem covered in it, keep it in memory or write it down in the exercise book (if it is not possible to show the video to the students, in this situation the pedagogue can use the educational material of the educational

program: a poster, a picture, a poster, or a text book that covers a problem):

- from the video footage (text or life event) shown by all the team members, the problems determined in cooperation are written with a pencil on a paper in vatman or A-3 format;

- the pedagogue selected by the members of the team and assigned to the groups by changing the places of the papers on which the problems were written:

- from the problems written by the groups on the given papers, each group member chooses one of the problems he is interested in:

- the group members write the problem they have chosen on the following chart distributed by the teacher and explain it independently:

- after the completion of the individual activity of each student, the analytical work performed will be read out to the group members:

- exchange ideas with group members regarding problems and their solutions;

- after defense and mutual exchange of ideas, the pedagogue finishes the training. He thanks the group members for their participation and interesting work.

Results

As a result of the training based on this technology, students will be able to determine that before solving a problem, they need to determine its cause, and then choose the methods and methods they need and clearly define their actions.

Based on the professional activity and skills of the teacher, to the questions presented in order to improve the strategy of learning a

foreign language skillfully, as well as the ability of the learner to think independently, to acquire new knowledge and skills in a short period of time due to the diligence of the learner, the questions asked by the students to monitor their understanding and mastery of the given topics, to develop memory and thinking, to explain and describe the content and essence of the exercises and tasks of the topic being studied, and the essence of the text in cooperation with students, to work together, to have a sense of mutual respect, to learn. Describes the importance of a responsible approach to the formation of communication cultures.

Technology of language skills development strategy application:

- the pedagogue explains to the members of the team about the topic of the practical training and the procedure and requirements for its conduct;

- based on the activities of future pedagogues, explaining a new topic to students (for the purpose of reinforcement or repetition, assessment) is divided into different small sections, and small teams are formed in this regard (how many teams depends on the number of sections of a given topic);

the pedagogue gives small groups the sections of the topic being studied (groups choose the handouts with the

small sections by themselves, or if these sections are shown on the computer, they can choose what they want from the given information);

- based on the number of opinions and answers given by the group members (whiteboard, flipchart, paper, screen), the team members who participated the most and gave the most answers are determined, evaluation by the pedagogue students are evaluated based on the criteria.

The expected result of the language skills development strategy: in the formation of the English language learning strategy of the future foreign language specialists, the student will create the skills to give a clear, correct, perfect answer to the given question, and to correctly understand and evaluate the given topic. [7; pp. 39-40].

Conclusion

In short, unlike traditional educational technologies, the language skills development strategy is based on the students' joint performance of the given task, the acquisition of new knowledge and skills, information, working in a team, the opinion of others, personality also develops skills and competencies such as respect and protection of one's position. These technologies are based on practice rather than theory, work on the development of communication and improvement of oral speech skills, and support the effective use of the studied foreign language in practical training.

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