

Modern Approaches in Teaching Foreign Languages Taking into Account Participation in Foreign Mobility

Eshankulova Lola Sayfullaevna

Teacher, Uzbekistan State World Languages University

Annotation: The article deals with the issues based on training specialists who are competitive in the international market. There is an increase in awareness of the importance of studying a foreign language for the preparation of a competent specialist of any profile, and possible options for strengthening the language training of students planning to participate in academic exchange programs with a foreign university are indicated. Some options for correcting the current situation are proposed: an individual training plan, the use of information and communication technologies, etc.

Keywords: Academic mobility; international communication; network interaction of universities; communicative; linguistic and intercultural competence; Common European Framework of Reference.

INTRODUCTION

The development of academic mobility contributes to solving the issues of improving interethnic communicative competencies and fostering multicultural tolerance that have arisen quite often in recent years. In European universities, academic mobility and support for joint educational programs have been widely developed and the necessary state support. In a number of countries, mastering a part of the educational program at a foreign university is an obligatory element (in some countries it is fixed by law) on the way to obtaining a high-quality professional education.

This term refers to a network form of implementation of educational programs using the resources of several organizations engaged in educational activities, including foreign ones, and also, if necessary, using the resources of other organizations (scientific, medical, cultural organizations and others). Combining tangible and intangible resources - ideas, strategies, competencies, services, products, information, infrastructure - is a logical and pragmatic way for universities to implement large-scale expensive educational and research projects in modern conditions.

DISCUSSIONS

The program of study in the discipline "Foreign Language" assumes that the student has basic knowledge of a foreign language, which he received as part of the program of study in high school. Although the learning outcomes of this program provide for the possibility of full communication with students and specialists in their field, and even (in the case of additional language training) the possibility of active participation in international educational programs, conferences, seminars; development of information culture; expanding horizons; education of tolerance and respect for the spiritual values of different countries and peoples, in fact, most university graduates speak a foreign language to the extent necessary to obtain professional information from foreign sources, are able to use a foreign language at a level not lower than spoken and carry out satisfactory social interaction in this language. The work program allows you to expand the knowledge of the student in areas of profile disciplines and reach the level of language proficiency, which corresponds to the level A1-A2 (initial level) CEFR. As noted earlier, this is not enough for a full-fledged study at a

foreign university. The experience of Russian universities shows that in order to reach the optimal level of foreign language proficiency outside the language environment (as, for example, abroad), students need 8-10 academic hours of language lessons per week. At the same time, if we are talking about the implementation of a joint educational program for obtaining a "double" diploma, level B1 must be achieved no later than the 4th semester.

If we take into account the initial level of foreign language proficiency of applicants from remote rural areas, especially in the case of most regional universities, it is obvious that standard curricula do not provide a sufficient (for studying at a foreign university) level B1 of linguistic competencies.

The current situation is determined by many factors:

- the need to teach first-year students from the "basics" of training in a foreign language due to the relatively weak initial level of language proficiency on professionally oriented language material;
- lack of intrinsic motivation and incentives to learn foreign languages;
- no need for employment abroad or in a transnational company;
- limited opportunities for simple communication with representatives of other peoples and cultures.

To correct the situation, if it is necessary to prepare students for participation in academic mobility programs with foreign universities, several options for in-depth language training can be offered:

1) Transfer of students studying under a joint educational program to an individual training plan, which provides for the acquisition of linguistic competencies in a foreign language at level B1 until they are sent to study at a foreign university. It is desirable, at the same time, the participation of students in 1-2 summer language schools abroad with the receipt of international certificates. Studying abroad (summer schools, included studies at the university) will improve not only the linguistic, but also the communicative and socio-cultural competence of the student.

2) The use of modern information and communication technologies, the involvement of computer programs, Internet technologies, LMS MOODLE tools and other e-learning tools. In this case, it is necessary that students have access to information resources (in electronic form or on paper), which are serviced by language departments that have appropriate staff on staff.

3) Parallel training of program participants under an additional program with the assignment of an additional qualification "Translator in the field of professional communication".

In the conditions of the development of the modern world and science, it becomes obvious that the differentiation of disciplines taught in higher educational institutions is not always the most effective way to achieve the goals and objectives of education.

One of the traditional and at the same time modern tasks of education is to create didactic conditions for students to perceive a holistic picture of the world, while at present the educational process is built mainly on a substantive, less holistic basis. The modern educational space involves the development of fundamental pedagogical structures that can stimulate the formation of a common culture and a generalized, holistic worldview among students. Moreover, modern education is defined as the process of becoming a holistic personality, and in this regard, it is especially important to search for such learning models that would ensure the holistic development and self-development of the individual. Finally, the integrated construction of the educational process creates the preconditions for the use of existing technological capabilities. Integrative

educational processes are characterized to a large extent by such parameters as convergence and merging of different-quality knowledge, ways of activity and methods of thinking.

Recently, the problem of integrating higher education and fundamental science has been addressed at the federal and regional levels. As part of this phenomenon, the federal target program "State support for the integration of higher education and fundamental science for 1997-2000" was developed [2]. The main goal of this program was to create the most effective system for the development of fundamental sciences through the cooperation of scientists. The program was aimed at optimally solving the problems of improving the quality of education, updating its content and creating modern educational and professional programs, as well as developing new forms of organizing the educational process, individualizing education and identifying talented youth [ibid.].

The improvement of higher education in Russia is noted not only at the level of the federal program. It is also worth noting the introduction of the Federal State Standards (FSES) of the third generation, aimed at finding the best solution to the existing problems in the field of education.

Speaking about the discipline of the humanitarian cycle "foreign language", it is necessary to pay attention to the fact that this discipline is present in the basic part of the Federal State Educational Standard of all non-linguistic areas of training. The very purpose of teaching a foreign language - the formation of a secondary linguistic personality in students - involves the development of a whole set of competencies, the interconnection and organic combination of which is the criterion for the formation of a secondary linguistic personality.

Speaking of integrativity, one cannot ignore such a concept related to this phenomenon as interdisciplinarity. At its core, integrativity and interdisciplinarity have many common features, in particular, both directions imply the introduction and synthesis of elements of various disciplines. On the other hand, if interdisciplinarity is understood exclusively as the unification of different disciplines or their elements within the framework of one basic discipline, then one can speak of integrativity even when there is a synthesis of various didactic elements to achieve certain learning goals.

Within the framework of didactic integration, external didactic and intradidactic forms of integration are distinguished. External didactic integration implies the interaction of various aspects of the discipline of a foreign language, for example, business, intercultural and other aspects, while intradidactic interspect integration is "the interaction between types of speech activity in the process of implementing external didactic integration" [5: 14]. Thus, we can conclude that integrativity, which includes various types of integration at different levels, is a more general concept than interdisciplinarity.

One of the most priority approaches to learning at the moment is an integrative approach, in which there is a simultaneous inclusion of knowledge, skills and abilities in the structure of a secondary linguistic personality. An integrative approach in the field of teaching a foreign language has been applied relatively recently. So, in an exemplary program for the discipline "foreign language" for non-linguistic universities, edited by S.G. Ter-Minasova, the mention of it first appeared only in 2009 [1]. This fact once again confirms that the education system is undergoing certain modifications as a response to the state of society.

An important characteristic of the approach is that attention is paid to the skills and competencies of students, which relate not only to the discipline being studied, but also to disciplines related to it or completely different from it. The integrative approach is based on the understanding of the need

to integrate goals, content, forms and methods of training, activities, knowledge and skills, as well as personality traits [4].

In addition, one cannot fail to note the importance of using the integrative module in terms of increasing motivation to study the subject. The module should include tasks that are somewhat different from the standard tasks offered in the study guides; moreover, most of the tasks of the module should be based on materials related to the realities of the country of the language being studied; When developing a module, considerable attention is paid to the inclusion of multimedia resources (audio and video materials, Internet technologies and Web 2.0 resources) into it.

With regard directly to the discipline "foreign language", the integrative module, first of all, may include tasks built on the basis of linguo-visual complexes, that is, such a synthesis of visual (image) and verbal information (written or oral text), in which the perception of the overall picture complex and understanding of its meaning is possible only with the understanding of the relationship between both codes. Thus, the module may include tasks based on materials from authentic advertising of the country of the language being studied, presented both in print and video format. Thus, polycode integration arises when studying a module: students work simultaneously with several codes of information, synthesizing and analyzing them.

The integrativity of tasks also lies in their variability: in particular, some tasks require students to independently search or select suitable material for discussion or research. This implies that the search will take place using the resources of the Internet, which also stimulates the development of integrative competencies.

Linguistic-visual complexes of the advertising register provide a huge potential in terms of integrating teaching a foreign language and its stylistic characteristics within the module. Thus, advertising materials are saturated with examples of the use of various stylistic figures and phraseological units, and tasks built on their basis are able to form students' discursive, sociocultural and sociolinguistic competencies.

References to the realities of the country of the language being studied through the inclusion in the module of tasks related to the country-specific component of learning a foreign language create didactic conditions for an interdisciplinary synthesis of country-specific, foreign-language and informational components. Through the use of such tasks, the horizons of students expand, which undoubtedly affects the general picture of the world formed in them. Tasks involve the accumulation of historical, cultural, social and sociolinguistic knowledge about the countries of the language being studied and about the world.

The inclusion of an integrative module in the process of teaching a foreign language has a number of advantages in relation to technical universities. Thus, the curriculum of non-linguistic universities does not imply a differentiated study of some disciplines necessary for the full formation of a secondary linguistic personality, for example, such as stylistics and regional studies of a foreign language. When using the integrative module, it is possible to introduce elements of these disciplines into the learning process. The main advantages of the integrative module are its didactic mobility and the variability of its actualization [6].

Thus, the didactic mobility of the module consists in the possibility of its adaptation for students with different levels of training and depending on the goals of a particular course. It means that some tasks can be either added or excluded from the module; at the same time, despite its integrative nature, this will not damage the integrity of the module and the set of exercises presented in it. Didactic mobility is also characterized by the fact that the module can be used both

within the framework of the study of a particular topic, and within the framework of the entire training as a whole. In addition, an integrative module that combines the didactic components of several disciplines in its composition can be used not for one, but for several contingents of students.

In this regard, it is worth considering the variability of updating the integrative module. Thus, both distributed and concentrated updating modes are potentially possible. In the distributed mode, access to the module and the execution of tasks contained in it takes place during the learning process within a specified period (month, semester, year, etc.). Students perform tasks sequentially: either in accordance with topics being studied, or based on time criteria (for example, the teacher sets the need to complete a certain number of exercises in a certain period of time). Such a distributed inclusion of the module in the learning process contributes to the uniform assimilation and consolidation of skills, the gradual development of competencies.

On the other hand, a concentrated mode of updating the module is also possible, in which students are invited to master the module in a shorter time. This mode of presenting the material is preferable when aiming at the formation of knowledge, skills and abilities of students on a specific topic, if the subject of the module corresponds to the material being studied. Moreover, if with a distributed mode of actualization the role of independent work and responsibility of students somewhat increases, then with a concentrated mode, on the contrary, it is easier for the teacher to control.

In the concentrated application mode, the module can act as an independent unit of learning, while the distributed mode allows the module to be considered as an additional, "optional" material. The actualization of the integration of learning through the module is also due to the fact that the module can also be used for the purpose of preliminary introduction of new, unexplored topics. The use of an integrative module is, in fact, a kind of connecting link in the transition from one topic or discipline to another. Such a gradual introduction of new material can greatly facilitate its subsequent study; in addition, it can increase the degree of interest of students in learning.

In addition, given that the module provides great potential for independent work of students, it can be argued that it allows to some extent increase the time students devote to learning a foreign language. This is especially true for students of non-linguistic universities, where the volume of studying the discipline "foreign language" is not as large as in language universities.

CONCLUSION

We can conclude that the unity of learning goals achieved during the application of the module should contribute to the implementation of the idea of integrity in the learning process. Each of the goals is characterized by certain learning objectives, which are determined individually for each block of the integrative module, the use of which arouses the interest of students and helps to increase their motivation in learning a foreign language.

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