

The Problem of the Formation of Future Teachers' Communicative Competence in Mastering the English Language

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ABSTRACT

The article deals with the formation of the competence of a foreign language teacher in the field of the use of information and communication technologies. It substantiates the relevance of this problem, proposes definitions of the concepts of "ICT competence" and "ICT competence" of a foreign language teacher, identifies the content of training and determines the structure of the teacher's ICT competence, and develops criteria for assessing the levels of its formation. An assessment is given of the high, medium, low levels of ICT competence of the teacher.

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INTRODUCTION

The modern education is faced with tasks related to the conditions of the intellectual and spiritual and moral development of children, with the conditions for the preparation of an intelligent person who thinks in universal categories and inherits the experience of previous generations.

Educational institutions are called upon to develop the ability of students to realize themselves in the new dynamic socio-economic conditions, to be able to adapt to various life circumstances. There is no doubt that one of the characteristics of this person is her communication skills, the ability to cooperate and social verbal interaction, knowledge of the culture of the word, oral and written speech in various areas of language application.

Communicative competence - communication skills that allow a person to adequately fulfill the norms and rules of life in society. The term "competence" (translated from Latin "compliance", "proportionality") means a range of issues in which this competent person has knowledge, experience.

Communicative competence is the knowledge of the basic concepts of speech linguistics, the skills and abilities of text analysis and speech communication in relation to various areas and situations of communication, taking into account the addressee and style.

Communicative competence - the ability for real communication adequate to the goals, areas, situations of communication, readiness for verbal interaction and mutual understanding; these are skills and abilities, taking into account who we are talking to, where we are talking and for what purpose.

MATERIALS AND DISCUSSIONS

The concept of communicative competence includes the following indicators:

- awareness of linguistic theory, understanding it as a system of rules and general prescriptions that regulate the use of language means in speech;
- knowledge of speech theory, mastery of the main types of speech activity;

- possession of basic language (identify, classify, etc.) and speech (choose, update, etc.) skills;
- the ability to analyze the speech situation and, in accordance with it, choose a program (verbal and non-verbal) of speech behavior.

The decisive place in the communicative competence is occupied by the actual communicative skills and abilities - the ability to choose the desired language form, the way of expression, depending on the conditions of the communicative act, i.e. skills of verbal communication in accordance with the communicative situation. There is no doubt that their formation is possible only on the basis of linguistic and linguistic competence.

The communicative approach to work on the development of speech, which has been established in the methodology of studying foreign languages, involves introducing the student into the speech situation and the ability to navigate in it, i.e. clearly imagine the interlocutor, the conditions of speech and the tasks of communication. Therefore, in the development of students' speech, attention is paid both to creating conditions for students to obtain textual knowledge, and to master communicative and speech skills for the purpose of communication.

At present, the goal of teaching communicative competence is more multifaceted, it is aimed not only at the transfer of information, but, above all, at the expression of feelings, thoughts, will, desires of a person, it requires the choice of not only other language units, but also extralinguistic conditions, with which communication will take place: who speaks, why speaks, with what speech task.

The formation of communicative competence is characterized by the presence of the following criteria: the desire to make contact with others, to be able to assess the situation of communication, the ability to organize the very course of the communicative act.

The ability of verbal communication is manifested in the communicative culture of students, the formation of which is evidenced by the following signs of mental activity: a) setting for analysis, which involves self-assessment and interpretation of one's communicative behavior; b) flexible response to various communicative situations; c) the ability to initiate and independently organize communicative interaction.

The development of communicative competence in the study of foreign languages contributes to the versatile development of the student's linguistic personality, and also implies, in particular, the need for a harmonious combination of the actual educational activities, within which basic knowledge, skills and abilities are formed, with creative activities related to the development of individual inclinations of students, their cognitive activity, creative thinking, ability to independently solve non-standard communicative tasks.

In the context of the communicative strategy of language teaching, the most important goal is the formation of the skills and abilities of verbal communication, the development of the ability to communicate, and the way to mastering the language is seen in its practical use. The communicative strategy of language teaching actualizes its educational potential, contributing to the mastery of the culture of speech behavior and communication by students.

One of the dominant trends in the development of mankind in the XXI century is the global informatization of society. The rapid development and spread of Internet technologies in Uzbekistan could not but affect the modern state policy in the field of education. Informatization of education has become one of the priority areas for the modernization of the education system, aimed at developing methodology, methodological systems, technologies, methods and organizational forms of education, at improving the mechanisms for managing the education system in the modern information society [6]. Within the framework of the priority federal national project "Education", such targeted programs aimed at informatization of general secondary, special and higher professional education, in particular to create an information educational environment in which pupils and students could intensively use information and communication technologies in the educational process.

This goal is due to the social order of society in the training of specialists who, along with professional competencies, have competence in the use of modern information and communication technologies. The

development of information competencies among students of higher professional institutions will contribute to their mastery of knowledge and values, as well as the development of skills and abilities necessary for continuing education and self-education throughout life.

However, the inability of teachers to create an information educational environment in which each student could not only master the subject and fully realize his potential, but also form the skills of education and self-education, hinders the formation of ICT - the competence of students.

In this regard, consideration of the issue of the formation of ICT - the competence of foreign language teachers, which will include both invariant components inherent in teachers of different disciplines, and variable components that reflect the specifics of a foreign language as a subject, is of particular relevance.

It should be noted that scientists have not come to a consensus on the relative definition of the concepts of "competence" and "competence". In our study, following A.V. Khutorsky, we understand competence as "a set of interrelated personality traits (motivation, knowledge, skills, habits, methods of activity) set in relation to a certain range of objects and processes necessary for quality and productive activities in relation to them.

Competence is "possession, possession by a person of the relevant competence, including his personal attitude to it and to the subject of activity" [5]. In other words, competence is the level (levels) of the formation of competence as a theoretical construct. Communicative competence develops in accordance with the topics, problems and situations of communication selected for this level of education within the following areas of communication: social and household, educational and labor, social and cultural.

Equally important in the course of studying the issue of the component composition of ICT competence is the consideration of the conceptual content of the terms "computer literacy", "information competence" and "ICT competence", which are often used as synonyms in the scientific literature. Let us briefly review these terms and formulate our definitions of ICT competence and ICT competence of a foreign language teacher.

Computer literacy is the knowledge and ability to use a personal computer (open and save documents, write files to storage media (CD, DVD, flash-card), use text editors, Internet browsers, presentation programs and other software). Information competence - knowledge and skills that allow you to determine the needs for information, extract, evaluate and use information, as well as reconstruct the knowledge contained in the extracted information resources. Of course, this rather general formulation is specified in relation to the field of professional activity of a specialist.

The ICT competence of a teacher is the knowledge and ability to solve professional problems using the means and methods of information and communication technologies, in particular: (a) select, evaluate, process information for educational purposes, (b) create educational Internet resources, (in) organize educational interaction between participants in the educational process through ICT, (d) carry out educational (including educational) activities using ICT tools in aspects that reflect the characteristics of a particular academic subject.

CONCLUSION

The analysis of definitions shows that all of them, on the one hand, are in a hierarchical sequence, on the other hand, they denote concepts that exist independently of each other. Computer literacy and information competence can be independent of each other. However, the ICT competence of a specialist arises in the area of intersection of computer literacy, informational competence and methodological competence of a teacher. By methodological competence, we mean a system of theoretical knowledge in the field of foreign language teaching methodology and complex methodological skills for implementing the planning, organizational and controlling functions of a teacher. The latter - the methodological competence of the teacher - is the essential link that allows you to use the didactic potential of ICT in teaching a foreign language.

In this regard, under the ICT competence of a foreign language teacher, we propose to understand a construct consisting of theoretical knowledge about modern information and communication technologies and practical skills in creating and using educational Internet resources, Web 2.0 social services and other

ICT technologies in the process of forming language skills and the development of speech skills in teaching a foreign language and the culture of the country of the language being studied [2].

It should be noted that in recent years a number of works have appeared in which researchers have revealed the methodological potential of educational Internet resources and social services and Internet services of the new generation Web 2.0 in the formation of language skills and the development of students' speech skills, in the development of their intercultural and foreign language communicative competencies.

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