MODERN APPROACH TO IMPROVING FOREIGN LANGUAGE TRAINING OF STUDENTS

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Abstract: This article explains the process of improving students' foreign language skills based on an integrative approach. The essence of foreign language training based on the integrative-developmental approach requires the implementation of foreign language communication skills in higher education students through the integration of didactic approaches to the development of a career-oriented language learning environment. The structure of the process of foreign language training on the basis of an integrative-developmental approach includes goals and objectives, subjects and objects; laws, contradictions, principles and functions; types of learning environment; The methods and forms of cooperation combine elements of control, results.

Key words: integrative approach, foreign language, linguistic competencies, didactic approach, student skills, higher education, preparation

Introduction

Integrated modular educational technologies are being introduced into the educational process to train future foreign language specialists in the world on the basis of the CEFR (Common European Framework of Reference for Language) qualification requirements. In the context of digital education, it is important to raise the content of
higher education to the international level, to improve the professionalism and professional competence of English language teachers by shaping the sociolinguistic, social communicative and phraseological competencies of future foreign language teachers.

The main findings and results

Organization of educational processes in the world research and educational institutions on the basis of modern labor market requirements, adaptation of teaching to new strategies, improvement of educational content based on customer needs, development of educational information infrastructure within professional parameters, formation of motivation for students to acquire new knowledge, distance learning research is underway to determine the psychological aspects. Special attention is paid to research on the harmonization of teaching models with the ideas of technological development, the formation of socio-linguistic knowledge, skills and abilities of future teachers in the process of informatization of education.

In recent years, the country has established a national system of training foreign language teachers on the basis of international qualification requirements, improving the training of foreign language students through the use of information and communication technologies and the introduction of techniques and technologies in the education system. normative foundations are being created. “The issue of in-depth teaching of English and other foreign languages will continue to be a priority. At the same time, to carry out large-scale training and retraining in the required specialties, to determine the methodology, system, basis of linguodidactical support for the development of professional competencies of military educators in teaching English in educational institutions, to conduct research in strengthening reproductive and receptive skills. important tasks such as.

Decree of the President of the Republic of Uzbekistan dated December 22, 2017 No PF-4947 "On the Strategy for further development", April 20, 2017 No PP-2909 "On measures to further develop the higher education system", June 5, 2018 Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated May 24, 2016 No. 174 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country" and on measures to purchase scientific literature, No. 610 of August 11, 2017 "On measures to further improve the quality of foreign language teaching in educational institutions", No. 816 of October 10, 2018 "On the provision of higher education institutions with educational literature" Resolutions of the Cabinet of Ministers and this activity this research to some extent serves in the implementation of the tasks set out in other relevant regulations.

Problems of improvement of foreign language preparation of students in psychological and pedagogical sciences and practice, as well as pedagogical structure, content, essence on the basis of integrative developmental approach. Research shows that pedagogical scientists of our country A.Abdukodirov, U.Sh.Begimkulov, R.Juraev,
R.G.Isyanov, Z.K.Ismailova, N.A.Muslimov, N.S.Sayidahmedov, M.B.Urazova, In the scientific work of AR Khodjabaev, Sh.S.Sharipov, ERYuzlikaeva also the intensification of education in higher education institutions, the widespread use of modern pedagogical and information technologies in the educational process, the competence of teachers and didactic requirements, motivation in ensuring the effectiveness of education an innovative approach to location; the unity of empirical and theoretical ideas and the scientific-theoretical foundations of other problems are reflected in scientific research.

Ideas of integration are being actively developed in the process of modern education in higher education, which is carried out within the framework of various pedagogical approaches to foreign language training.

In particular, I.K. Bekasov considers the process of improving foreign language training abroad on the basis of Internet technologies (Skype program, video conferencing), which provides real communication between linguists and foreign language learners. O.V.Vendina's research as a whole is a competent approach that integrates a set of interrelated knowledge, skills and competencies designed to effectively address important personal and social issues in the field of culture and other activities as the competence of the education system. based on. In Ignatenko's research, the study of a foreign language offers a personal-centered approach based on the reflexive development and communication of thinking at the expense of the creative potential of a foreign language as a science. AN Kuznetsov concludes that the process of researching ways to improve students' foreign language training is carried out in two stages: 1- (correctional systematization) aimed at solving general educational tasks; 2- (professionalization) solution of special professional tasks ». AE Maksaeva conducted her research within the framework of a competent approach. In her research, T.S. Degtyareva argues that the effectiveness of a multicultural approach is enriched by the fact that a foreign language is enriched as an integral part of the structural environment of higher education, influencing its formation as a multicultural space.

The integrative-developmental approach incorporates a number of elements of pedagogical approaches, the use of various forms of integrated communication and educational technologies (competent, person-centered, multicultural, linguocultural, developmental, etc.), allows to design the educational process. In this case, the study of a foreign language is based on the requirements for the competence of a particular profession, in accordance with the personal goals of the student.

1. Competent: putting knowledge, skills and competencies into practice.
2. Person-centered: each student has the opportunity to demonstrate knowledge and skills, and the teacher takes into account his intellectual and personal qualities.
3. Multicultural: accepting the culture of the country where the language is studied as it is
4. Linguocultural: the student not only expresses a desire to learn the language, but also has a deeper understanding of the culture of the people through the writer’s inner emotion when reading the original works.

5. Developer: firstly, the student thinks independently, secondly, the grammar is formed correctly, and thirdly, it is narrated in English. All of this develops the student’s existing knowledge and skills (learning by listening to each other).

Requirements for educational goals, selection of teaching aids and methods, competent approach, organization of the educational process aimed at the formation of basic competencies in students, not only the acquisition of knowledge and skills, but also the ability to adapt to different areas of activity educating a mobilized person; person-centered education that allows each student to consider the purpose and content of education in the context of a high level of motivation, activation and implementation of personal goals, individual characteristics and abilities that take into account the educational process and the communicative interests of the individual; implementation of a career-oriented approach in the system of organizing the educational process in a foreign language, which forms the knowledge, skills and abilities of students in the field of professional development and their real use; The linguocultural approach used by language speakers in learning a language based on the study of cultural, historical and artistic heritage, national mentality, values is a developmental approach aimed at improving the student's personality in all aspects of psychological, physical, intellectual, harmonious, individual and personal interests.

Integrative approach is a developmental educational technology (competent, person-centered, multicultural, linguocultural, developmental, etc.) that combines various integrative relationships based on a number of elements of pedagogical approaches, the design of foreign language education in accordance with the goals of the student, the level of professional competence, shown to allow the organization. The content of this process includes the following types of activities:

- building an organizational and methodological system of teaching a foreign language based on the synthesis of elements of different pedagogical approaches;
- to create conditions for improving the quality of classroom and extracurricular activities on the basis of mastering the didactic requirements for students, to demonstrate independent learning and creative abilities in the performance of tasks, on the basis of student-teacher cooperation, innovative forms and methods of foreign language teaching. designing an integrative-developmental learning environment that is effective, pedagogically and psychologically based, and helps to develop creative communicative skills.

The structure of the process of foreign language preparation of integrative-developmental methods, which includes elements of goals and objectives, subject-objects, contradictions, laws, principles and functions, types of learning environment, results, forms of control and cooperation, methods. The analysis of the constituent
elements was not limited to identification, but the following information related to this process was obtained during this study:

- **tasks - communicative-linguistic** (formation of a person who knows the language, development of foreign language skills in professional activities in various spheres of life), cultural-aesthetic (formation and development of high general culture based on the study of cultural heritage of other countries, their linguistic traditions and peculiarities, to get acquainted with the best examples of art and culture);

- **contradictions** - the incompatibility of the level of the educational environment in higher education institutions with the specifics of the objective-future professional activity;

- **subjective** - the contradictions between the possibilities of the educational environment in higher education institutions and the peculiarities of the development of the student's personality, his individual needs;

- **a number of specific principles** - the gradual integration of the volume of linguistic material being mastered; Strengthening and systematic description of the acquired linguistic devices on the foreign language, the introduction of linguistic culture through various organizational and didactic devices of cooperation between the subjects of communication, quality control of the acquisition of foreign language linguistic material in the context of development of professional competencies.

Based on the systematization and analysis of the components of the elements of the process under consideration, the theoretical and procedural model of foreign language training was improved with the help of integrative-developmental education.

### Table 1

**Criteria and indicators for assessing the effectiveness of the process of improving foreign language training of students**

<table>
<thead>
<tr>
<th>№</th>
<th>Criteria</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Motivational-targeted</td>
<td>focus on the development of foreign language knowledge, skills and competencies; ability to form goals and objectives in the field of improving foreign language communication skills; the desire to work with available information in the field of professional activity; the degree of orientation of communication in a foreign language in areas outside the scope of the subject</td>
</tr>
<tr>
<td>2</td>
<td>Procedural-active</td>
<td>planning the field of improving communication skills in a foreign language; quality of use and processing of information in foreign languages; integration of various competencies in improving foreign language communication; practical orientation of projects in foreign language learning;</td>
</tr>
<tr>
<td>3.</td>
<td>Communicative-creative</td>
<td>level of communication activity; ability to find non-standard solutions in the performance of standard learning tasks; aesthetic equipment of creative projects in a foreign language; to communicate in a foreign language while preserving the linguistic and historical-cultural traditions;</td>
</tr>
<tr>
<td>4.</td>
<td>Evaluation is ineffective</td>
<td>adequacy of self-assessment and performance in the performance of educational tasks; the degree to which students control each other and themselves; intermediate attestation indicators (in proportion to topics and sections); knowledge of the alternative language system and its terminology.</td>
</tr>
</tbody>
</table>

The main conditions for improving the foreign language training of students on the basis of an integrated developmental approach to the content of education are a context-based approach to the design of foreign language training, combining elements of contextual, design and integrated education with elements of communicative approach; development of communicative skills in the formation, speaking, reading and writing of competencies that determine the readiness of the graduate for professional foreign language communication;

Creating an environment of professional and creative training of students in foreign languages on the basis of certain conditions: creating a system of student values in a multicultural environment, the formation of a set of important personal and professional qualities that determine the high level of foreign language training, psychological conditions of pride in their chosen profession creation, creative direction of educational and extracurricular processes in higher education institutions;

Development of students' skills of independent study of foreign languages, the conditions for its implementation are: the development of teaching aids for foreign languages, taking into account the specifics of the future specialty, the content of didactic materials for independent work of foreign languages selection; formation of innovative design skills; possession of knowledge and skills of independent learning technologies.

Formative pedagogical experiment is one of the methods that explores the essence of foreign language training as a specific process. Implementation of an integrative developmental approach program for the organization of a pedagogical experiment, in practice, serves to train students of the experimental group in certain areas of the program, to implement control and measurement activities and compare the results with the results of the control group. The formative experiment allowed to generalize the practical work on improving the foreign language training of students, to identify factors of negative impact, to make certain changes in the pedagogical program, to justify pedagogical ways to improve foreign language training of future professionals, to develop practical recommendations. Based on the integrative-developmental approach, students have a targeted pedagogical program, dynamic
nature, consistency and regulation in improving foreign language training. Implementation of the program in the educational process will help to optimize the formation and development of professional competence in accordance with the new generation of state educational standards (STS):

The scale of grades and indicators is developed in the following way, in which the student receives the following points for each indicator: 3 - if this quality is at a low level of development, 4 - intermediate, 5 - high

Data from all students in both experimental and control groups were collected (in numerical sizes) and the mean score of each indicator was calculated, then the individual integral scores of each indicator on all criteria were summarized based on the program system.

In improving the process of implementing the targeted pedagogical program in the division of students into groups, the level of scales that determine the quality indicators of their foreign language proficiency was determined. In addition, the appropriate levels of the 5-point and 100-point assessment systems used in higher education institutions were identified:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Scores on criteria</th>
<th>Evaluation on a 5-point scale</th>
<th>Evaluation on a 100-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>3.0 – 3.4</td>
<td>3.0 – 3.4</td>
<td>60 – 68</td>
</tr>
<tr>
<td>Medium</td>
<td>3.5 – 4.5</td>
<td>3.5 – 4.5</td>
<td>69 – 91</td>
</tr>
<tr>
<td>High</td>
<td>4.6 – 5.0</td>
<td>4.6 – 5.0</td>
<td>92 – 100</td>
</tr>
</tbody>
</table>

The group examines the level of development of each student, the initial control in the process based on the results of the implementation of all three modules of the pedagogical target program. The analysis of the results was statistically processed. The performance of the tasks in the analysis and the implementation of their assessment allowed for a relatively objective assessment, taking into account the quality of the performance of students' control work. For example, a student received a grade or score in his / her master's notebook based on the type of assignment, then the sum of the average score is calculated according to the rules of mathematics:

Depending on the form and direction of the event, experts were formed from teachers, students of the control group (including teachers in other higher education institutions), specialists (participants of various events), language-speaking subjects and others. It was found expedient to include self-assessment for a relatively objective assessment of the data system under analysis, which also had a certain educational effect - all information was made available to students and other participants to get acquainted with, as a result they demonstrated adequate assessment of their work. The obtained results were processed and compared using the formulas of the mathematical statistical method using the information program Microsoft Office Excel 2013. The
study, analysis and comparison of the obtained results allowed to record the dynamics of positive changes. However, the sizes of these dimensions differ sharply from each other for some reason, which we will discuss in the next paragraph. A separate comparison table was developed for each student of the control groups, which reflected the positive dynamics of the effectiveness of the improvement of students' foreign language proficiency in the initial, intermediate and final periods.

Six tables were created to reflect the total assessment (in points): participants of the control groups of the 1st stage (b), participants of the control group of the 2nd stage (o), participants of the control group of the 3rd stage (o), 4th control group participants (b), control group participants in intermediate stage 2 (o), control group participants in stage 3 final stage (ya).

It should be noted that the control group students themselves participated as experts in the experiment process, as they were relatively well aware of the opportunities and levels of the experiment in relation to group participants and colleagues. In addition, the assessments received by students in completing test assignments and various other didactic creative tasks required of them on the basis of selected criteria were taken into account in the evaluation of their performance.

Thus, in order to increase the effectiveness of improving students' foreign language training on the basis of an integrative-developmental approach, as a result of experimental research:

- developed a targeted pedagogical program, a system of indicators and criteria provided for in the program, as well as a methodology for collecting, analyzing and disclosing the causes of the dynamics of the process of implementation of measures of pedagogical cooperation; the same groups were formed in terms of qualitative composition;
- Indicators and criteria for evaluating the research process were identified and tested in the author's system of targeted, procedural-action, motivational-targeted, result-assessment. The control results were summarized through an integrative-developmental approach and served to identify and justify pedagogical ways to improve students' foreign language training.

For the comprehensive assessment of knowledge, skills and abilities in a foreign language, the method of expert assessment was used, which examined the creative work of students on a topic or in a particular area. The reliability of the expert assessment was ensured by the mutual coordination of the opinions of all members of the expert group: if any two experts (they can be teachers or students) evaluate the work done by the student in the same way, their opinions are considered mutually coordinated. In this regard, since creative work consists of two parts (theoretical and practical), the evaluation of each part was taken into account in their evaluation. Because educational institutions today have a five-point grading system, the methodology for evaluating creative work is determined by the requirements of those criteria.
Theoretical knowledge was assessed on the basis of indicators of completeness and robustness, then the assessment criteria were compared with the general assessment of students' foreign language training in the following areas: knowledge of professional concepts and terms in a foreign language; ability to conduct dialogue; word reserve scale; be able to use language units clearly; fluency of speech; degree of ability to cooperate with the interlocutor; the connection of speech, and so on.

The results obtained were taken as the initial foreign language preparation level of the students, which in turn served as the basis for their distribution into the control group (Ng). shows the highlighting results. In order to determine the dynamics of the results, to facilitate their generalization, the assessments of each student and all group participants were summarized according to the criteria:

After the analysis of the results of the highlighting phase of the control, in order to conclude it, the control group participated in the training on the basis of the approved methodology, based on the integrative-developmental approach of students on the basis of targeted pedagogical program to improve foreign language training. The main task of the pilot project is to improve the foreign language skills of students in the targeted pedagogical program on the basis of an integrative-developmental approach. The program consists of the following three modules: first (mastering), second (integration), third (development).

Upon completion of the control, the results were modified and tabulated according to certain criteria and indicators on the basis of the selected methodology, and the control group students were divided into 3 levels: 1-high level foreign language preparation, 2-intermediate foreign language preparation, 3 sub-level foreign language training:

According to the results presented in the table, progressive dynamics was observed in the control groups, but in the group these indicators were relatively high. During the final control, it was found that the students in the experimental group achieved high and average results in foreign language training, which confirmed the effectiveness of the targeted pedagogical program based on the target-integrative approach of foreign language training. At the same time, the analysis of the results of the control group will have to take into account the indicators that under the influence of direct interaction of students, students in this group also began to master the elements of the target pedagogical program.

This has, above all, influenced the interest in certain areas of foreign language activity, the formation of strong ideas about increasing the level of professional motivation and expanding opportunities to apply foreign language skills in subsequent professional activities.

The figures presented in Table 6 reflect the integrative criteria at the beginning of the experiment ("Integrative criteria (i)" reflects the level of basic knowledge of a foreign language) and at the end of the experiment ("Integrative criteria (m)") Represents the appropriate level of knowledge of a foreign language:
The diagrams presented on the basis of these data clearly show the dynamics of improving students' foreign language training on the basis of an integrative-developmental approach.

**Conclusion**

The idea of integration in the modern educational process requires active development of students' foreign language training in higher professional education within the framework of various pedagogical approaches.

1. The essence of foreign language training based on an integrative-developmental approach - requires the implementation of foreign language communication skills in students of higher education through the integration of didactic approaches to the development of a career-oriented language learning environment.

2. The structure of the process of foreign language training on the basis of an integrative-developmental approach includes goals and objectives, subjects and objects; laws, contradictions, principles and functions; types of learning environment; The methods and forms of cooperation combine elements of control, results.

3. On the basis of an integrated-developmental approach, a theoretical procedural model for improving foreign language training has been developed, which incorporates a system based on interaction divided into three blocks: theoretical-analytical, organizational-functional, normative-targeted.

4. At the end of the pedagogical experiment it was found that there is a significant difference in the quality and mastery of the control, the acquisition of theoretical knowledge, practical skills and abilities of students of experimental groups.

5. The factors determining the level of linguistic, pedagogical and methodological competence of students' language preparation have been improved on the basis of a comparison of the experience of the International British Council and the monitoring of professional activity.

6. Motivational-purposeful, procedural-activity, creative-communicative, result-assessment indicators of development of independent skills in students are improved on the basis of mutual integration of educational, innovative and educational activities;

7. The components of the integrative developmental approach in the professional-creative educational environment (organizational-methodical, activity-practical and theoretical-content) are improved on the basis of optimizing the components of individual development of students' foreign language training to professional competence and practical professional knowledge;

Criteria for assessing the effectiveness of training and readiness of future foreign language teachers for professional activity have been improved on the basis of strategic forecasting and systematization of parameters and indicators related to professional activity on the basis of foreign experience.

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