

Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATION SKILLS OF TECHNICAL UNIVERSITY STUDENTS IN THE PROCESS OF DISTANCE TEACHING

Porsaev Umid Ganijanovich

A'Sharqiya University, Sultanate of Oman

Abstract:

The purpose of the study is to present a rationale for ways to develop foreign language communicative skills of technical university students in a distance learning environment. The article describes a complex of theoretical and methodological approaches that reveal the systemic, competence-based and activity-based foundations of the process being studied. Scientific novelty is determined by the fact that a system has been developed for developing communication skills of future engineers in a distance format, and a set of exercises has been proposed for organizing students' work in foreign language classes. As a result of the experiment, positive dynamics were obtained in the levels of communication skills of students in the experimental group.

Key words: foreign languages, skills, technical university, distance teaching.

Computerization, digitalization of today's life, changes in the way we perceive information determine the dynamics of the modern educational paradigm. Digital education platforms are being introduced into the educational process in many universities, and innovative formats for teaching various disciplines based on information and mobile technologies are being tested. New approaches to teaching foreign languages are also based on the use of information and communication technologies (hereinafter referred to as ICT) and involve a revision of the content and organizational and methodological forms of teaching, including online. It is worth noting that events related to the spread of the COVID-19 virus acutely actualize the need for the introduction of new remote formats for organizing student work and give rise to issues related to the methodological organization of the process of teaching a foreign language, taking into account the specifics of this discipline. From the point of view of teaching a foreign language, the modular event-oriented dynamic environment Moodle is particularly effective. Considering the possibilities



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

of organizing digital space in teaching a foreign language, including using Moodle, researchers identify the following advantages:

- free access to foreign language authentic materials, a large number of information sources;
- independent management of students and their own educational process;
- the complexity of Moodle resources (lectures, seminars, tests, chats), which contributes to the organization of classroom and extracurricular work and the development of students' skills in various types of speech activity;
- the ability to provide feedback to other students and the teacher, which is especially important when communicating in a foreign language and monitoring the student's work by the teacher.

Without a doubt, the presence of live communication is especially significant in the development of students' communicative competence, while ICT should be an addition to the traditional format. Analysis of the above-mentioned works allows us to determine an overall positive assessment of the potential of distance learning of foreign languages for students and to identify the capabilities of Moodle in teaching certain language aspects. However, today there are no works that provide a sufficient theoretical basis and methodological description of the organization of oral foreign language communication of technical university students in distance learning conditions. In strict isolation, organizing live communication is difficult; therefore, the relevance of this work is determined by the need to develop theoretical foundations and practical methods for developing foreign language communication skills of future engineers in a distance learning environment.

The objectives of the study are the following:

- to highlight the foreign language communication skills necessary for future engineers to carry out successful professional activities, and to determine the features of the formation of these skills in a remote environment;
- to determine the methodological basis for the development and characteristics of a system aimed at developing foreign language communicative skills among students of a technical university in a distance format;
- to develop a system for developing students' foreign language communicative skills in the process of distance learning, containing a set of exercises and a diagnostic apparatus for determining the level of students' development of the skills in question;



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

– conduct a methodological experiment to implement the proposed system, carry out a comparative description of the results obtained at different stages of experimental work and draw conclusions about the effectiveness of the proposed methods.

The use of an activity approach allows us to characterize the activity-based nature of the process under study, defining the role of the teacher as a consultant, strategist, communication partner in a remote environment, revealing the interactive focus of the interaction of subjects, during which communication learning expands in the interaction “student-teacher”, “student-student” , “student-audience”, “student-computer”. The activities of the subjects of this process are carried out in active formats of interaction in remote mode.

Based on this theoretical and methodological basis, a system for developing foreign language communicative skills among technical university students has been developed. The motivational block of the system determines the strategy for stimulating active work of students remotely. Based on the idea that the motivation of technical university students to study a foreign language includes professionally significant (professional communication, understanding of technical documents, etc.) and professionally insignificant motives (communication in a foreign language), taking into account the specifics of the discipline “Foreign Language in Professional Activities”, features teaching in a distance format, we have outlined the areas of student motivation:

- encouraging students to verbally communicate in a foreign language during classroom and extracurricular work;
- revealing the role of the English language as an important tool in professional communication remotely;
- encouraging students to engage in independent language development. The implementation of these motivational directions was facilitated by a number of activities:
 - using the capabilities of instant messengers and social networks to organize quick feedback with students (at the students’ choice);
 - systematic organization of students’ work with authentic video and audio resources of professional and general focus on current topics;
 - use of gaming technologies that activate students’ communication skills in a remote format;



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

– use of digital visualization tools (illustrations, Internet memes, infographics, visualization services (Mindmap, Quizlet, Classtoolsnet)).

The resource block of the system sets organizational characteristics and determines the content of the process being studied, and also reveals the methodological apparatus for working with students in a remote space. As part of the component, a set of exercises has been developed aimed at developing the specified communication skills in students. The proposed complex is built based on the content of the “Foreign Language” discipline program and the possibilities for students to work remotely. It is worth noting that the development of a set of exercises was carried out in conditions of the impossibility of face-to-face classroom work with students, so the optimal training model was the following version of blended learning: classroom work in video communication mode with an academic group of students using a complex of Internet resources and independent work of students on the Moodle platform. Taking into account the peculiarities of organizing the distance learning process, we will present an example of a set of exercises developed for distance learning in the discipline “Foreign Language” for first-year students.

The diagnostic tools were practical communication-oriented tasks, monitoring the progress of the student’s independent and classroom work, communicative situations, and tests implemented remotely. Comparative characteristics of the data indicate an increase in the student’s level of communication skills: the number of students with a high level in the experimental group (EG) increased by 25.9%. During the work, students noted comfortable conditions for communication in a remote environment, ease of access to the necessary Internet resources and materials on the Moodle platform, interest in the use of mobile applications and remote resources that help improve their language proficiency. Interactive exercises proved to be especially significant during the implementation of the system, which make it possible to develop the entire range of designated communication skills. Opportunities of the remote format of work, such as easy access to educational materials, quick exchange of information, and unity of the student team during the lesson, make it possible to organize feedback from the teacher to each student and remove psychological barriers that arise in the process of speaking a foreign language.



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

Conclusion

Theoretical analysis made it possible to determine the skills of oral communication, skills of interpersonal perception and skills of organizing feedback as a group of foreign language communication skills necessary for future engineers to carry out successful professional activities. The study substantiates the use of systemic, competency-based and activity-based approaches as the basis for building a system aimed at developing foreign language communication skills among technical university students in a distance format. The proposed system is revealed as a set of motivational, resource and reflexive components. Within the framework of the system, directions for motivating students to actively interact in a remote environment are outlined, a set of practical exercises is proposed that promotes the formation of foreign language communicative skills in students, taking into account the peculiarities of distance learning, and a criteria-evaluative apparatus is disclosed for determining the level of development of the skills in question in students. The set of exercises used during the implementation of the system includes conditional speech, speech and interactive exercises based on a methodological apparatus that is optimal for a remote environment (independent work using Moodle tools, pair work in chat, dialogical work in an online conference, communicative work of students with using mobile applications, etc.).

References

1. Avdeev A.P. Motives for learning a foreign language // Educational Technology & Society. 2008. T. 11. No. 4. P. 310-322.
2. Azizova S. M. About the experience of using an open educational environment for teaching a foreign language at a university // Humanities and Education. 2019. T. 10. No. 3 (39). pp. 7-10.
3. Apalkov V. G. The use of modern teaching aids and Internet technologies in teaching foreign languages // Open Education. 2013. No. 6 (101). pp. 71-75.
4. Volodina D. V., Yuryeva Yu. S. Possibilities of using an electronic course when teaching a foreign language at a technical university (based on the Moodle electronic platform) // Modern studies of social problems. 2017. T. 8. No. 2-2. pp. 53-62.
5. Vonog V.V. Management of professional development of the individual based on information technologies in teaching a foreign language // Bulletin of the Moscow



Proceedings of International Educators Conference

Hosted online from Rome, Italy.

Date: 25th March, 2024

ISSN: 2835-396X

Website: econferenceseries.com

State Linguistic University. Education and pedagogical sciences. 2018. No. 6 (814). pp. 41-52.

6. Evseeva A. M. Implementation of an individual educational trajectory for the development of auditing skills of students of a non-linguistic university in the conditions of mixed learning // *Philological Sciences. Questions of theory and practice*. 2019. T. 12. No. 2. P. 250-254. DOI: 10.30853/filnauki.2019.2.54.

7. Zhavner T.V., Takhaveeva Yu.V. Informatization of foreign language teaching with the development of intercultural professional communicative competence among undergraduate students of engineering specialties // *Bulletin of Kemerovo State University*. 2015. No. 2-3 (62). pp. 46-51.

8. Zasukhina A. S. The use of distance technologies in teaching English grammar on the basis of the educational platform SAKAI // *Crede Experto: transport, society, education, language*. 2018. No. 2. P. 290-298.



E- Conference Series

Open Access | Peer Reviewed | Conference Proceedings



E- CONFERENCE
SERIES