

## IMPROVEMENT OF THE PROFESSIONAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS WITH COMPUTER TECHNOLOGY - ONE OF THE MAIN FACTORS OF MODERNIZATION OF EDUCATION

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### ABSTRACT

The last decade has witnessed the appearance and evolution of computer technology, which has opened many opportunities in the field of education. For instance, computer technology's potential and importance in increasing the learning of foreign languages, has also given rise to a number of possibilities, with many researchers ready to make use of English as a foreign language. It can be argued that modern ideas about the use of computer technology create new educational models and learning environments, however, believable argument and data are still hard to find in the recognized research foundation. Although there has been considerable debate in the literature regarding the effect of the use of technology within the context of foreign language learning, issues that come out to be worthy of examination are those being anecdotal research findings regarding, which special technology worked best for learners of foreign languages under specific conditions. Researchers are aware of the presence and ever-increasing magnitude of information in the area of computer technology interrelated with language education, however, it is not viable to get to an all-embracing and believable generalization for all computer technology-integrated language teaching and learning, because there are lots of variables that require to be accounted for, when the implementation of computer technology takes place in a live educational condition. It will be necessary to control the groups that are to be assigned for comparison; for instance, learning to what extent the computer technology works better when learners are placed:

- in a situation that enables them to actively take part in a task of strategic practice, or
- in a location where learners come from a variety of technical backgrounds, or
- in different emotional states and the groups must work together in order to create the designated plan.

Taking everything into account, the purpose of this study is to embrace learners in a circle of Computer-Communication activities using the (place for materials) Platform (<http://bimm.uz>) system and to focus on the research. Emphasis is laid onto any influence that is borne on the learners' relation and performance by looking at whether the learners' experience of the Platform has had a positive effect on their informal use of English, as a foreign language.

### INTRODUCTION

In recent years, there has been the emergence of decrees such as:

- 20<sup>th</sup> of May, resolution № 1533 by the President of Uzbekistan, I.A. Karimov, about "improving financial and technical foundation of the Higher Education institutes and strategies of improving the quality of highly qualified specialists",
- 10<sup>th</sup> of December, 2012 resolution № 1875, about "the strategies to develop the system of learning foreign languages", and also
- December 28, 2012, resolution № 365, about "strategies of conducting certification of scientific and highly qualified specialists after their completion of

education from the Higher Educational institutes” by the establishment of Ministers of the Republic of Uzbekistan.

The aim of these decrees is to prepare professional teachers who are capable for global requirement, able to speak fluently in the foreign languages, well-versed with using computer technology, exchanging experience with foreign professional teachers on the special areas, using their experience in the field of world science and using them for the growth and development of the economy of the Republic of Uzbekistan.

A common proverb amongst Uzbek people states as follows: “*without history, cannot be the future*”; therefore it can be opined that the history of language-learning must be known by Informational Communication Technologies (ICT) to make any further steps in the development of the learning process. It is known that computer technologies have been used for foreign language teaching since the 1960s and is being used and developed even today. These years can be approximately divided into three main groups:

Behaviouristic Foreign Language Teaching by Computer (B-FLTbyC), Communicative Foreign Language Teaching by Computer (C-FLTbyC) and Integrative Foreign Language Teaching by Computer (I-FLTbyC). Each group fits into a certain level of technological as well as a certain pedagogical approach.

The first group, Behaviouristic (FLTbyC) was created in the 1950s and implemented during the 1960s and 1970s. It can be counted as a sub-component of the broader field of computer technology assisted instruction. Notified by the behaviouristic learning model, this model of (FLTbyC) features repetitive language drills and this way of teaching is particularly popular in the United States of America. They thought that the computer was viewed as a mechanical teacher which never grew tired or assessment and allowed students to work at an individual tempo. Finally behaviouristic (FLTbyC) gravitated to the personal computer. This was first designed and implemented in the epoch of the mainframe of technological evolution.

The second group, Communicative (FLTbyC) was created between the 1970s and 1980s. During these years, behaviouristic approaches to language teaching were being rejected at both the theoretical and pedagogical level and later new personal computers were creating larger possibilities for individual learning. Supporters of Communicative (FLTbyC) stressed that computer-based activities should focus more on the usage of forms than on the forms themselves. Teaching grammar implicitly rather than explicitly, allows and encourages students to generate original utterances rather than just manipulate prefabricated language and use the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984).

The Communicative (FLTbyC) group corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development. Famous (FLTbyC) software developed in this period included text reconstruction programs (which permitted students working alone or in groups to rearrange words and texts to discover patterns of foreign language and meaning) and simulations (which stimulated discussion and discovery among students working in pairs or with other students). Supporters of Communicative (FLTbyC), believed that the attention was not so much on what the learners did with the technology but rather on how they interacted with each other while working with the computer technologies.

While Communicative (FLTbyC) was seen as an advance over Behaviouristic (FLTbyC), this too came under the lens of criticism. In the end of the 1980s and in the beginning of the 1990s, critics stated that the computer technologies were still being used in an ad hoc and disconnected fashion and thus found itself making a greater contribution to marginal rather than central elements of the language learning process (Kenning & Kenning, 1990, p. 90). This fitted to a broader reassessment of communicative foreign language teaching theory and practice. All the tutors were moving away from a cognitive view of communicative schooling to a more social or socio-cognitive view, which placed greater emphasis on foreign language use in authentic social texts.

However, in the third group it can be observed that the task-based, project-based, and content-based approaches, all sought to integrate students in authentic environments and also to integrate the various skills of foreign language learning. It opened a new perspective on computer technology and foreign language learning, which has been termed Integrative (FLTbyC) (Warschauer, 1996b), a perspective which seeks both to integrate various skills (for example, listening, speaking, reading, and writing) and also integrate technology more holistically into the foreign language learning process. In the third approach, learners learn to use a variety of computer based technological tools as an ongoing process of foreign language learning and usage, rather than visiting the computer laboratory on a once-a-week basis for isolated topics.

The multimedia networked computers possess a varied set of informational, communicative and publishing tools, which are now potentially at the fingertips of every learner. It provides not only the possibilities for a much higher integrated use of computer technology, but also the imperative for such a use, such as learning to read, write, and communicate through computer technology, which has become an essential feature of our modern life.

All changes in (FLTbyC) paradigms flow from economic and social changes, however, the shift to global information-based economies has meant a dramatic increase in the need to deal with huge amounts of information and to communicate across languages and cultures. Taking everything into account, memorization is not important in this century where most of the information is accessible through effective search strategies and also students need the ability to respond and adapt to changes rather than being trained in a single way to approach a task. It is commonly observed that the teachers' roles have also changed with the times. Although teachers are rarely the sole source of information about foreign languages in these days of global interconnectedness, the literary corpus that may have been the basis of their foreign language training, is not the only body of skills worth considering while learning a foreign language.

While analysing all these changes, the role of a teacher has come to being seen as, a facilitator of foreign language learning rather than the fount of wisdom and also to find, select and provide information in a variety of ways on the basis of what the learners are required to learn in order to satisfy various needs. Besides, manipulating language data in multiple media provides students with the raw material they can use to learn the language for themselves using their own imaginations. Exercises that are designed to encourage the learners to explore and be creators of language rather than being passive recipients of it, promote the idea of the student being an active participant in foreign language learning (Brown, 1991). Despite the fact that both tutors and students see some utility in basic language training (considering grammar for example), repetitive practice only corresponds into a small part of foreign language learning when the goal is to effectively communicate in the foreign language.

As a result, teachers are required to know more than they would as direct providers of information and also be aware of a wide variety of material available for improving the students' foreign language skill and not adhere only to one or two texts. It would also be required of them to know how to teach students to use Internet content effectively. As a matter of fact, teacher training is one of the most important elements to success in this flexible language classroom and foreign language teachers should productively use computer technologies in the classroom.

Therefore, the role of foreign language teachers and the professional competence of the teachers play an important role in the learning processes followed in educational institutions (Resolution of the President of the Republic of Uzbekistan 10.12.12 №1875 about "measures to develop the learning of foreign languages"). During the years of independence over 51.7 thousand foreign languages teachers were trained, multimedia tutorials in English were created, German and French languages were introduced in schools, electronic resources for learning English in primary schools were introduced and secondary schools, colleges and professional academic lyceums were equipped with more than 5000 language laboratories.

There are certain special items in the field of teaching (in higher education), especially in engineering and international specialties that were conducted in foreign languages. New and approved educational standards created new specific criteria for all specialties. These specific criteria have been of help, to develop teaching of foreign languages by ICT. Taking everything into account the model of teaching with technology has given rise to several years of research and practice with different technologies. A Platform – place for materials (<http://bimm.uz>) has been created, where teachers can develop their knowledge in the area of language and in the same time they could check and evaluate their skills.

The screenshot displays the administrative interface of the Bimm.uz platform. The main content area shows a table of language modules with the following data:

№	Modullar	Sana	Edit	Delete
1. Starter	7	2015-01-10		
<i>A1 - Umumevropa xalqaro standart bo'yicha</i>				
2. Beginner	1	2015-01-10		
<i>A2 - Umumevropa xalqaro standart bo'yicha</i>				
3. Elementary	1	2015-01-10		
<i>A2+ - Umumevropa xalqaro standart bo'yicha</i>				
4. Pre Intermediate	1	2015-01-10		
<i>B1 - Umumevropa xalqaro standart bo'yicha</i>				
5. Intermediate	1	2015-01-10		
<i>B1+ - Umumevropa xalqaro standart bo'yicha</i>				
6. Upper Intermediate	1	2015-01-10		
<i>B2 - Umumevropa xalqaro standart bo'yicha</i>				
7. Advanced	1	2015-01-10		
<i>C1 - Umumevropa xalqaro standart bo'yicha</i>				
8. Masofaviy malaka oshirish uchun	2	2015-01-23		

Presently, there is little information about the research into the situations in which the Platform (<http://bimm.uz>) may play a role in education and especially in foreign language learning. Without research-based facts, it is difficult to conclude that learners can take advantage of such a Platform in developing their knowledge and also, it is difficult to say that teachers will hope to use the current approach and acquire IT knowledge and thus, benefit greatly by using this Platform. The present stage of modernization of education requires all subjects, to not only quickly respond to change, but also possess the ability to efficiently determine all characteristic of professional work, which will be the key for success in the near future (Begimkulov, Djuraev, Babakhodjaeva, Choi and Eshmamatov 2011).

Concepts of professional competence of teachers express the unity of the theoretical and practical preparedness for implementation of educational activities and characterize its professionalism. The structure of the professional competence of the teacher may be disclosed through pedagogical skills. Using the model of professional preparedness is better while building the general private skills. Therefore, the most common skill is the ability to think and act pedagogically.

## CONCLUSION

The main basis of forming the competencies of foreign language teachers is dependent on methodological, theoretical, pedagogical, professional and scientific means along with Informational Communication Technologies (ICT). The competence of foreign language teachers is very important. According to a general view point, they feel the ability of learning foreign languages, speaking correctly, thinking independently and intelligently organizing and foreseeing the results of the activities. The following qualities should be taken into account while structuring the learning goals and processes:

1. organizing the teaching processes effectively;
2. ability to hear and understand the learners;
3. ability to speak correctly and fluently.
4. ability to exchange ideas in proper ways.

Additionally, the teachers should work on themselves, be familiar with the techniques of creativity and should possess theoretical and practical knowledge of foreign languages. It can thus be inferred that the improvement of the professional competence of foreign language teachers with computer technology, will eventually lead to effective foreign language learning.

## REFERENCES

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