

DEVELOPING PROFESSIONAL COMPETENCE OF PEDAGOGIES IN FOREIGN LANGUAGES BY COMPUTER TECHNOLOGIES**Khurshid Mamatkulov**

PhD Researcher of Uzbek State World Languages University

ABSTRACT

In the last two decades, a number of changes have occurred in educational system of Uzbekistan. For instance, the decree of the President of the Republic of Uzbekistan was promulgated (In December 10, 2012). There are serious reasons for this step. As a result of this extremely important document, learning foreign languages, mainly English, has started at the first grade of secondary schools. According to the decree it is stated that “the analysis of the current system of organization of foreign language teaching shows that educational standards, curricula and textbooks do not fully meet modern standards, especially in the use of advanced information and media technologies. Continuously organising foreign languages learning at all levels of the education system, and also upgrading the skills of teachers and the provision of modern teaching materials should be further improved”, and/or “teaching special subjects, especially on technical and international specialties at higher educational institutions will be conducted in foreign languages”. All these measures are undertaken to further integration of Uzbekistan into the world community. We are living in a rapidly changing communication landscape. Nowadays, mobile phones send text messages, photos and voice, allow us to connect to the Internet from any location served by a wireless network; webcams provide visual contact between Internet interlocutors. All these facts are interacted with language in Web-based communication, as animation, color, and visual design. There will be one question: how do these changes affect the ways of learning, using, and teaching languages? The article examines some of the issues involved in addressing this question, identifying what we have learned so far and what we still have to understand. We focus on key issues arising from the recent technology related literature. This article outlines four controversies related to information and communication technologies: the status of Foreign Language Learning by Computer (FLLbyC); theoretical grounding of technology based teaching and research; the notions of effectiveness, and cultural neutrality of computer environments. Moreover, the article presents the research findings from three current areas: computer mediated communication, electronic literacies, and informational technologies. We examine the implications of this research on teaching and future research. We know that a comprehensive overview of technology and foreign language learning should include the technologies of writing, sound recording, film, and video. Furthermore, these technologies have become somewhat invisible (Bax, 2003, p. 23), and we will restrict this discussion to digital technology. The rapid functional convergence of computers, televisions, telephones, and other telecommunications devices leads to the first controversy: how to label this area of research.