THE NEED TO IMPROVE THE DIGITAL SKILLS OF FUTURE ENGLISH TEACHERS IN UZBEKISTAN

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ABSTRACT

In the context of the development of modern digital technologies in the education system of such developed countries as the USA, Great Britain, Germany, Russia, China, there is an increasing need for forms of language acquisition through the use of digital educational resources by students. In the Republic of Uzbekistan, special attention is also paid to the training of innovative and creatively thinking modern personnel, the training of young people, regardless of their specialty, who have an idea about the IT field, who can independently use digital technologies, and the issues of teaching foreign languages, especially English. Digitalization is defined as one of the main tasks of increasing the competitiveness of personnel, improving the lifestyle of the population, and accelerating the educational process. The main task of digitalization of education is to improve the quality of education and prepare young people who can become competitive personnel in various fields, especially in the field of digital technologies. This article analyzes the importance of the use of digital technologies by future English teachers and the development of skills in the use of digital technologies in the context of the digitalization of education. The current state and existing problems of using digital technologies by future English teachers are analyzed and their skills in using digital technologies are determined based on the principles of scientific, activity and interactivity, consistency and consistency.

Keywords: Digitalization of education, professional competencies, digital technologies, digital skills.

INTRODUCTION

Today's era of globalization requires humanity to keep up with the times. Therefore, it is desirable that specialists from various fields know and communicate in several foreign languages, in addition to being fluent in their native language. For this, it is important to improve the system of studying and teaching foreign languages with more modern methods and organize lessons based on digital technologies.

According to the fourth "Conducting a fair social policy, developing human capital" paragraph of the Decree of the President of the Republic of Uzbekistan dated January 28, 2022 No. PF-60 "On the Development Strategy of the Republic of Uzbekistan for 2022-2026", teachers must have the competence to create interactive presentations, mobile applications and videos content for lessons. In order to have this competence, every teacher must be able to use digital technologies.

The transition to a new qualitative level through the introduction of theoretical and methodological developments in the field of the use of digital technologies into the educational

process characterizes the stage of digitalization of education. Digital technologies affect all spheres of human activity.

The use of digital technologies in the educational process increases the motivation of students to study, organizes research and educational activities, such as searching, editing, storing, presenting, creating information on the implementation of the didactic capabilities of digital technologies. This in turn leads to the development of digital literacy, a new form of literacy [9].

At present, in the development of the system of teacher education, the training of qualified personnel who are able to think independently and make the right decisions in various situations is one of the urgent tasks facing our country.

LITERATURE REVIEW

In accordance with the "Roadmap" of the President of the Republic of Uzbekistan dated June 21, 2022 "On measures to improve the quality of teacher education and further develop the activities of higher educational institutions for the training of pedagogical personnel" PP-289, the widespread introduction of digital technologies in the education system, in the process training is determined by the development of future teachers of such skills as the use of modern software products that are widely used in the world, the ability to create video recordings of lessons and post them on web pages and electronic platforms.

Nowadays, not only in our country, but throughout the world, interest in learning foreign languages is growing every day. It is quite natural that the need for knowledge of a foreign language increases at a time when the world community boldly and actively enters the world market. Therefore, today the comprehensive maturity of a specialist in this field is determined by his knowledge of several foreign languages in addition to his native language. In accordance with the Decree of the President of the Republic of Uzbekistan dated May 19, 2021 "On measures to bring activities to promote the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan" No. PP-5117, the Agency for the Promotion of the Study of Foreign Languages under the Cabinet of Ministers was established. The main objectives of this Agency are to popularize the study of foreign languages, especially English, among the population and create the necessary conditions for their perfect mastery, coordinate the implementation of internationally recognized programs and textbooks for teaching foreign languages at all stages of education, as well as develop the skills of modern teaching and the use of digital technology among teachers.

In order to ensure the implementation of the Decree of the President of the Republic of Uzbekistan PP-5117, the Resolution of the Cabinet of Ministers No. 34 of January 19, 2021 "On additional measures to improve the study of foreign languages" was adopted. In accordance with this, the training of qualified teachers in this area is one of the topical issues of our time. This decision provides for the development and implementation of information and communication technologies, software projects, the development of skills in creating videos, games, entertainment shows, films and other educational content to form basic English language skills.

METHODOLOGY

A number of scientific studies have been carried out aimed at developing the professional competence of future teachers of the English language, in particular, T.F. Kuzennaya , in her

research work aimed at shaping the professional thinking of philology students, states that one of the most important indicators of the professional training of a philologist is the development professional thinking of students [4].

A number of scientific studies are devoted to the problems of the formation of special competencies of philology students. For example, M.A. Pakhnotskaya in her research work analyzes the formation of linguistic and cultural professional competencies of students [7]. GV Kruglyakova explores the content and technology of the formation of professional information and communication competencies of students-philologists. Researcher E. V. Frolova studied the content, forms and methods of implementing computer support in the formation of students language competence [5].

Some research works are aimed at developing the professional competencies of future teachers of a foreign language based on international experience, in particular, U.A.Zhabbarov [3] studied the issues of improving the educational process of future teachers of English based on the pedagogical experience of England. Particular emphasis was placed on improving the professional and pedagogical competence of future teachers of English on the basis of interlevel linguistic and cultural characteristics, speech perfection in verbal and non-verbal behavior, increasing the activity of cognition and the desire to communicate.

According to M.A. Bovtenko, "computer linguodidactics" is a concept that fully covers the theoretical and practical application of information technologies in teaching English [2].

M.E. Mamaradjabov in his research on improving the professional and pedagogical training of future teachers in the context of digitalization of education focused on improving the skills of professional training of future teachers in the process of educational and practical training, combining traditional and digital technologies, increasing motivation to study personal and professional qualities [6].

With the development of the Internet, the process of information consumption becomes individualized. Thus, traditional education is being replaced by a digital learning environment with the ability to choose one's own learning path. Uzbekistan is also implementing the issue of digitalization of education, that is, the approval of the Decree of the President of the Republic of Uzbekistan dated October 5, 2020 No. PF-6079 on the approval of "Digital Uzbekistan - 2030". The strategy and measures for its effective implementation are a clear example of this.

RESULTS

The concept of "digital technology" makes it possible to look at modern computer tools from the other side. Digital technologies are based on computers, but involve a different relationship between technology and user.

Currently, the positive impact of digital technologies on the effective process of teaching English is recognized by many scientists. Analyzing the data given by scientists to determine the possibility of using digital technologies, we came to the following conclusion:

The ability to use digital technologies is an individual and social skill that future English teachers need to be able to independently choose and effectively apply digital technologies in the educational process, as well as interpret, search, create, edit and distribute digital information in the context of the digitalization of education [1].

Digital educational resources based on digital technologies are a way of organizing a modern educational environment. Digital learning resources cover 4 components of the learning process (active participation, group work, interaction and feedback).

In the scientific views of N.V.Zhuraeva "A digital educational resource is a product that requires a computer for learning. The use of digital educational resources fundamentally creates new opportunities for improving the efficiency of the educational process. A digital educational resource is a quick visualization tool in learning, an operational tool for practicing students practical skills, as well as monitoring and evaluating homework, an assistant for working with diagrams, tables, graphs, symbols, editing texts and correcting errors in students creative work [8].

DISCUSSION

The use of digital technologies in educational activities creates unlimited opportunities for teachers and students. Working with virtual models, video, animation, sound, graphics draws attention to learning English. But just as it is impossible to replace a teacher with a textbook, it is also impossible to replace him with digital technologies, because digital technologies are used according to the lesson plan, but cannot completely replace all parts of the lesson. Digital technologies add elements that cannot be used in practice: gif images as a tool for online assessment of work, online tests for face-to-face interaction with the audience, videos and graphics to simulate the creation of a language environment in the classroom.

However, students will most effectively learn English if they create assignments on their own using digital technology, demonstrating their knowledge and involving other students. Therefore, as part of the educational process, students should be given the opportunity to work individually with text, graphics, video and sound. When the student himself is the author of digital educational resources that teach English using digital technologies, he develops creative and critical thinking, and the teacher helps to systematize the thought process of students.

Presentations, videos, various tools that help to get as much information as possible in various graphic forms make English words (vocabulary), grammar, spoken English, every lesson on professional topics more vivid, colorful and memorable.

CONCLUSIONS

Digital technologies are an integral part of society, so scientists note that they are easily integrated into the educational process, because students are used to using various electronic means in their lives, which makes it easier for them to work with different technologies and allows them to easily understand educational materials.

Digital technologies make it possible to differentiate the educational process, organize it taking into account the needs of each student, give tasks corresponding to the level of training of students, and thereby improve the quality of education.

The use of digital tools helps to create conditions for the student to become an active subject of the educational process. From passive perception, he moves to active actions and tries to complete tasks.

The creation of digital educational resources will cause a fundamental change in the content and nature of the professional activities of future English teachers.

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