

## THE CONTENT OF PEDAGOGICAL EXPERIENCE TEST WORK

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**ABSTRACT:** This article describes the content of pedagogical experience test work and the most appropriate mental models of learners, from which it can be concluded that learners become rational while mastering the communicative competence of a foreign language based on rational methodology.

**KEYWORDS:** Process, communicative competence, experiment, diagnostic-exploratory stage, subjective assessment, initial training, experimental education, ensuring engagement, cognitive activity.

### INTRODUCTION

In the process of improving the communicative competence of future engineers, experimental tests were conducted at Tashkent State Pedagogical University, Navoi State Pedagogical Institute and Karshi State Pedagogical Institute. As a result of the experiment, attention was paid to the extent to which the future engineers mastered the English language in improving their communicative competence. In the course of the research, pilot testing was carried out in 3 stages. Diagnose, seek and complete.

In the diagnostic-exploratory stage, before the beginning of the training for the experiment, students were surveyed with a questionnaire in order to determine the reasons for the difficulties in mastering the communicative competence of a foreign language.

600 third-year students participated in the survey. The survey was open because the questions were clearly stated and students were asked to answer based on a subjective assessment.

As one of the main reasons for their poor knowledge of the English language, 86% of students indicate that the initial training received in a comprehensive school is insufficient, and this is due to the fact that in senior classes, everyone enters the Unified State Examination and studies the subjects of the specific higher education institution chosen for study. explained that they were focused on learning, so they had little time to learn English.

The results of the analysis of the answers to the questionnaires show that mainly students have difficulty in forming their thoughts grammatically correctly (78% of students), the special difficulty is in the correct use of the form and tense of verbs. is felt. 67% of students noted that the vocabulary is not developed enough to communicate the necessary/required information. Lack of vocabulary and insufficient knowledge of English grammar affects the process of understanding information when reading texts (76%). Students find it particularly difficult to listen to a speech in

English (89%), because teaching this aspect of speech is not given much attention in general education.

The information obtained during the questionnaire survey and test, monitoring of the educational process showed the feasibility of using the materials developed by us in the educational process. We also came to the conclusion that in traditional teaching, the level of indicators of rationality of students' educational actions and teacher's teaching actions is low. That is why, in order to rationalize the educational process, we developed a two-level electronic textbook, in which we took into account the information obtained at the diagnostic-research stage, and approved it during the main stage of experimental education.

The main stage of training for the experiment was held at the faculties of economics and law. The two-level electronic textbook was tested (approved) in 5 groups (25-28 students in each group). Teaching practice shows that it is very difficult to achieve success in teaching a foreign language in a group with more than 15 members. Therefore, it is necessary to find new tools that can introduce each of the 28 students with different levels of language preparation to foreign language activities. In our opinion, such a tool is a two-level e-textbook. At the main stage of experimental education, we diagnosed its linguo-didactic potential as a rational methodical tool. Experimental training was carried out in the conditions of a real educational process, which allowed us to fully manage the organization of educational activities, plan educational time, distribute educational material for the audience and independent work of students, making corrections to the educational process on the basis of continuous monitoring of the results, etc. allowed. Independent execution of electronic exercises in English was checked automatically, providing quick and accurate control of results. The number and quality of exercises, as well as the opportunity to perform them repeatedly, made it possible to achieve a high level of development of linguistic competence, which is the basis for mastering other foreign language competences.

The course chosen by the student was repeated with unsatisfactory results, and informative and explanatory materials were used.

Thus, having conducted experimental education on the basis of an electronic textbook of English, we came to a conclusion about the feasibility of its use. It has the necessary informational and teaching resources: reference materials, a set of language exercises with clearly expressed terms, ensuring engagement with lexical-grammatical material, all types of speech activity (listening comprehension, speech material with communicative tasks for teaching (reading, speaking, writing), a set of tests for each module with technical possibilities for determining learning progress. These factors ensured the independent operation of the electronic textbook.

The results of the test conducted at the final stage of training for the experiment confirmed the effectiveness of the electronic textbook of various levels developed by us and the feasibility of using it at the initial stage of the faculties of non-linguistic specialties.

The teachers also noted that keeping the results of the current and control tests, exercises and tasks during the entire course helps to monitor the dynamics of the formation and development of the student's language and speech competence, to make timely corrections to teaching

strategies, and to provide the student with the best for him. helps in choosing an effective study strategy, i.e. making adjustments to group study and individual study.

One of the tasks of the research, in particular, its experimental part, as we mentioned, was to check the reliability of rationality indicators of the rational methodology of teaching communicative competence of a foreign language.

S.F. According to Shatilov, if the methodology takes into account the real conditions of teaching, it will be rational. This thesis leaves no room for controversy. However, it seems that it is not enough to take into account the actual conditions.

Many failures in the process of acquiring foreign language competences by learners can be explained by the lack of interaction between learners and learning activities, as a result of which the efficiency coefficient of such interaction is very high. also remains low.

We defined two types of rationality indicators in the rational methodology of teaching foreign language communicative competence. In the experimental part of the study, we tried to check their reliability. We understand that we do not have special research tools and research methods that allow us to determine with mathematical precision the reliability of the rationality indicators of the teacher's teaching actions and the students' learning actions. Therefore, we used the method of authoritative judges.

As a result of uncomplicated calculations, information was obtained indicating a serious divergence of opinion among learned judges.

In particular, indicators of the rationality of educational activities of learners received the following expert evaluations on average:

1. objective self-monitoring and reflection - 7.8 points;
2. compatibility of the individual education course with the conditions of mastering the communicative competence of a foreign language - 7.2 points;
3. the level of cognitive activity in mastering the communicative competence of a foreign language - 8.2 points;
4. productivity level of independent study with the help of an electronic textbook - 9.2 points.

Indicators of the rationality of the teacher's teaching actions received the following expert evaluations on average:

1. economy of teaching efforts ensuring rational use of audience time - 7.0 points;
2. variable consistency of teaching actions that ensure the achievement of the educational goal - students mastering the communicative competence of a foreign language - with the least amount of time and effort - 8.4 points;
3. correct diagnosis of students' levels of foreign language communicative competence - 7.6 points;
4. divergent control of the process of learners' acquisition of foreign language communicative competence - 6.6 points.

The given expert evaluation data, the indicators of rationality of the rational methodology that we have determined during its implementation stabilize the process of mastering foreign language communicative competence during electronic training and independent study on the basis of an electronic textbook.

It is correct to assume that the indicators of rationality of the rational methodology are not limited to those listed above. Perhaps the count can go to tens.

N.C. As Ellis rightly points out, "in the process of acquiring a foreign language, the learner is rational (*italics ours*, O.N.) if he relies on language experience and mental models that are optimal for him."

Empirically determined indicators of rationality, in our opinion, are the most appropriate mental models of learners, from which it can be concluded that learners become rational while mastering the communicative competence of a foreign language on the basis of rational methodology.

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