

Interactive Methods of Teaching Students Oral Speech in the Credit Module System

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Abstract: This article provides insights into the credit-modular system, exploring its characteristics and the implementation of this system within the education framework of Uzbekistan. It delves into the significance, features, capabilities, and advantages of the credit-modular system on a global scale. The work elucidates contemporary requirements for the content of foreign language training tailored for students pursuing non-linguistic specialties, particularly within the context of a unified European educational space. This information holds value for the domestic higher education system, contributing to the development and cultivation of key competencies in future specialists. The article also examines foreign and domestic experiences in organizing foreign language training, highlighting the primary attributes of the Europeanization of education and the adaptive educational potential embedded in foreign language training practices. These insights aim to facilitate their constructive integration into the domestic system of higher professional education. Furthermore, the article meticulously details popular technologies and methods employed in foreign language training within countries boasting developed socio-economic systems. It provides a comprehensive overview of their potential applications in the practice of foreign language training for students, proposing principles of adaptation and conditions for their utilization within universities, particularly in the context of the ongoing Europeanization of education.

1. INTRODUCTION

In the credit-modular system of higher education, pedagogical collaboration serves not only as a way to address the needs of both teachers and students during the study of a subject, but also as a means of mastering the material. The commitment of students to their learning is contingent upon the teachers' ability to establish such collaboration. Within the credit module framework, pedagogical cooperation represents an interactive form wherein teachers and professors view themselves not merely as objects of instruction, but as independent and freedom-loving individuals. The extent of students' dedication to learning is influenced by the teachers' capability to foster such collaboration (Abidova D. M. 2018).

Effective organization of the learning environment enhances students' interest in the subject matter, motivating them to invest their energy and enthusiasm fully. Research has demonstrated that when teachers and professors

approach students as if seeking assistance in explaining aspects of the subject matter, it deepens pedagogical collaboration. The transformation of students into active learners is not only a prerequisite for a successful learning process but also a crucial condition for their development. Through this educational approach, students cultivate independence, unlock their high potential, and evolve into well-rounded personalities.

In the course of training and education, students acquire profound knowledge, skills, and competencies relevant to their field, transforming into competitive and highly capable individuals. An examination of this issue reveals that students' engagement in the learning process hinges on the effective organization of faculty-student interaction (Benamar, R. 2009), the careful selection and arrangement of educational materials, strategies for enhancing knowledge assimilation, and underscores the impact of the assessment system on learning outcomes.

Consequently, the independent thinking of students in the credit-modular system of higher education is intricately linked to collaborative

efforts with professors and teachers. Crucial elements in this educational process include the provision of samples, course outlines, and a diverse range of subjects, comprehensive presentations, practical and laboratory-seminar assignments, as well as independent work tasks. Additionally, students should be presented with topic-specific tests, along with overall assessments, video lessons that comprehensively cover the subject matter, and both midterm and final exams covering all topics.

Adapting to contemporary trends, students must progress from basic to advanced knowledge, skills, and abilities under the guidance of professors and teachers, who encourage creative exploration in the learning process. Consequently, this will contribute to the development of a competitive and robust workforce capable of meeting the demands of the present day.

2. METHODS AND MATERIALS

As previously mentioned, in June 1999, 29 European countries endorsed the Declaration on the European Higher Education Region. Preceding this, the Sorbonne Declaration was signed in May 1998, followed by international meetings of education system leaders in Salamanca and Prague in 2001. These events marked the initiation of the process to establish a cohesive educational landscape in Europe. Decision-makers at the international, regional, national, and institutional levels base their decisions on key concepts defining the strategic role of higher education in society and its internal structure, including alignment with contemporary standards, emphasis on quality, and a commitment to internationalization.

The Europeanization of education stands as a crucial aspect of the policy pursued by Western European nations (Milrud, R.P. 2000) in their efforts to revitalize the content of foreign language instruction within a unified educational framework. Contemporary foreign language teaching, marked by dynamic diversification, grapples with the challenge of aligning academic content with the learning environment. Whether oriented towards the humanities or technology, the content of language training should encompass both the professional aspects of communication and topics with broad cognitive relevance.

The strategic objective in cultivating a competitive professional lie in enhancing the quality of education in accordance with the principles outlined in the Bologna Declaration

(Ivanova V.I. 2006). Consequently, as Uzbekistan engages in the Bologna process and undertakes the modernization of vocational education, it is imperative to adhere to pan-European quality standards.

Contemporary educational policies prescribe specific criteria for university activities, necessitating adherence to modular construction of educational programs, problem-based learning, provision of self-assessment opportunities, and the establishment of more flexible conditions for completing training courses, including entry, interruption, and completion. Furthermore, universities are expected to engage in collaboration with social institutions and business organizations, undertake measures to promote lifelong learning for sustained competitiveness and employability, and contribute to the effectiveness of government policies aimed at fostering a culture of lifelong learning.

In light of these requirements, it is noteworthy that the modular organization of educational content addresses the inherent contradiction between the subject-disciplinary presentation of educational material in the educational standard and curriculum, and the imperative to integrate knowledge acquired by students during the learning process. The modular training approach presents educational material as a cohesive block, facilitating the achievement of a unified learning content aligned with complex didactic goals.

The Bologna Agreements underscore the importance of integrating student-oriented credit-module learning technology into the educational process. This integration is deemed a necessary step to enhance the quality of higher education and establish an effective intra-university control system based on credit units. Such a system allows for the determination of the criterion level of students' foundational competencies in the respective discipline, aligning with international educational standards. The adoption of credit-module learning technology aligns with contemporary requirements, ensuring the comparability of national higher education documents as universities integrate into the unified European educational space (Mustafakulov Sh., Sultanov M. 2024). This integration, in turn, fosters the academic mobility of future specialists.

Crucial to the development of a unified educational space and the integration of Uzbek education into it are international research projects. Societal, individual, and state needs, evolving due to changing socio-economic and political circumstances, necessitate the continuous adjustment of academic discipline content. This

dynamic also prompts the imposition of new requirements for the training of future specialists, especially in the realm of foreign language education within professional education.

For several years, the Council of Europe has been actively implementing a language policy aimed at fostering plurilingualism in European countries. Notably, the organization initiates and finances diverse projects in the field of foreign languages, aiding participating nations in developing and reforming their national educational programs for foreign language training. These projects facilitate the exchange of experiences and teaching technologies while promoting the development of modern methods for teaching foreign languages.

In the current educational landscape, the emphasis is placed on student-oriented pedagogical technologies that empower students in their self-development. The imperative of lifelong education necessitates the modernization of foreign language training, with a focus on enhancing the global and local educational processes and spaces. Within the context of significant global educational trends and the Bologna process, individualizing a student's educational path stands out as a key requirement. This involves adapting the educational process to the individual's requests and needs, orienting learning toward the student's personality, and facilitating opportunities for self-discovery.

Central to the Bologna process is the individualization of a student's educational journey, aligning with broader educational trends that emphasize tailoring the learning experience to the individual's preferences and capacities (N. Sultanova). This approach aims to cultivate individuals who autonomously chart their development trajectory based on their abilities and capabilities, enabling them to make responsible decisions and navigate the complexities of the modern world with precision, effectiveness, and intelligence. A distinctive feature of the European education system is the responsibility for the quality of educational programs lying with the educational institutions themselves rather than the state. The primary requirement imposed by the state and society on vocational education institutions is the openness and transparency of activities, ensuring the quality of the educational services provided.

The standards and principles governing quality assurance in European education, as formulated by the European Association for Quality Assurance in Higher Education, propose a three-tiered approach to quality control: institutional, national, and pan-European (Tregubova T.M. 2008). In light of the ongoing

Europeanization processes and the evolving labor market structure, there is a growing need for higher education students to receive more comprehensive language training that emphasizes the development of professional communicative competence.

The proficiency in key competencies serves as a primary criterion for assessing the quality of education, with language training being an integral component of this evaluation. The current challenge involves enhancing the professional and cultural aspects of language training content, necessitating the targeted development of pedagogical tools and activities. This development aims to systematically immerse students in a language-rich environment, encompassing both general cultural and professional vocabulary. In the credit-modular system of higher education, fostering an egalitarian relationship between professors and students in pedagogical cooperation is pivotal for ensuring the enjoyment of tasks and, consequently, the effectiveness of the learning process. It is essential to recognize that encouraging student activity in education serves not only as a mechanism for mastering fundamental knowledge but also aims at developing the broader socio-cultural capabilities of individuals.

In our perspective, the educational situation functions as a dynamic system that organizes the learning process and comprises two integral components (Abidova D. M., 2018): 1) the interaction between the student and the teacher, and 2) student interaction. In the credit-module system, the interaction between teachers and students commences with teacher-guided assistance, gradually evolving into more active student involvement, ultimately transforming into a collaborative learning process. This evolving dynamic results in a cooperative relationship between students and teachers, where creativity and collaboration are intricately interconnected. Indeed, collaboration emerges through creativity, and it is within collaboration that creativity truly flourishes. True creative collaboration thrives in environments characterized by democracy, transparency, and where administrative influence and faculty directives do not hinder the independent thinking of students in the classroom. Particularly in the first and second years of a bachelor's degree, emphasis is placed on assignments that stimulate the creative thinking of students.

Effective pedagogical collaboration within the credit-module system of higher education necessitates successful cooperation between students and teachers in the Moodle online system. It is crucial for them to consistently uphold all

pertinent information at the required standard. The input of information into the online Moodle system follows the guidelines outlined in PF-5847 dated October 8, 2019 and “Five development priorities of the Republic of Uzbekistan for 2017-2021”¹ “On the state program for the implementation of the action strategy in the “Year of Science, Education and Development of the Digital Economy” “In order to ensure the implementation of the tasks defined by Resolution No. PF-5953 dated March 2, 2020, the Cabinet of Ministers decided: from the 2020/2021 academic year, a procedure has been introduced for the gradual transfer of the educational process to a credit-module system in universities of the republic².

To sustain interest in the dialogue, it can be segmented into three parts:

- I. Initially, fostering diversity of opinions;
- II. Secondly, promoting variance in the assessment and comprehension of the topic;
- III. Lastly, establishing commonality through language and other scientific and technical means can prove effective.

Achieving a high impact in a conversation is challenging without a "common language," that is, unanimous understanding. For instance, students may struggle to comprehend complex and unfamiliar terms used by the instructor. In the absence of dialogue within the educational process, it is presumed that the professor-teacher has not found an effective means of delivering the material to students. To avoid such situations, establishing a partnership with students requires meeting the following criteria:

1. Respecting the student's personality by considering their interests and abilities during the communication process;
2. Demonstrating confidence in each student's abilities, assisting in their development, and fostering a sense of self-assurance;

3. Acting as an equal partner to establish friendly relations with the student;

4. Boosting students' confidence in the future by celebrating their successes, sharing their concerns, and offering encouragement;

5. Strictly adhering to ethical standards in the communication process contributes to enhancing the professor's reputation.

In the credit-module system of higher education, students, alongside professors and teachers, establish conducive conditions for open communication. This enables students to freely express their opinions without the fear of errors hindering their statements. It fosters an environment where students can articulate their thoughts, correct mistakes, cultivate independent thinking, and ensures the prevention of recurring errors. This dynamic transforms teachers, professors, and students into reliable partners. In summary, insights from the observations on pedagogical cooperation between teachers and students in the credit-module system of higher education lead to the following conclusions:

1. Implementing problem-based learning, independent study, didactic games, and interactive methods of new pedagogical technologies in the classroom is a crucial factor in establishing a positive relationship between students and teachers.

2. When acquiring knowledge in scientific fields, the positive impact of students independently discussing and drawing conclusions, rather than passively accepting the teacher's opinion, fosters the development of independent thinking.

3. Within the Moodle online system (Abidova D. M. 2018), it is imperative for the teacher to input all subject-related information at the required standard.

4. The teacher's approach to students with respect not only ensures effective cooperation but also garners respect from students. This mutual respect facilitates the understanding of science for each student when tackling problems.

Presently, a comprehensive comparative examination of the European utilization of modular technologies for vocational training holds

¹ www.lex.uz/O Decree of the President of the Republic of Uzbekistan No. PF-5349 “On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030.”

² On measures to improve the system related to the organization of the educational process in higher education institutions. Decision of the Cabinet of Ministers of the Republic of Uzbekistan. 31.12.2020 #824

significant relevance. A notable example is the Open University of the United Kingdom, renowned for its extensive experience in block-modular teaching. Common characteristics observed across all training courses at the Open University encompass a modular structure, interactivity, and multimedia integration. The university provides individualized programs with a range of elective courses. Under the modular training approach, students attend school approximately once every two months for sessions lasting three to seven days. Between these sessions, independent study is encouraged using materials provided by the university. The modular training program demands no more than 20 hours of commitment per week. The program itself is segmented into multiple stages, offering the flexibility of incorporating elements of individual (modular in form) planning.

Advancing the professional training of future specialists in Uzbekistan necessitates not only a reevaluation of domestic practices but also the exploration of methods to incorporate beneficial foreign experiences in preparing students for the challenges of contemporary teaching and educational practices. The sporadic application of educational technologies and the inadequate formulation of principles for selecting and organizing content to foster creative abilities among students in local higher education institutions underscore the crucial requirement to examine, analyze, and draw upon the wealth of international experience in this domain. We propose adopting technologies utilized in related humanitarian fields abroad, alongside foreign language training.

The universality of technologies incorporating interdisciplinary connections, as indicated by our research findings, serves as the cornerstone for developing general professional, specific professional, and general cultural competencies among students as outlined in the state educational standard for higher professional education in Uzbekistan. To enhance the effectiveness of foreign language training, we advocate for personality-oriented technologies characterized by anthropocentricity and humanistic orientation. These technologies facilitate the identification of teaching methods and tools that align with each student's individual characteristics, allowing for customized educational content. The student-oriented approach, an integral element of the personal-activity approach, ensures the research-oriented nature of the educational process, cultivates students' experience in independently seeking new knowledge, and fosters reflexive creative thinking.

3. CONCLUSION

Based on our experimental work, collaborative learning is more extensively manifested in the "Project Method" technology. Teaching a foreign language through project-based methods involves integrating knowledge acquired from teaching other humanities subjects, considering interdisciplinary connections, and incorporating specialized, highly professional subject areas. The outcome of project-based activities is a "documented work" presented through a designed display, album, wall newspaper, or organized event. The chosen report format could include role-playing, quizzes, reports, radio broadcasts, short video films, or computer presentations.

The individual project work undertaken by students when learning a foreign language aligns with the current educational trend, emphasizing a research-oriented, inquiry-based learning model. This approach instructs students on independently planning their actions, anticipating potential problem-solving options, and selecting methods and means for their implementation. The primary criterion for evaluating project work is the student's ability to engage in interaction and collaboration while addressing design, research, and creative problems.

In project-based learning, students meticulously address specific issues relevant to them, progressing through the following stages:

1. Goal-setting: Selecting project activity topics, forming groups that include students with diverse levels of proficiency.

2. Planning: Formulating hypotheses, defining tasks, and identifying potential information sources to address the problem.

3. Execution: Developing skills in information handling, synthesizing and analyzing ideas, preparing projects for presentation, and seeking guidance from teachers in specialized disciplines.

4. Project defense: Collaborating with the teacher, students engage in discussions and evaluations of the results achieved in their projects.

The creative process inherent in the project activities of aspiring specialists fosters an environment conducive to paired, intra-group, and inter-group student interaction, as well as interaction between teachers and students. This environment cultivates a sense of community,

collegiality, mutual respect, and healthy competition.

Collaboration is also evident in the support provided by more successful students to those who may be struggling, especially when the latter have valid reasons for missing classes. In such cases, less successful students prepare a report on their work for evaluation using the "Web Quest" format. The entire work scenario, including introduction, description, thematic situation, assignment, stages of implementation, and sources, is presented in electronic form. This format enables students to answer compiled questions themselves.

As interactive learning methods, these technologies contribute to the intellectual and moral development of students. They promote independence, goodwill, and a reduction in the number of uncertified students due to active participation in project work.

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