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A Model of Independent Learning Competence Formation in Teaching English Based on Mobile Applications

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Abstract

This article highlights the model of independent educational competence formation in teaching English to students based on mobile applications, and recommendations are given on what mobile applications to use in teaching English to

students. In addition, the opinions and theories of scientists who conducted research in this direction were studied and analyzed.

Keywords: English Language Teaching, Mobile Applications, Modeling, Independent Learning, Information Learning Environment

Introduction

Since the organization based on the credit-module system introduced in higher education institutions of our republic is considered a relatively new direction, there is a need to develop a model for the formation of independent educational competencies of students in the educational process. This model helps to imagine the formation of practical competencies in students, its structure, interdependence, and interaction between its elements.

The purpose of modeling is to create common ideas about how to master the specialty in students, develop the socio-legal consciousness of non-philology students, and how to effectively form professional competencies.

A model is an image formed in the form of a classification, scheme, formula, or physical construction that corresponds to and reproduces the object (phenomenon) being studied or reflects its properties, structure, and relationships between the interconnected elements of the object or phenomenon. The model of the formation of competencies related to science is not the success in preparing the student, but the expected result.

According to V.R.Simonov, a model is a "representation of a real process or event in an enlarged or reduced form or its analog in the form of a virtual entity with the help of a computer". Thus, the model reflects the important moments of any research in a visual, predictable way.

For future specialists, law enforcement agencies, pedagogues of the humanitarian direction in general, regulatory and legal documents, human charity, for personnel working in other social spheres of society. The design (modeling) of the Information Educational Environment takes a leading place in the organization of educational activities in education, as well as in the implementation of the educational process in a separate educational institution or regionally.

In the formation of independent educational competence in the training of students on the basis of mobile applications, the information educational environment is manifested on the scale of information - as one of the categories of worldview, along with matter, space and time, Movement, etc., about the processes and laws of information transmission, distribution, processing and transformation, as well as one of the most important conditions. In the educational process, the necessary information educational environment acts as a space that creates conditions for the realization of a unified picture of the universe for the information civilization of the individual worldview, a model of the end of blind-dimensional information, which is created, transmitted and used in the form of symbols, signals, information flows, and environments.

Social development and the development of economic and political institutions directly affect the field of Education. How quickly the educational system develops into changes is associated with its effectiveness. The new era creates a new demand for education or innovative education. It is no coincidence that innovative education is considered as a step towards an enlightened society.

At the present stage, one of the priority areas of informatization of education in the Republic of Uzbekistan is the introduction of didactic capabilities of multimedia technologies into the process of teaching various educational disciplines, so it is necessary to introduce them into practice, and not limited.

First of all, we need to check how the multimedia lesson affects the motivation of students. Secondly, we need to determine whether this method of teaching helps to better assimilate language material. Thirdly, it is necessary to determine the reasonableness of planned classes using computers and new information technologies.

For best results, students learn methodological approaches to teaching a foreign language, taking into account the age characteristics and real conditions of the place of study, and also use various methods. The methodology is, of course, based on the general principles of didactics and the theory of education, with which it is related to the general as private since didactics and the theory of Education form the laws, principles, and rules of education and education.

In the educational system, multimedia technologies, online education or distance education can be heard more and more blindly. The advantage of using multimedia technologies in teaching a foreign language is that they combine text, sound, audiovisual and graphic information, allowing you to teach all types of speech interaction more efficiently.

One of the most characteristic functional features of the global information education environment in the formation of independent educational competence of students is the electronic communication systems and teaching tools of the information education environment in the communicative context.

As a component of the general information educational environment, the interpretation (interpretation) of the use of mobile applications is of particular importance in essence, collaborative actions, the establishment of mutual agreements with the principles of the civilization of animated entities of the IEE, as well as aspects of acquaintance with the foundations of the information paradigm. In this regard, it is necessary to explain the abbreviation IEE as "information-educational environment" and not "information-educational information", as well as correctly interpret its importance in learning English. Interpreting the information-educational environment requires, first of all, a correct understanding of the meaning of such concepts as "environment", "space" "educational environment", and "pedagogical environment". In this regard, there are several approaches to scientific and pedagogical literature and practice. Below, it is extremely important to develop a methodology for the implementation of theoretical and practical training related to the English course with a professional orientation in the formation of the main universal competencies of future specialists. Initially, it is necessary to develop a model for the implementation of this methodology.

Researcher L.G. Babakhodjayeva noted that the information environment is narrowed out of five blocks: value-targeted, software-methodological, information-cognitive, communicative, technological. The value-target block includes the goals and values of pedagogical education, which can be significant in achieving the set educational and teaching goals. Software-methodological includes all the necessary information regarding possible block preparation strategies, forms and applications. The information and knowledge block includes a system of knowledge and skills that form the foundations of the student's further professional activities, as well as determine the features of the activity of obtaining knowledge, affect its effectiveness. The communicative block includes interaction between participants in the pedagogical process, and the

technological block of forms of communication includes all educational tools (new information technologies, telecommunication networks) used in the information environment.

In pedagogical research, the method of modeling the formation of independent educational competence of future specialists is the most popular and effective. In J.E. Usarov's research work, the model provides for the development of competency of students through their self-expression in educational activities, in particular, the use of complex forms and methods of forming interest and positive motivation in the educational process in students. M. V. In the work of yadrovskaya, the model [from French. modele, ital. modello, lat. modulus] is described as a diagram created by a researcher to describe an object, event, or object that occurs in the Environment, Nature, Society, or science.

Researcher O.M. Vlasenko argues that the concept of the model is blindly meaningful and has different interpretations of it. The author evaluates the three most common interpretations of the model: as a type of specific design, as a model for creating copies, and as a representative of the object. The scientist believes that in pedagogical research, the model functions to resemble the object in question: personality, action, behavior and communication. It distinguishes the following types: mental, speech, sign, figurative, grounded, and functional. The author notes that the most blindly applied models in pedagogical research are secondary images, which are generalized and structured representations of the object.

Based on the analysis of scientific literature, R.V. Yakovlev notes that blind models can be characterized as material or ideal. Ladatko revealed the sequence of process modeling in educational research by choosing an object. Thus, according to the researcher's opinion, the most common object of modeling in pedagogical research is the concerted consensus of the society regarding the direction of education and the direction of value. Next - the content of education, for more detailed study, the model of the content of the educational material of a particular subject is used to determine the methodical system of teaching. The next stage is the modeling of teaching technology, which develops the methods and techniques used at different stages of teaching. According to Kiseleva, the modeling method is one of the main ones for blind sciences, including pedagogy, and consists of building, applying, and studying mathematical models, and modeling is the process of creating a model, observing, and drawing conclusions based on the model. described as

In her work, Litvinova considers modeling as a system for monitoring and analyzing the formation of professional competence of educational engineers. He considers the possibility of complete analysis of all components of the built system to be the main advantage of modeling. So, on the other hand, modeling can be presented as a simplification of system components that are not important to the system, if this does not affect the performance of the system.

Modeling, like any process in pedagogy, consists of certain stages that are carried out sequentially. S.O. Kasyarum defines the following stages of model creation:

- First, it is necessary to define the research tasks to be conducted with the help of modeling; confirm that the object cannot be observed directly;
- Second, it is necessary to choose a model that is the

main requirements for the existence of the research and to determine the important qualities and characteristics of the object;

- Further monitoring is carried out in accordance with assigned tasks;
- And finally the results are transferred to the object itself.

Researcher Yevtushenko described the similar stages of modeling, choosing the criteria for evaluating changes in model parameters and the criteria for studying the model of adherence to the selected object and using the obtained criteria and indicators in a complex way.

It is of great interest to study Lodatko, which describes the main principles of the modeling process in pedagogical research, among which the following can be distinguished:

- It is perfectly legal for different authors to interpret the same pedagogical concern in different ways depending on the goals and context of the research;
- Based on the results of one or more experiments, it is impossible to consider a complete picture of a certain pedagogical phenomenon;
- The process of modeling as a result of idealization, simplification, focusing on certain elements allows to formalize the description of the pedagogical phenomenon and helps to use numerical methods for processing the results;
- One model cannot fully reflect all features and qualities characterizing the object;
- The main requirements for building a model are its information content, ease of use, compatibility with pedagogical principles and the ability to control the model through certain components.

In the process of conducting pedagogical research through modeling, various authors use the functions of the models that best allow solving the tasks. Greenwald considers the functions of such modeling to be reconstructive, descriptive and interpretive, on the basis of which it is possible to select, describe and generalize certain features of the object, and brings its motivational, cognitive, organizational and functional components. Thus, in determining the functions of modeling: the modeling method allows for continuous study of a certain pedagogical process from beginning to end, and allows to study in detail not only the research object as a whole, but also the interaction of its components. Modeling makes it possible to pay attention to certain properties of the model, and then to the object that makes the learning process more effective. Using the modeling method, it is possible to study not only the static state of the system, but also the dynamics of the processes. This is confirmed by the views of researchers N. V. Kuzmina, A. A. Ostarenko, regarding the manifestation of the structural elements of the educational system modeling process, the goal, the teacher, the student, the means of pedagogical communication, educational information, and the quality criteria of the educational system.

We tried to follow a logical sequence when choosing pedagogical principles:

- Completeness, goal setting, periodicity, technological.
- Collection and arrangement of information related to the established tasks;
- To determine the factors affecting the significant change in the development tradition and laws of the studied object (phenomenon);

Based on the above analysis, the model of the research work is not only static in the process of studying the object of development of professional competence of students, but also allows to change each component together or separately, and can be used for other researchers or students. It can be concluded that is a guideline that determines the algorithm for the implementation of an independent learning sequence.

It should be noted that the tasks of the generally accepted model for the formation of independent educational competencies of researchers differ from each other, because, as noted above, the modeling process is focused on certain components of the object of scientific interest to the researcher.

The object of modeling in the learning process is the process of forming the main general professional and communicative competencies of future lawyers in the study of fundamental and humanitarian sciences. Modeling involves simplifying some features of the object, otherwise, the model will become awkward and lose its functionality. When building an authorship model, attention is paid to the following elements:

1. Possibilities of formation of all basic general professional competences of English language practical course from the cycle of humanitarian sciences studied by future specialists;
2. Practical training organized on the basis of mobile applications that can be conducted within the framework of this training course, include elements of lectures, group and independent work, and possible pedagogical opportunities. As a result of the analysis of scientific and educational literature, we identified three stages of formation of the main communicative competences of future specialists: preliminary, basic and final.

Table 1: Content of the stages of formation of independent educational competence in teaching English to students

Phases	Tasks
Preliminary	1) making a theoretical proposal from the point of view of competence approach. 2) systematization of instructions for solving educational problems.
Basic	1) to develop students' interest and ability to independently analyze the material 2) forming the ability to independently choose and implement a sequence of problem solving.
Final	1) to develop the ability to evaluate one's own knowledge and skills; 2) to develop the ability to evaluate the decision made.

The Model should be based on the following pedagogical principles: linking theory and practice, activating cognitive activity and a problematic approach to structuring the content of training, intensifying the educational process, directing activities. To ensure the successful operation of the model, we have selected systems and competency approaches that, within the framework of our study, allow us to analyze and structure the components of the proposed model, as well as consider English as the optimal basis for the formation of independent educational competence in teaching the use of mobile applications. The developed structural and substantive model of the implementation of the course of activity consists of the following blocks:

purpose; content; form, methods and Means; assessment and Correction.

The application of the proposed model was carried out at the initial, main and final stages, each of which forms a certain component of the main universal qualifications, since it carries out the preparation of europrocessors for professional activities in the process of learning foreign languages.

The structural-content model contains the components of the formation of the main independent educational competence of the future specialist, which are formed at each stage of the educational process, forms and means of scientific and methodological work in the training of engineering students; reflects the expected results from each stage of the pedagogical process. The main purpose of using the model is to carry out training for future aquarists by directing the English course towards the profession. The target block includes tasks in which intermediate goals set to each stage of research are solved in sequence.

So, at the initial stage, the intermediate goal is to expand the students' understanding of the problem area as a set of theoretical materials, terms of educational tasks and ways to solve them.

As a result, the teacher was faced with the following tasks:

- Drawing up the material from the English course on the basis of his competency approach;
- Systematization of means of solving educational problems;
- Generalization of practical knowledge necessary for solving educational problems;
- Assistance in creating a "state of success" in solving educational tasks.

At the main stage, the intermediate goal is to develop the ability of students to apply their knowledge and skills in solving educational and professional tasks. This goal sets the following tasks for the teacher:

- The formation of the skill of being able to analyze a problem (production) situation;
- The formation of the ability of students to obtain additional necessary material tora on the basis of a mobile application;
- The formation of the skill of independent selection of the sequence of solving the issue; the visualization of a problem.

At the final stage, the intermediate goal was to develop the ability to independently apply knowledge and skills in new situations. In accordance with these goals, the teacher was assigned tasks:

- The formation of the skills for assessing his knowledge and skills;
- The formation of the skills for creating algorithms for solving his problems based on generalization and systematization;
- The formation of an assessment skill;
- The active involvement of students in the process of structuring the studied material.

The content block studies the main independent activity competencies of future specialists, which are formed at each stage. At the initial stage, the formation of motivational-personal and cognitive components of cognitive-analytical, cognitive, and information-methodological competencies is carried out: identification of the problem and systematization of material related to the problem area. At the same time, such abilities and personal characteristics as Organization, diligence, observation, attention, logical

abilities, verbal abilities, ability to plan work, ability to use the recommended literature, references, fundamental knowledge, system thinking, understanding of cause-and-effect relationships and scientific erudition have been developed. In the future, professional activity will become the ability to use special literature, mobile applications, the ability to push the gyro forward, technical erudition, logical thinking, and the ability to realistically assess, analyze and synthesize a problem and situation.

Thus, during the training course, the implementation of the structural model of the future specialist training forms, methods and language practical course based on the integration of traditional and competency-based approaches developed in accordance with the tools, as well as the continuous formation of professional competence is carried out. The performance efficiency of the model is ensured by the interdependent coordination of stages (initial, main and final), in which the main activity of students is changed (from passive and rerroductive to active and creative), and the opposite of professional actions is formed.

In the process of teaching English using mobile applications, practical exercises using the model and professional-activity-oriented tasks will help to gradually formulate the professionally important qualities of future specialists.

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