



THEORETICAL FRAMEWORK ON THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS OF ACADEMIC LYCEUMS BASED ON ICT

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Article history:	Abstract:
Received: 4 th August 2022 Accepted: 3 rd September 2022 Published: 8 th October 2022	Today, the formation communicative competence in a foreign language is one of the main goals of teaching a foreign language at early stages of studying at academic lyceums in our country. There are quite a lot of methods for the formation of language skills, the formation of communicative competencies based on modern information and communication technologies. This article discusses identifying theoretical issues including studying psychological and pedagogical factors of learning a foreign language such as students' motivation to use multimedia technologies in learning a foreign language, both English teachers and students' competence in the use of ICT and selecting a series of tasks for the formation of communicative competence based on language multimedia programs.

Keywords: Communicative competence, English language, psychological and pedagogical factors, ICT, multimedia programs.

INTRODUCTION

Global changes in today's modern society, as well as the ubiquity of multimedia technologies and ICT make it possible to use ICT and multimedia tools as a universal tool for training and education. In combination with modern teaching methods, innovative learning tools create an integrated model for the use of multimedia in teaching a foreign language. The process of integrating innovative technologies into the modern methodology of teaching foreign languages requires highlighting the psychological and pedagogical factors, which affect the effectiveness of the learning process directly. In this regard, we propose to consider as psychological as well as pedagogical conditions for the formation of communicative competence of students of academic lyceums by integrating multimedia programs and ICT.

MATERIALS AND METHODS

What is communicative competence? Communicative competence was defined by the scientist D. Chiesa and U. Azizov (2019) as person's ability to determine the direction of communication in different situations based on a person's knowledge and emotional experience, this is a unique ability of a person to act effectively together with those around him, and it is achieved by understanding oneself and others, the quality of interpersonal communication and the constant change of psychological conditions in the social conditions of the living environment and they emphasized that communicative games are the main key to develop

communicative competence in the organization of student-centered lessons. To achieve the outcome of teaching English as a foreign language, we need to integrate innovative technologies into the modern methodology of teaching foreign languages. As we mentioned above, we proposed to study the psychological and pedagogical factors, which affect the effectiveness of the learning process directly, including students' motivation to use multimedia technologies in learning a foreign language, both English teachers and students' competence in the use of ICT and selecting a series of tasks for the formation of communicative competence based on language multimedia programs. The concept of motivation is a psychological phenomenon, better known as a need, or drive, which is characterized by the need to satisfy it. In the psychological and pedagogical literature, motivation is defined as a specific need that determines the behavior of an individual depending on the conditions of the external environment within which this or that activity is carried out. Nevertheless, motives serve as an integral link in the construction of a complex mechanism of motivation, in which external and internal factors of behavior are correlated.

Motives are divided into internal and external. Internal motives are determined by highlighting personal interests of an internal type, for example, the desire to learn a foreign language. However, internal motives pass into external ones as soon as they cease to be individual and become public. External motivation is due



to external factors, such as receiving a reward or possible punishment, material components (monetary reward, praise, etc.).

Despite the relative independence of motives, all of them are in close interaction and together perform three main functions:

- act as an incentive to perform a series of specific actions;
- determine the direction of activity and the choice of methods and means to achieve the educational goal;
- regulate the behavioral characteristics of the individual and support and correct educational and cognitive activity depending on the expected result.

In this regard, the development of learning motivation as a special type of motivation included in learning activities is of particular relevance. Therefore, educational motivation has the same characteristics as any other type of motivation, namely, direction, dynamics and stability.

The use of multimedia technologies in teaching a foreign language opens up new opportunities for students. Multimedia technologies make it possible to facilitate access to information sources, as well as open access to the variability of information resources. Based on the study of several aspects of the same phenomenon, students can both compare and differentiate information, and act as an active participant in the educational process. When working with multimedia programs, the goal of learning is to develop cognitive activity through skills, the use the methodological potential of computer technology and the Internet, the development of skills to independently carry out the process of processing information, analyze and determine the possibilities of its further use in practice.

RESULTS AND DISCUSSIONS

Traditionally, in the methodology of teaching a foreign language, there are recommendations for the formation and maintenance of the level of motivation throughout the educational process. In our view, English language teacher must have the appropriate techniques and technologies and actively use them in the process of teaching a foreign language. The effectiveness of the educational process depends on the pedagogical skills of a foreign language teacher. The second psychological factor is to identify the ICT competence of students. The ICT competence of a student is understood the ability to adequately use the means of modern information and communication technologies in the study of a foreign language.

ICT competence of a foreign language teacher shows the ability to use educational Internet resources, social

websites and other ICTs in order to form language skills and develop speech skills when teaching a foreign language its culture. The researchers highlight the main qualities of a foreign language teacher should have:

- organize network interaction between the participants of the educational process, as well as conduct constant monitoring of the educational and cognitive activities of students;
- own the basics of ensuring the information security of students when working on the Internet;
- to make an effective search for information resources on the Internet for educational purposes in compliance with a number of basic rules for working with search engines;
- conduct an objective assessment of information received from the Internet in terms of its reliability, novelty, usefulness and possibility of further use;
- create and use in the learning process five types of educational Internet resources: hotlist, multimedia scrapbook, treasure hunt, sample subject, web quest;
- actively use the means of synchronous and asynchronous Internet communication (e-mail, web forum, chat, text and video messengers), as well as web technologies (blog technology, wiki technology, podcasting, social bookmarking, etc.) for the development of speech skills and formation of language skills;
- use the linguistic corpus in order to form grammatical and lexical skills of speech;
- to use the variety of information and reference resources of the Internet for the formation of adequate worldviews in a modern multicultural society;
- create and use network tests to check the progress of students.

As the consequences of using ICT technologies, foreign language teachers learn:

- create grammar and vocabulary tests based on existing templates using Google services;
- create a personal blog or websites for educational purposes based on wordpress.com;
- plan and post the course curriculum on the website or blog;
- develop the main stages of using Internet projects and electronic portfolios of students in the learning process;
- use social websites to develop speech skills;
- create interactive lectures based on multimedia technologies, create and post author's presentations on the SlideShare, Prezi service;
- use the means of computer-mediated communication (e-mail, web forum, videoconferencing, etc.) to form professional competence;



- to conduct general discussions in the Internet environment using the means of synchronous and asynchronous communication;
- to motivate students to conduct research activities based on modern ICT.

The third psychological and pedagogical factor for the formation of communicative competence of students is to select a series of exercises, tasks based on multimedia programs. In order for the training to be purposeful, it is necessary to develop a series of communicative tasks aimed at updating the cognitive abilities of students. Since the communicative method of teaching assumes that the teaching aids will be adequate to the set educational goals, then the exercises should be adequate to the formation of communicative competence of students with the help of multimedia programs taking into account the level of intellectual development of students and their psychological capabilities. For example, we can assign students "role plays" where students demonstrate different situations by playing real roles after watching the small videos on such as teaching process in Japan, the situation in one of the famous restaurants in England, a conversation between an airport employee and a passenger at Tashkent airport, birthday celebration in the American country, Situation in the Uzbek market.

CONCLUSION

To summarize, students learn the use of terms in different situations and practice using them in practice through role-play. This will be the basis for their easy communication in various situations in the future. To develop the communicative competence of students of academic lyceums in learning English through communicative games it is necessary to select communicative tasks with the help of multimedia programs taking into account the level of intellectual development of students and their psychological capabilities.

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