



Section 1. Applied psychology

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INTEGRATING INFORMATION TECHNOLOGY IN THE FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE

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Abstract

Teaching English for Specific Purposes is generally regarded as one of the most significant developments in English language pedagogy in recent years. ESP is concerned with meeting linguistic demands of students studying a variety of scientific and technological subjects. These needs should be taken into consideration when planning and implementing English language courses or specialized courses to students of biology. This study aims to explore several issues related to English language instruction and learning and offer possible solutions. Our lingua-technology, which models future biologists' professional communication behaviour in a foreign language, will contribute to the problem's solution. The State Educational Standards-compliant revised curriculum serves as the foundation for the lingua-technology that has been created.

Keywords: *teaching foreign languages, information technologies, future biologists, lingua technology, professional communicative competence*

Introduction

It is crucial to reevaluate the strategies now employed in the higher education for teaching foreign languages and to create and look for novel techniques in light of the advancements in science and technology. There is a need to create new language technologies aimed at developing the professional communicative competence of students of higher education institutions in a foreign language. The lingua-technology we have developed will help solve the problem by modeling the

professional communicative activity of future biologists in a foreign language. The developed lingua-technology is based on the updated curriculum in accordance with the State Educational Standards.

Materials and Methods

The formation of students' professional communicative competence in a foreign language is the most optimal form and purpose of foreign language teaching in higher education institutions, based on the conceptual

model of a modern specialist. These processes are carried out on the basis of a step-by-step linguodidactic theory.

Model of formation of professional communicative competence of a hygienist-epidemiologist in a foreign language (Palmer, 1999):

Communicative competence in a foreign language:

Verbal communication: the exchange of oral information on daily topics or scientific work, participation in biological discourse analysis, participation in online conferences, formal meetings and conferences, the process of familiarization with objects, the preparation of acts, public health communication at biological exhibitions, conducting events and outreach.

Speaking: speaking with confidence in intercultural communication and solving problems in the field, discussing issues on various topics and expressing ideas for the improvement of various sanitary conditions with strong arguments, joining the opinions of others, making an impressive speech, planning for foreign colleagues and in the presentation of projects to say that “we” have done or “our team” has done, to express their opinion, approve or reject the information received.

Reading: Skills in reading all types of biological literature.

Writing: communicative intent (conducting formal negotiations, writing evidence in the right order, expressing regret, denial); drawing up an act and; writing an annotation of scientific work, translation from a foreign language into Uzbek / Russian and translation from Uzbek / Russian into a foreign language; official correspondence on the case; filling out questionnaires on sanitary assessment, issuing inspection letters and referrals to SES;

Listening Comprehension: Listening comprehension of biological information, lectures, special abbreviations and secret coded information in a foreign language.

Communication style and image of a hygienist-epidemiologist:

– be able to respect colleagues in intercultural communication, adhere to social norms, address gender differences, manage communication, achieve mutual tolerance, not speak loudly, use less hand gestures, and use more body language, show that they understand the opinion of their interloc-

utors, adapt quickly and systematically to the situation, do not speak in a very simple and friendly manner, support the opinion of others, anticipate the opinions expressed, be considerate and confident to be

Information content of professional competence:

The information includes biological textbooks in foreign language textbooks, not general biological texts, but biological and hygiene topics. The sequence of training courses is as follows:

1. General biological knowledge

2. Microbiology, infectious diseases, general hygiene, environmental ecology, occupational hygiene, communal hygiene, hygiene of children and adolescents, personal hygiene, food hygiene.

3. Communication in the field of biology, formal biological communication.

4. Ambulance terms.

5. Independent reading of biological literature in a foreign language.

The research is based on the studied software and hardware, and focuses on the foreign language teaching system, where information and communication technologies are an integral part of education.

Software for teaching a foreign language is a set of computer hardware and software used in teaching a foreign language, and it is a necessary element of various information and communication technologies.

An analysis of the impact of the modern education paradigm on the foreign language education system in biology higher education institutions has shown the need to develop it based on personal activity, approach, communicative, developmental, career-oriented approaches.

This linguotechnology provides students with full information about how the interactive communication, the stages of the learning process, the effective communication methods that provide modeling of situations related to professional communicative-cognitive activity in the educational process, taking into account the modern communication environment. It develops and implements, in a word, the interest of students in learning throughout their lives and professional activities, including continuous education, which implies the development of foreign language

learning skills independently. This technology promotes the idea of self-education in language learning. At the same time, students are required to develop their own reflexive skills independently (Reif & Larkin, 1991). At the same time, it requires the development of students' ability to communicate in a foreign language and the use of information and communication technologies, along with the formation of communicative competence.

These skills can be included in the basic professional competence of a specialist as intellectual competence.

In order to fully achieve the goal of foreign language teaching in higher educational institutions, a variety of information and communication tools (software and hardware) are required to help biologists develop their professional communicative competence in a foreign language.

Regular use of software systems in the educational process has been proven to create a blended learning environment that provides skills development. There was also a gradual formation of the student's independent learning activities (Monterram, 2009).

In accordance with the principle of system integration, the above-mentioned methodological system must meet the following requirements in the educational process based on information and communication technologies:

Psychological and pedagogical requirements:

1) rely on the expanded nomenclature of linguodidactic principles, taking into account the new components of their content;

2) to see the student in the "educational center", to focus on the development of the student's personality, reflexive skills in the development of his autonomy; ensure that teacher-led instruction is gradually transferred to independent learning activities; provide students with complete information about the components of the course; compatibility of teaching and development objectives; integrity; demonstration of education;

3) professional orientation, taking into account the modern conditions of scientific and professional communication, the professional context, the formation of motivation to learn a foreign language, modeling the conditions of communicative and cognitive activity

in the process of learning a foreign language and its targeted development acquisition, taking into account the modern communicative environment;

4) The combination of individual, collaborative and group work based on the ICT system and the organization of independent extracurricular activities.

Based on the analysis of the linguodidactical basis for the formation of professional communicative competence of a biologist in a foreign language, there is a need to classify teaching methods in terms of communicative functions. The purpose of foreign language teaching is determined by the needs of society and the social function of the language. In higher education institutions, the strategic goal of foreign language learning is to develop intercultural professional biological communication.

The task of increasing the cognitive activity of students was carried out through the selection of educational materials in accordance with the principle of professional orientation.

Organizing communication based on problem-solving in a foreign language allows modeling of professional situations in the field of biology, especially in reducing the mental stress that occurs in the initial natural foreign language environment.

The organization of foreign language teaching on the principle of differentiated-continuous and professional orientation has shown that there are great opportunities in the implementation of educational tasks of vocational biological education, which is the essence of the linguodidactic approach.

Research in higher education institutions has shown that focusing on the following aspects can lead to positive results:

– organization of language learning process on the principle of differentiated-continuous and professional orientation;

– teaching professional biological information in a foreign language by modeling various forms of formal biological communication without memorizing foreign language vocabulary and grammar;

– modeling of biological communication with the development of important features of the future profession of biologist;

– Study of lexical and grammatical materials using ICT. Each student will be able to form

a professional dictionary in their future specialty (occupational hygiene, communal hygiene, hygiene of children and adolescents, food hygiene, epidemiology, infectious diseases, etc.);

– the formation of communicative skills, the transition to the design-coordination level of management of cognitive activity of students, the stratification and integration of educational content through the grouping of these problems;

– perseverance, observation, analysis and quick adaptation of the environment, addressing one's inner world, putting oneself in the place of the manager, employee and partner of the object under investigation, quick decision issues of formation of biological communication in a foreign language related to admission, etc. were brought to scientific consideration;

– Relying on a linguodidactic approach using the communicative framework of Biology, which includes social relations, social status, role-playing games, collaborative ac-

tivities, ethical values in the implementation of foreign language learning by biologists on the principles of differentiated-continuous and professional orientation;

– identification of management technologies, including a single professional communicative scope of biological activity, in particular, the status of subjects of communication, systematized center, subjects of foreign language communication (hygienist-epidemiologist and population, specialists at facilities, hospitals, colleagues) tribe

Conclusion

To conclude, the most effective way to motivate in higher educational institutions is to focus on the cognitive aspect of teaching that helps to shape the professional skills of the biologists. Foreign language teaching should be seen as a means of learning other subjects, not as a goal. It is important to move from language learning to learning as a purposeful speaking activity.

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