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INNOVATIVE TECHNOLOGIES FOR THE FORMATION OF GENERAL LINGUISTIC COMPETENCE OF STUDENTS

Abstract: *The article discusses the features of the use of innovative technologies for the formation of general linguistic competence of students. As a result of the analysis, the author comes to the conclusion that the use of dialog, game, project, computer and integration educational technologies during the implementation of the discipline makes it possible to increase the level of formation of the desired competence, as well as the motivation of students to study the discipline, to bring the learning process closer to the real conditions of professional activity of the future specialist.*

Key words: *higher professional education, innovative teaching technologies, general linguistic competence, educational and methodological complex, foreign language.*

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Introduction

The high dynamism of the modern labor market requires educational institutions of vocational education to continuously improve the content and educational technologies in the training of specialists. Traditional forms of classes focused on the knowledge paradigm of education are giving way to innovative technologies based on a competence-based approach to learning. According to the developers of the state educational standards of higher education of the new generation, active and interactive forms of classes should account for up to 70% of the total study time, depending on the level, direction and profile of training of students. In this regard, in this paper we have set a goal - to analyze the features of the use of innovative educational technologies for the formation of general linguistic competence of university students.

In the main professional educational programs of higher education based on the state educational standards of higher education of the new generation, general linguistic competence is distinguished as professionally specialized for linguistic areas and training profiles and is interpreted as the ability of the

student to realize the system-structural nature of language as a social phenomenon; knowledge of modern concepts of linguistic science, its term system and basic methods linguistic research; willingness to carry out research in various fields of linguistic science; the ability to use linguistic knowledge, skills and results of linguistic research in their professional activities.

As noted in our earlier works, the formation of general linguistic competence is a multi-level and multicomponent process that includes practical mastery of native and foreign languages, the study of theoretical disciplines of linguistic, humanitarian, social, economic and psychological-pedagogical cycles within the framework of basic general and professional educational programs and in the system of continuing education, independent educational and research work of the student, direct and indirect impact of the social environment. At the same time, a special role in the formation of the general linguistic competence of the future English teacher is assigned, since it is a propaedeutic course in the system of methodological linguistic disciplines studied during the preparation of bachelors in the field of linguistic

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education, and its immediate purpose is to form students' general linguistic competence necessary for further study of particular sections of linguistics, and also for the formation of linguistic horizons and linguistic thinking as the basis for practical mastery of a foreign language for solving professional tasks in the field of language teaching and translation. Since the development of the discipline is based on the competencies formed by students in the process of previous education in secondary school, it also serves as a transitional stage between school and university teaching of linguistic disciplines.

Among the modern innovative technologies that activate professionally-oriented educational activities of students, the following can be distinguished:

- dialog technologies based on the principle of educational dialogue between the learner and the teacher, as well as the learner and the learner (heuristic conversations, educational discussions, analysis of specific situations - a case study, a method of problem presentation, etc.);

- game technologies that represent the educational role-playing professional imitation activity of students during the study of the discipline (role-playing and business games, quizzes, etc.);

- project technologies that involve independent performance by students of work aimed at solving a specific educational and professional problem: information and analytical projects (analysis of various sources of information, preparation of a report, presentations, publications, etc.);

- simulation and game projects (preparation of scenarios for business and role-playing games, etc.);

- specialized practice-oriented projects;

- socially significant projects, etc.;

- computer technologies based on the use of various kinds of computer programs for educational purposes (information, control, training, etc.);

- integration technologies that are based on interdisciplinary connections and increase the general cultural and scientific potential of the future specialist.

According to the requirements, the implementation of the discipline takes place during the contact work of the teacher with students, which includes classes of lecture and seminar types, group and individual consultations, including through distance technologies, current and intermediate (credit) attestation, and independent work of students. The lecture-type classes consider theoretical issues of linguistics, such as linguistics as a science, the main stages of the development of the science of language, language as an object of linguistics, the functions of language and speech, the relationship of language and thinking, language and culture, the origin and prerequisites for the development of languages, the formation of individual languages, language and society. Seminar-type classes are devoted to practical issues of linguistics, namely, consideration of the structural levels of language - phonetic, morphemic,

lexical and grammatical. Questions of the theory of writing and classification of the languages of the world are submitted for independent study by students.

In the course of classes and when organizing independent work by a teacher, as a rule, various educational technologies are used in the complex. For example, dialog, computer and integration technologies are used for lecture-type classes. All lectures are multimedia presentations based on PowerPoint or Prezi computer programs, including fragments of educational videos and lectures by leading domestic and foreign linguists on certain topics of the discipline, posted on the website <http://youtube.com>.

At the same time, educational information is offered to students in the form of a heuristic conversation or a method of problem presentation, when the teacher asks questions of a problematic nature during the lecture, to which it is necessary to give a short answer or asks students to draw their own conclusions on the material presented. For example, when considering the question "The symbolic nature of language" after demonstrating the definition of a linguistic sign, students are asked to conclude which units of language and speech are linguistic signs and which are not, and briefly explain why. In addition, during the lecture, students make a reference summary on the topic using a printed workbook, in which they record the wording of definitions, brief answers to questions, conclusions and generalizations, fill out tables, etc. In the week following the lecture, students undergo computer testing on the lecture material. When preparing for the next lesson, students are encouraged to repeat the material of the previous lecture on the reference summary and familiarize themselves with the tasks in the workbook to be completed during the next lecture.

The seminar-type classes use all the previously mentioned innovative learning technologies: dialog, game, project, computer and integration. Preparation for the seminar session begins with familiarization with my and the lesson plan, as well as a list of recommended literature and sources in the workbook. Next, students study the recommended literature and compile a glossary of basic terms and concepts and a reference summary on the topic, paying special attention to the selection of language units illustrating the main provisions and concepts of the topic being studied. The next stage is the implementation of creative, problematic and situational tasks: preparation of an information message, a presentation report, writing an essay, an abstract, solving a case, conducting a mini-study, etc., and preparing for their discussion in the classroom. During the seminar session, not only the performance of the task itself is evaluated, but also participation in the discussion during its discussion. In preparation for the lesson, the student also repeats the material of the previous lesson

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and prepares for a terminological dictation on the previous topic, which is held at the beginning of each seminar lesson. Since seminar-type classes belong to the practical part of the discipline, a significant number of tasks offered to students are related to the linguistic analysis of linguistic phenomena. For example, "Specify the strong and weak positions of vowel phonemes in these words", "Determine what differential features distinguish the first phonemes of the following pairs of words", "Match the words ox, shaft, dam, lot, juice with the corresponding minimal pairs that differ from the named words by the following differential phoneme features:

- a) palatalization;
- b) involving a nasal resonator;
- c) the degree of elevation of the language;
- d) the place of articulation;

e) the way of articulation, "What function does stress perform in the following pairs of phrases? Make sentences with these words to illustrate their meaning", "Determine the number of speech bars and phonetic words in a given phrase. With what intonation should it be read?", "Divide the following words into morphemes and give a complete description of each morpheme. Make the division by selecting words containing the same morpheme", "Specify the type of each lexical grouping of Russian words given below and define the corresponding terms", "Break the members of word-formation nests into word-formation chains and word-formation pairs. Specify the direction of derivation", "Distribute the following words of modern English according to their belonging to the corresponding part of speech, select suffixes and prefixes indicating that the word belongs to the corresponding part of speech", "Select from the given word forms those that have a zero index. Justify your decision and indicate which grammatical meanings are expressed by these indicators", "In the following sentences, distribute all the words into parts of speech.

Specify which signs coincide, which do not coincide in identical parts of speech in Uzbek and English. Are there any mismatched parts of speech in the compared languages?", "Find in the text and characterize simple sentences according to their classifications", "Give 2 examples of complex sentences in Uzbek and English and make their syntactic analysis according to the scheme", etc. Also, as in the case of lecture-type classes, computer testing on the studied topic is carried out on the week following the seminar session.

Independent work of students in the discipline is organized and controlled both with the help of a

printed workbook and through the tools offered by the electronic textbook "Introduction to Linguistics". The section of the workbook devoted to independent work contains tasks for self-study of the topics "Theory of writing" and "Classification of languages of the world", identical to the tasks offered for lecture and seminar classes. The electronic textbook gives students the opportunity to repeat or independently study the material of lectures if classes were missed, use links to online dictionaries, reference books, textbooks and scientific works of leading linguists, discuss a topic of interest with other students at a thematic forum, practice computer tests, test their knowledge of linguistic terminology with the help of educational games, crosswords, etc. to receive individual and group advice from a teacher during extracurricular time, in particular, when performing research work and preparing for a speech at the annual student scientific conference at the end of the year or a scientific conference of students and young scientists.

All the educational technologies and forms of work presented above are aimed not only at the current control of the level of assimilation of the material offered to students (make a glossary of terms and concepts; make a reference summary on the topic; define concepts; recall terms by their definitions, etc.), but also at systematization of the information received during classes (fill out the table; sign objects on the diagram, etc.), the formation of students' ability to interpret fragments of monographs and articles (tasks with a textbook component), illustrate the basic concepts of the topic being studied with independently selected language material (give examples, etc., to analyze specific situations related to the functioning of the language and requiring a certain decision (solve the case, etc.), to carry out the main types of linguistic analysis (phonemic, morphemic, morphological, syntactic, etc.), which significantly increased the level of formation of general linguistic competence among students.

Thus, having analyzed the features of the use of innovative educational technologies for the formation of general linguistic competence of university students on the example of the above training area, we can conclude that the use of innovative forms, methods and technologies of the educational process organization allows to increase the level of formation of the desired competence, as well as the motivation of students to study the discipline, to bring the learning process closer to the real conditions of professional activity a future specialist.

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