academic publishers
INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE (ISSN: 2692-5206)
Volume 04, Issue 06, 2024
Published Date: 14-08-2024

THE DIRECTION "PHILOLOGY AND LANGUAGE TRAININGIN THE TEACHING" OF THE SUBJECT" "INFORMATION TECHNOLOGY IN EDUCATION" IMPROVING THE CONTENT OF STUDENTS SKILLS IN THE USE OF DIGITAL TECHNOLOGIES

Zakirova Feruza Makhmudovna
Professor of Tashkent University of Information Technologies, Doctor of Pedagogical Sciences
Tashkent, Republic of Uzbekistan
Mukhammadiev Feruz Gafurjanovich
Doctoral student of the National University of Uzbekistan named after Mirzo Ulugbek
Tashkent, Republic of Uzbekistan
E-mail: muhammadiyevf1@gmail.com

ABSTRACT: The content and essence of the skills of the use of digital technologies in students of the educational direction "philology and language training" of the higher education system of Uzbekistan is clarified by prioritizing the synchronization of digital (technical, multimedia, communicative) and linguistic (static-linguistic and dynamic-linguistic) components aimed at the design, forecasting and organization of educational processes in the functional;Raqamli texnologiyalarga asoslangan raqamli ta'lim resurslari zamonaviy ta'lim muhitini tashkillashtirish usuli hisoblanadi.
KEYWORDS: digital technology, digitalization of education, digital learning resource, digital skills

Introduction

During the development of modern digital technologies in the educational system in developed countries such as the United States, Great Britain, Germany, Russia and China, the need for forms of language acquisition by students through the use of digital educational resources is growing, and extensive research is being carried out in this direction.

Significant work is carried out in the field of training highly qualified, competitive specialists in Uzbekistan by digitizing the higher education system, introducing digital educational resources into the educational process, ensuring the students ' perception of new knowledge on their basis. " Improving the system of training of highly qualified specialists and personnel in the field of digital technologies " has been established as an outstanding task. In this case, the study of the possibilities of using VR and AR, artificial intelligence, "cloud" computing technologies in the higher education system and their implementation in practice is defined as one of the main goals . In this regard, the language requires students in specialized higher education institutions to improve the content and essence of the skills of using digital technologies, stages and models of development.

In this article, the content of the skills of using digital technologies in students of the educational direction "philology and language training" of the higher education system is clarified by prioritizing the synchronization of digital (technical, multimedia, communicative) and linguistic (static-linguistic and dynamic-linguistic) components aimed at designing, forecasting and organizing educational processes in the functional integration of real, virtual and mobile environments.

LITERATURE ANALYSIS AND METHODS

A number of scientific works were carried out on the development of professional competence of students of "Philology and language teaching" on the basis of digital technologies. For example, M.E.Mamarajabov's research focused on enhancing the professional-pedagogical training of future teachers in the digital education environment. It emphasized the alignment of traditional and digital technologies, as well as the development of personal and professional qualities and motivation for learning during training and practical experiences [7].

D.N.Mamatov's research explored the pedagogical design methodology and technologies for preparing students for professional careers in the digital educational environment [8].

Overall, through these studies, it is widely recognized by researchers that digital technologies have a positive impact on the effective learning of the English language. Based on the definitions provided by these scholars, it can be concluded that digital literacy refers to the ability of future English language teachers to independently select and effectively apply digital technologies in the context of digitized education. It also involves interpreting, searching, creating, editing, and distributing digital information, serving as both an individual and social skill.

V.S.Khamidov's in his research work, he develops methods and models of adaptive learning systems focused on digital and web technology. By completing the assignments presented in this system, students will be able to develop their digital skills.

S.Xanbalaeva, I.O.Bileskaya, A.F.Scholars such as Paladieva recommend the use of digital technology in the training of future Foreign Language teachers. In their opinion, it is necessary to include digital technologies in programs that train future Foreign Language teachers. It is believed that these programs should reveal aspects of the effective use and creation of digital technologies in future professional activities. Some scientists have proposed pedagogical strategies for the formation of digital competence in students in the process of learning a foreign language. According to him, with the appropriate pedagogical accompaniment, digital technologies allow the development of digital competence of future Foreign Language teachers who meet the requirements of modern society. At the same time can increase the effectiveness of teaching foreign languages and contribute to the personal development of students .

Yang Fu, Lu ying Zhang research the issues of more gamification, i.e. teaching a foreign language through play, in the preparation of future Foreign Language teachers. In their opinion, digital technology-based gaming applications facilitate the process of learning a foreign language and help to achieve an effective result.

N.V.In juraeva's scientific vision, " the digital learning resource is a computer-intensive product in teaching

in general, the use of digital educational resources creates fundamentally new opportunities for increasing the effectiveness of the educational process.

A digital educational resource is a quick tool of visualization in teaching, an operational tool in the development of practical skills of students, the organization and transfer of control, as well as in the observation and evaluation of homework, an assistant in working with diagrams, tables, graphs, symbols, text editing and creative work of students is an operational tool in debugging"

Features and didactic capabilities of digital educational resources are reflected in the table below:

(Table 1).

Features and didactic capabilities of digital educational resources

№	Features of digital educational resources	Didactic possibilities of digital educational resources
1.	The fact that the educational material is presented in different forms and is based on multimedia technologies	- taking into account that students can perceive; - shallanization of the skill of being able to transfer information from one form to another; - increased visibility; - able to present objects in real condition
2.	The interactivity of the presented material	- appropriation of content in nonlinear state; - be able to perform actions on objects, change and blur

		them parameters
3.	Constant updating of data diversity, stratification and components	- presentation of information at the request of students, the possibility of extracting the necessary information, presentation of the individual educational trajectory of the student; - the use of multimedia data presented in various forms (text, graphics, image, video, audio, animation) to fully assimilate the given material; -step-by-step implementation of the educational process; - implementation of the principle of continuous renewal.

Digital educational resources have a positive effect on all processes of learning a foreign language.
A foreign language is a discipline that involves creating an artificial language environment for students and implies the use of various digital educational resources in teaching a foreign language in an innovative way.
Digital educational resources are interactive systems that allow you to simultaneously work with animated computer graphics, sound, video, text and images. Students are simultaneously influenced by a variety of information channels, where the student is given an active role.
In all the Variety that is available and constantly updated, when teaching a foreign language in real time, it is necessary to create and update certain classifications of digital technologies, determine the possibilities of their use and model the methodology for working with them. In the successful implementation of digitization of education, it is necessary to improve the material base, software and methodological support in the higher education system, develop the skills of educators in the use of digital technologies.
In the course of the study, the educational direction" philology and language training " was identified skills (digital and digital linguistics) that serve to ensure that students become personnel in accordance with the time requirement regarding the use of digital technologies **Figure 1.**

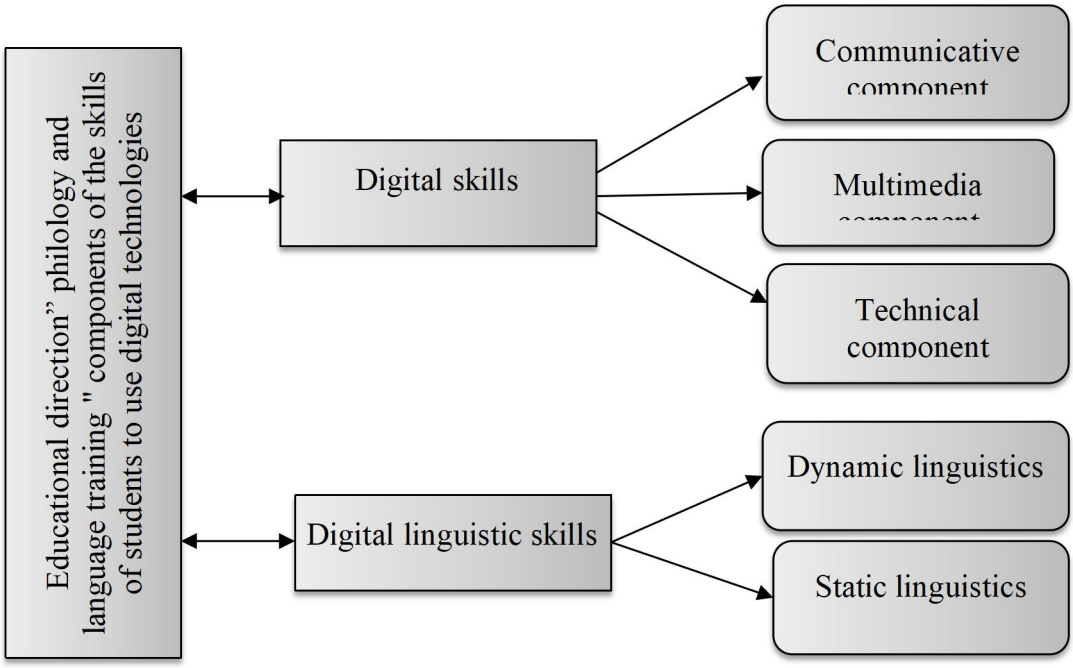

Figure 1. Students of the educational direction" philology and Language Teaching" digital technology use skills components

Digital skills are the skills that students of the educational direction "philology and language

training” in the context of digitization of education can independently choose digital technologies, effectively apply them to the educational process and interpret, trace, create, edit and disseminate digital information. Digital skills include technical, multimedia and communicative components.

Modern technical devices designed to solve professional tasks to the technical component include such skills as being able to effectively use digital tools, digital risks in a virtual online environment, and protection against them. The technical component implies the effective use of modern computers, mobile devices, electronic whiteboards, robotics, cloud technologies.

The multimedia component is determined by the skills of managing various types of information flows, rapid reception, filtering, analysis, visualization of information in various formats in Uzbek and foreign languages (text, audio, video, graphics, animation).

The communicative component includes the skills of carrying out remote communication in a real and vertical environment and the safe use of modern communicative (email, social networks, Skype, etc.) tools.

Digital-linguistic skills include static-linguistic and dynamic-linguistic components.

Digital linguistic skills include professional-oriented specialized software tools and internet networking, having a language lexicon to enable communication in a digital environment-components.

To the static-linguistic component, a completely synchronized period in the activity of the language is allocated and describes it. This involves the study of vocabulary , grammar, writing, pronunciation on the basis of digital technologies. To the dynamic-linguistic component studies the language in real time, in the active performance of various tasks in the communicative process. This involves learning to listen (listening), Read (reading), speak (speaking) based on digital technology. In teaching Information Technology in education, it is proposed to form and synchronize digital linguistic skills in parallel, along with digital skills.

These components will determine the skills of future specialists to use digital technolgias based on the requirements of today.

Results

Relying on the above analyzes, it can be noted that the direction of undergraduate education “philology and language training” is the most convenient way to develop the skills of using digital technologies in students – the organization of students ' educational activities on the basis of an improved curriculum, taking into account the components of the skill of using digital technologies in the process of reading In this case, the solution of such masterful tasks as the effective organization of Independent Education in students of the undergraduate educational direction “philology and language training” in the higher education system is carried out on the basis of classifications of digital technologies. With this in mind, the subject of” Information Technology in education " is improved on the basis of the introduction of reality technologies, which are complemented by independent educational topics in the curriculum. These topics (**Table 1**) are given in **Table 2**:

Improved independent educational topics of” Information Technology in education"(Table 2).

№	Practical training topics	Hours	Improved independent educational topics	hours
1.	Modern educational and technical means and their capabilities	2	Technical means of augmented reality (AR) and their capabilities	6
2.	Modern means of creating a presentation	2	Application of augmented reality (AR) technologies in the creation of presentation in increasing exhibitionism	6
3.	Learning the basics of creating an electronic textbook using programs to create interactive e-learning courses.	2	Creating a knowledge control program based on augmented reality (AR) technologies	6

	Creating training e-courses using the HotPotatoes program			
4.	Learning the basics of creating an electronic textbook using programs to create interactive e-learning courses. Working with knowledge assessment systems iSpring QuizMaker, Mytest programs. Wordwall.net creating tilgaoid exercises in the online environment	4	Creating a knowledge control program based on augmented reality technologies (AR)	8
5.	Working with educational animated roller training programs	2	Animation and creation of 3D objects applied in the scene of augmented reality (AR)	8
6.	Audio and video processing	2	Creating audio and video materials that are used in the scene of augmented reality (AR)	8
7.	Practical exercises to formulate healthy environment rules for using the internet	2	Creating augmented reality (AR) resource that teaches healthy environment rules for using the internet	6
8.	Google document handling services (text, spreadsheet, presentations) and create surveys. Creating a distance learning course using the Google Classroom web service. Preparing interactive presentations for electronic whiteboards.https://classroomscreen.com/ - working with an online electronic whiteboard	2	Install the augmented reality (AR) realism for Google from Google Play, a Google app, and reflect the 3D view of objects	6
9.	reparation and publication of educational content for use in the LMS system.Communication and information exchange in the system	2	Preparation of educational content based on completed realism for use in the LMS system	6
10.	Higher education process management information system (HEMIS). System user categories and functions implemented in the system. Stages of formation of educational information. Personal identifier of teachers and students	2	Placement of educational content created on the basis of augmented reality (AR) realism into the HEMIS system	6
11.	Smart-application in teaching from electronic teaching aids. The use of online Smart technologies in teaching. Basics of working on webinar and Zoom platforms	2	The use of augmented reality technologies in teaching	6
	Total:	**24**		**72**

The development of students ' skills in the use of digital technology is carried out on the basis of three stages. The undergraduate educational direction "philology and language training" is achieved by

creating digital educational resources as well as completed reality technologies in the stages of adaptive – analytical, exploratory - constructive, creative - debugging of students in the development of skills for the use of digital technologies. These stages, aimed at the development of digital skills with the help of completed reality technologies, allow, in our eyes, graduates not only to receive education in a higher educational institution, but also to demonstrate their digital skills in further professional activities.

Discussions

According to the results of the research, it is possible to draw the following conclusion:

"Philology and Language Teaching" with the need to master the didactic capabilities of digital technologies in improving the system of professional training of students in the direction of undergraduate education, conflicts arise between the insufficient availability of educational and methodological developments on the use of digital technologies. Such contradictions, however, determine the objectives of the research work" philology and language training " undergraduate education direction to substantiate the content and structure of professional training of students on the basis of digital technologies, as well as the creation of digital educational resources corresponding to this methodology.

Relying on the above analyzes, it can be noted that the direction of undergraduate education "philology and language training" is the most convenient way to develop the skills of using digital technologies in students – the organization of students ' educational activities on the basis of an improved curriculum, taking into account the components of the skill of using digital technologies in the process of reading In this case, the solution of such masterful tasks as the effective organization of Independent Education in students of the undergraduate educational direction "philology and language training" in the higher education system is carried out on the basis of classifications of digital technologies. With this in mind, the subject of" Information Technology in education " is improved on the basis of the introduction of reality technologies, which are complemented by independent educational topics in the curriculum.

Conclusions

The research identified the problem ofstudents of "Philology and language teaching" inadequate training in the use of digital technologies, as well as the lack of proper organizational and pedagogical conditions for their effective utilization. The need to create digital educational resources and develop a methodology for enhancing user skills was established by analyzing the relevance of research and identifying existing contradictions.

Based on this analysis, it is recommended to improve the curriculum and organize educational activities for Philology and language teaching" in a way that integrates the components of digital technology skills within the "Information Technologies in Education" subject. This approach will provide a convenient and effective means of developing the necessary skills.

Furthermore, addressing priority tasks such as the successful organization of independent education for Philology and language teaching"within the higher education system should be based on the classification of digital technologies and their application in teaching methodologies.

References:

1. Kuzennaya T.F. Formation of professional thinking among philology students: specialty 13.00.08 "Theory and Methods of Vocational Education": dissertation for the degree of candidate of pedagogical sciences / Tatyana Fedorovna Kuzennaya. – Kaliningrad, 2006. – 186 p.
2. Astakhova S.V. Formirovanie professionalnoy kompetentnosti studentov-philologov sredstami pedagogicheskogo upravleniya: spetsialnost 13.00.08 "Theory and methodology of professional obrazovanie»: dissertatsii na soiskanie uchenoy stepi kandida pedagogicheskih nauk / Svetlana Vyacheslavovna Astakhova. - Samara, 2005. - 170 p.
3. Pakhnotskaya M.A. Formation of linguistic and cultural professional competence of philology students: specialty 13.00.08 "Theory and Methods of Vocational Education": dissertation for the academic degree of candidate of pedagogical sciences / Margarita Andreevna Pakhnotskaya. – Togliatti, 2006. – 167 p.
4. Krugliakova G.V. Contents and technology of formation of professional information and communication competence of philology students: specialty 13.00.08 "Theory and Methods of Vocational Education": dissertation for the degree of candidate of pedagogical sciences / Galina

Vladimirovna Kruglyakova. –Tolyatti, 2007. – 199 p.
5. Frolova E.V. Content, forms and implementation of computer support for the formation of linguistic competence of philology students: specialty 13.00.08 “Theory and Methods of Vocational Education”: dissertations for the degree of candidate of pedagogical sciences / Elizaveta Vladimirovna Frolova. – Togliatti, 2008. – 206 p.
6. Riskulova K.D. System of formation of sociolinguistic competence of future English language teachers: Ped. science. name ... diss. Autoref. - Tashkent, 2017. - 10 p.
7. Mamarajabov M.E. Improvement of professional and pedagogical training of future teachers in the conditions of digitized education.: Ped. science. doc. ... autoref. – T.: 2022. – 78 p.
8. Mamatov D.N. Pedagogical design of corporate cooperation processes in education in the environment of digital technologies.: Ped. science. doc. ... autoref. – T.: 2022. – 72 p.