COLLABORATIVE LEARNING TECHNOLOGY BASED ON THE CONTENT OF THE FORMATION OF STRATEGIC COMPETENCE

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Abstract. With the increase of mutual cultural ties and social ties, society has the communicative qualities of man, the ability to move the flow of information, namely: to acquire knowledge, to fill in the missing knowledge; the desire to solve certain communicative tasks and to be self-activating in communicative activities, etc., is felt to be more and more perfect. In modern science, several sub-competitions can be distinguished in the structure of communicative competence. Strategic competence is most effective because it focuses on solving a variety of problems. The article describes the technology of teaching in higher education in conjunction with the content of the formation of strategic competence of students. The article analyzes the content features of the basic concept and offers a definition of strategic competence and its composition through the prism.

Keywords: communicative competence; communicative activity; mutual assistance; strategic competence; communication strategies; components of competence; general skills of strategic competence.

INTRODUCTION

The word innovation has long entered the lexicon of modern man. Innovation is something "new", "progress". Innovation also takes place in teaching practice, as it is an important part of the creative process. There is an opinion that new educational technologies that are used in the educational process have provoked the emergence of a new type of lesson - innovative. There is some truth in this, but the transformation that has taken place in the education system in recent years has become a more significant condition for the emergence of such lessons. One of the main factors of productive development of society is education. Changes are constantly taking place in the educational space, and new requirements are being put forward for the quality of education.

At this stage of social development in Uzbekistan, the content of education is also being modernized. These changes are closely related to the introduction of new technologies in the teaching of foreign languages. Now the question of how to use innovative technologies in educational institutions is being raised more and more often. Innovative technologies are not only technical means, but also new models of education, new methods and approaches to education.

LITERATURE ANALYSIS AND METHODOLOGY

Technologies are introduced into the educational process as a result of improving both the content and methods of teaching foreign languages. The main task of teaching a foreign language is to form a culture of communication among children, that is, practical language acquisition is in the first place.

In this situation, the mentor needs to create conditions in which the student will master the knowledge with practical application. The student should be given the opportunity to express themselves, to be active and creative [2, p. 80-87].

Demyankov V.Z., Cooper D., Katz J. and Chomsky N. studied the problems of language acquisition. They, as well as a number of other scientists, including I.V. Pasov, V.F. Shatalov, S.N. Lysenkova, E.S. Mejenko, and others. The structure of language ability refers to a strategic competence that is of considerable interest to linguists and has different interpretations and approaches.

The purpose of this article is to analyze some existing points of view on the theoretical justification and description of the technology of teaching in cooperation in the context of the formation of strategic competence among students in a higher education institution.

Mastering a foreign language communicative competence is one of the most important tasks of a foreign language teacher, which is quite difficult to solve. Students often find it difficult to understand the vast amount of material taught in schools, as the amount of information they learn, both in and out of school, increases every day.

One of the most effective ways to develop communicative competence in modern educational realities can be the technologization of the educational process. Diverse and productive teaching technologies allow students to get involved in the learning process as much as possible for effective, and most importantly, interesting learning. In our opinion, special attention should be paid to the pedagogical technology of learning in cooperation, which allows developing the necessary communication skills of students, their skills of working in a team, mastering foreign language communication competence, as well as diversifying the educational process. This technology helps not only to develop communication skills in foreign language lessons, but also to involve all students in the learning process, both lagging behind and performing, which is an important aspect for any lesson.

One of the most effective ways to develop communicative competence in modern educational realities can be the use of diverse and productive pedagogical technologies that allow students to engage as much as possible. Students are involved in the learning process for effective and, most importantly, interesting learning [6, p. 125-127].

In this regard, special attention should be paid to the pedagogical technology of learning in cooperation, which allows developing the necessary communication skills of students, their skills of working in a team, mastering foreign language communicative competence, as well as diversifying the educational process.

Collaborative learning technology involves working in small groups of 3-4 students. Thanks to this technology, there is not a single student in the class who is not busy learning new information.

To organize work in the classroom using this technology, one must:

1. Divide the class into small groups (their number depends on the number of students in the class), consisting of three or four students.

2. Provide the group with one common task, each student should have their own role; this distribution should be carried out by the teacher or under his strict guidance [11, p. 26-28].

The advantages of using collaborative learning technology are that in addition to the learning function, this technology also develops the following skills and qualities:

1)ability to work in a team - students often prefer individual work to group work, which reduces the chances of successful further work in a team;

2)socialization, that is, behavioral patterns, psychological attitudes that will help the student to successfully live and develop in society;

3)reflection - the ability to analyze own actions, find and correct mistakes.

When implementing training technology in cooperation, there are three stages: preparatory, main and final.

The preparatory stage begins with the division of students into groups for further group interaction. The issue of forming groups is very important and involves a differentiated approach to students, taking into account their individual typological characteristics (type of temperament, depth of acquired knowledge, ability to independently apply skills or share their knowledge). The group should consist of excellent students, children of average level of knowledge and backwards. The goal of group distribution is to ensure the success of each of the participants, as well as to provide an opportunity to realize themselves in the field of knowledge that is "closer" to each of the students.

Accordingly, not all methods of dividing into groups can be successful. Here are the main 5 ways to create groups for working on the basis of collaboration technology:

1.At the option of the teacher: This method has both positive and negative features. With this division, the teacher does not always take into account the students' sympathies, so when they find themselves in an uncomfortable psychological situation, some students prefer to remain silent or clarify interpersonal relationships instead of solving a specific educational task.

2. At the request of students: In this case, the process of joining groups is usually very emotional. Moreover, some students choose those partners who are sympathetic; the second - those behind whose back you can hide during the task, getting a good rating in the end; the third-those with whom you can feel like a leader. Keep in mind that this method is very risky, as it can form a poorly trained group.

3.The choice of the leaders: Leaders in this case are appointed by the teacher, and they take turns naming those they would like to take into their group. Observations show that leaders choose first and foremost those who are really able to work

productively and achieve results (sometimes even friendship and personal sympathy fade into the background). But with this method of forming a group, it is psychologically difficult for those students who are chosen last.

4.on a specific basis: for example:

⎰ by the first letter of the name (it starts with a vowel-consonant);

⎰ by the time of the student's birth year (in four groups);

⎰ by eye color (brown, gray-blue, green) and so on;

⎰ what sign of the zodiac are they (Signs of Water, Fire, Air or earth);

The teacher can divide participants into groups based on a specific feature without telling them about it. This method of separation is interesting because it can bring together people who rarely interact with each other. But by initially establishing some common feature, it creates the basis for emotional acceptance of each other in the group. The complexity in this case is due to the possible heterogeneity of groups, since it is not always possible to predict their composition.

5. Accidentally: At the middle level, it is very common to combine those who sit next to each other (one row, one part of the class); use an improvised "Phantom" (one of the students with his eyes closed calls the number of the group where the student should be sent, which indicates at the moment to the teacher). A group formed on the basis of randomness is characterized by the fact that it can bring together students who do not interact with each other outside of the educational environment. Working in this group develops the ability of participants to adapt to different business conditions and to different partners.

Most methodologists and practical teachers recommend alternating work in permanent and shift groups (so that students do not get used to the same partners and are not afraid to come into contact with unfamiliar interlocutors) [8, p.2-10].

Methodically justified:

1) include students with different levels of language training in one group;

2) make the composition of groups mobile, so that the teacher can easily swap some students;

3) assign different students as group leaders so that individual students do not have high or low self-esteem.

At the main stage, the group gets one general task, and the teacher distributes the roles among the students. It is important to note that the work is not performed by one participant, but by the entire team as a whole. This allows you to generate interest in the work of the entire team. Back warding students are encouraged to seek help, and excellent students are encouraged to help them master the material. In this way, the efforts of each team member eliminate knowledge gaps.

Polat E.S. offers several options for implementing the technology in cooperation:

1.team training/student group:

The essence of learning in a team is that the teacher explains new material, and then invites students to consolidate this material by working in groups. Several subgroups of students are created, which are given a specific task and the necessary material. The task is performed either in parts (each performs its part), or on the so-called "top" (each subsequent task is performed by the next student). The completion of any task is explained aloud. After the task is completed by all groups, the teacher organizes a discussion of the work.

2. "Scroll saw" At the stage of creative application of language material, students are divided into "home groups" (initial groups) of 3 people in each group. The number of students in these groups depends on the number of texts offered. Each student selects one of the suggested texts and performs tasks. The purpose of the work at this stage is to familiarize one selves with the text.

3. Learning together (learn together) The class is divided into groups that differ in academic performance (3-5 people). Each group performs a single task that is part of one large topic that the entire class is working on. The group faces a double challenge:

1) academic - achievement of cognitive and creative goals;

2) social - implementation of a certain culture of communication during the task [1, p. 23-25].

From this it is clear that the teacher controls not only the success of the task, but also the nature of student relationships. At the stage of implementing training technology in cooperation, various difficulties may arise. Organizational difficulties associated with the teacher's activities:

⎰ large group size;

⎰ unsuitability of classes for mobile forms of work;

⎰ organizing work in groups requires a lot of time, which makes it impossible to consult the teacher of each group;

⎰ lack of methodological manuals and developments.

Difficulties associated with student activities:

1) students are not ready for a new form of work in the classroom (students are used to the traditional form of communication "teacher-student");

2) low level of language training of students;

3) students' unclear understanding of their role in group communication;

4) students' fear of speaking a foreign language in the presence of other people;

5) the ability of undisciplined students to avoid performing tasks in a group;

6) different pace of work.

The success of teamwork depends on the professional and personal qualities of the teacher, as well as on the desire and ability of students to work together.

The teacher must first study possible difficulties and anticipates them in order to minimize undesirable consequences. It is very important to give clear instructions so that students understand their role in the work. You should also specify a clear time frame for active student activity.

Here are some recommendations for organizing work in groups:

1) there should be no more than 5 people in a group;

2) the task should be explained briefly, clearly and clearly;

3) students need some time to learn how to work together, if this is an initial group-do not rush them;

4) you should clearly define the time frame for completing the task, monitor their compliance (if necessary, warn about the remaining time);

5) do not interfere with independent cooperation of students;

6) when completing tasks, students should listen as much as possible to the discussion of issues in groups in order to draw conclusions about further work, to understand what stage the students are at;

7) in case of rapid completion of tasks by any group, it is necessary to prepare additional exercises in advance;

8) listen to each group's opinion;

9) at the end of the work, students should be evaluated, noting the most successful moments, but not ignoring mistakes;

10) the teacher must correct unprocessed mistakes and maintain a positive psychological climate in the classroom [9, p. 70-74].

There are certain rules that should explain to students that working in groups does not mean competitive movement, but means working together to achieve the same goal and the goal is to gain knowledge. To achieve this goal, you need to show mutual assistance and mutual support. In this perspective, students should show the best qualities of their personality: politeness, friendliness, tact, tolerance and patience. In the best version of the lesson, students are happy for the success of others, listen carefully to the answers of a neighbor, and in no case do they peek into the other's notebook in search of a clue.

What is important in such activities is that the teacher's authority often has the opposite effect: students resist pressure on them and react negatively. Group communication should be organized and can only take place if the lesson creates an atmosphere that predisposes to cooperation, friendly interaction, and trusting actions [4, p.25-36].

At the final stage, it is advisable to evaluate the work done, thereby determining which aspects of the lesson need to be improved. Reflection will help eliminate existing problems, thereby improving further lessons on technology implementation and collaborative learning.

Consequently, co-educational technology implements democracy, equality, and partnership in the teacher-student relationship. The teacher and student work together to develop a goal, content, and assessments while being in a state of collaboration and co-creation. The teacher ceases to be the only source of information and plays the role of organizer and assistant of speech interaction. Learning based on group communication breaks the traditional pattern: the teacher's initiative - the student's reaction - the teacher's reaction [3, p. 43-47].

In addition, the specifics of this technology in teaching a foreign language is that learning to cooperate in the context of developing strategic competence involves constant communication in a foreign language (students communicate in a foreign language, present the results of group work in a foreign language, a foreign language is both a goal and a means, the share of foreign language skills in group work is higher than in front-line work). All this contributes to the improvement of foreign language communicative competence, that is, to achieve the main goal of teaching a foreign language.

Since the implementation of communicative competence is possible only when the structure of knowledge and thinking of the student making the decision is determined by the choice of a particular strategy of speech behavior, strategic competence as a basic component of communicative competence is "responsible" for making decisions and choosing a strategy of speech behavior in this situation [10].

CONCLUSION

As a result, strategic competence is a mental ability that, as a cognitive structure, allows you to receive process and develop information in the process of understanding and generating speech.

Communicative competence is formed in a non-native language as a conceptual system that allows you to further organize knowledge about the rules and ways of using its components in building a speech situation. Within the framework of communicative competence, it's very essence implies the presence of strategic competence, which is a mechanism that controls the interaction of speech concepts and builds them into language structures when solving speech problems.

Strategic competence begins to form at the initial stage of learning a foreign language. This is necessary in order to be able to communicate with foreign persons, as well as when reading a foreign language text. This competence provides the ability to solve speech problems using both verbal and non-verbal means.

The use of diverse and productive pedagogical technologies in teaching a foreign language is a fruitful means of achieving the goal. Modern technologies allow you to make the learning process as interesting and exciting as possible [5, p.105-110].

In this way, the use of collaborative learning technology manifests democracy, equality, and partnership between teacher and student.

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