

Variable Approach in the System of Higher Education

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ABSTRACT: The article is devoted to the substantiation of the introduction of the principle of configurability into the methodology of teaching foreign languages in higher education. The paper describes the features of the educational process in higher education. It is noted that the professionally oriented nature, multi-level nature as the presence of levels of higher education, such as bachelor's, specialist's, master's and postgraduate studies, different levels of education, when students with significantly different input levels of foreign language proficiency study in the same group, set a trend towards the introduction variable training. Variable foreign language training is implemented through the development of basic and additional educational options. The introduction of the principle of configurability into the methodology of teaching foreign languages is intended to ensure the design of a large number of various educational options. The didactic principle of configurability is considered in the form of constructing an educational process or its segment by transforming the structural components of choosing the content of components from adjacent options. The presence of various approaches, methods, teaching aids and forms of control makes it possible to create a number of structural components.

KEYWORD: foreign language training, higher education, professionally oriented character, multilevelness, multilevelness, variability, educational option, structure of the educational process, didactic principle, configurability, individualization, cognitive needs.

INTRODUCTION

The professionally oriented nature of teaching a foreign language at a university is due to the preparation of students for solving future professional problems in a foreign language environment. A foreign language environment includes business contacts with foreign partners, study and application of world experience in solving professional problems, advanced training and self-education using foreign language resources, and more. The variety of tasks solved in a foreign language, their complexity sets a high bar for foreign language training of students at the university.

Achieving the goal of learning is implemented taking into account the peculiarities of the educational process in a non-linguistic university, which include the short duration of language training - the development of disciplines related to mastering a foreign language is implemented for three semesters or less in the bachelor's degree, one or two semesters in the master's program, one two semesters in graduate school; multi-level groups - the range of foreign language proficiency of students in the group covers beginners to learn a foreign language and graduates of language schools; multi-level training - narrow areas of training. The search for a solution to take into account the peculiarities of foreign language training in achieving goals led to the need

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to develop a variable level of foreign language training. Within the framework of variable training, a variety of educational options make it possible to implement an individual approach to students: to develop a foreign language communicative competence of a certain student, to satisfy his cognitive needs, to take into account the cognitive style of learning [1].

MATERIALS AND METHODS

Variable foreign language training consists of obligatory and additional parts. The compulsory or basic part is represented by basic educational options designed to ensure that the requirements of state educational standards are met at a minimum sufficient level. The additional part includes additional educational options focused on meeting the needs of students. The design of the basic and additional parts is carried out on the basis of the distribution of the content of foreign language training from the minimum required to the desired level by the students themselves.

The development of educational options as segments of the educational process takes place in accordance with the provisions of the methodology of teaching foreign languages at the present stage of development:

- implementation of the main methodological approaches - acmeological, systemic, cognitive, personal activity, synergetic, competency-based, socially developing and communicative approaches [2-4];
- application of didactic principles of teaching foreign languages in higher education: differentiation, individualization, problematic, sociocultural orientation, unity of educational space, continuity and continuity, interdisciplinary integration, modularity, minimax, technologization, variability [5];
- construction of the educational process by filling the structural components (target, methodological, methodological, meaningful, technological, control and evaluation) with a variety of content, substantiated in the scientific literature and proven effective in teaching a foreign language [2] .

RESULTS AND DISCUSSION

When designing and filling out the components of educational options, there are difficulties associated with the need to ensure a variety of options, take into account individual needs and build an integral complete segment of the educational process. The analysis of research works showed that the teaching methodology does not present a principle aimed at building a variety of options. As part of a study on the design of variable foreign language training [3], an attempt was made to develop the principle of configurability - building a set of options by transforming the structural components of the educational process.

The development of the principle of configurability of variable foreign language training at the university was based on the modern provisions of the organization of the educational process [4], focused on the organization of independent work of students, the provisions of optimization and intensification of education, designing training taking into account the needs of employers, differentiation and individualization of education, as well as the provisions of the methodology of teaching foreign languages, including professional orientation, communication, social development, technologization of education, as well as a general understanding of configurativity in the exact sciences. The didactic principle in the form of the "basis" of the organization of the educational process determines the essence of the design of educational options. Configurability (from Latin configuratio - shaping, arrangement) is understood in line with variable foreign language training as a set of building educational options by transforming the structural components of the educational process, that is, replacing or varying components (tasks, methods, tools, control and evaluation component). When solving a certain communicative quasi-professional task in accordance with the principle of configurability, it seems possible to vary the content of the option depending on the level of foreign language proficiency of the student, take into account the cognitive style of learning and the interests of the student. The principle of configurability can also be considered in relation to the generation of a foreign

language utterance, when there are certain frames of the message, regulated by the norms of the language, the rules of communication. Cliches, introductory phrases, phraseological units, active use of synonyms, antonyms are subject to replacement. Thus, messages reflecting the individuality of the author are built on the basis of the sample by means of configurability.

The replacement of a system component with a side-by-side component, that is, a similar one, but with other unique characteristics, will not have a significant impact on the organization of the entire system, but will make it possible to give the educational process the features demanded by students, to make the process more individual, which increases the value of education for the student, increases motivational level.

CONCLUSION

The introduction of the principle of configurability into the theory and practice of teaching foreign languages is due to the need for a variable level of professionally oriented foreign language training in the formation of many different options and the absence of a similar principle developed at this stage of development of the methodology. The presence of a variety of effective methods and means of teaching foreign languages determines the possibility of choosing and replacing the components of education. The criteria for selecting a component may also vary depending on specific practical tasks. The choice of the content of the components is based on the real level of foreign language proficiency of the student, the interests and needs associated with mastering the profession, personal wishes in achieving the level of language proficiency, or the criteria can be provisions on the intensification and optimization of training, for example, at the master's and postgraduate levels, leveling a short period of mastering the discipline in contact classroom work. The application of the principle in the practice of teaching foreign languages implements the individualization of the educational process in the context of the multi-level and multi-level system of foreign language training at the university.

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