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Improving Professional Competence Of Cadets And The Role Of Using Modern Technologies In Foreign Language Learning

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Abstract: It is not secret that effects of intrinsic motivation and computer-based interactive multimedia lesson plays main role in foreign language learning. All subjects, divided into levels higher or lower level of that motivation, were accidentally chose to learn concepts related to use a program featuring foreign language text, mp3, and exercises either with or without enhanced relevance constituent element. The scientists says that 1) the use of relevance enhancement strategies facilitated students' language learning regardless of learners' level of intrinsic motivation, 2) more highly intrinsically motivated students performed better regardless of the specific treatments they received, 3) the effects of the two variables were additive; intrinsically motivated students who learned from the program with included instructional strategies performed the best overall, and 4) there was no significant interaction between the two variables. Taking everything into account, the purpose of this study is to embrace learners in a circle IT communication activity using the IT technological systems and to focus on the research.

Keywords: Creativity, intrinsic motivation, instructional strategy, interactive multimedia, learners, distance learning.

Introduction: As we know that, schools have relied heavily on extrinsically motivated manners. Statistics says that in most countries that teaching of foreign language, school level rule does not emphasize the function of foreign language as a tool for communication but instead focuses on skills of grammatical forms and structures that are often assessed on examination lists. Therefore, students work very hard to try to pass these exams in order to please tutors and parents rather than develop an internal thirst for knowledge and experience for this field. It is fact that students often lose interest in foreign language learning as a result. After some years of study few foreign language learners are competent to communicate freely with native speakers. Even teachers to provide students with authentic, functional, interactive, and constructive language learning environments to reduce student's motivation for their knowledge.

Some pedagogical techniques that can help accomplish the ultimate purpose of communicative language teaching of foreign languages. Scientist Brown says that the utilization of technology such as different mp3, videos, and IT technologies. Multimedia is an instructional approach that integrates computer assisted instruction and multimedia which can help students develop the various competencies mobilized in communication from foreign languages.

These kind of studies effects of level of learners intrinsic motivation and use of embedded motivational strategies with an enhanced relevance component in a computer for foreign language learning (English). There are two main dependent variables, learners achievement and learners perception of motivation. Well, were examined as well as the interaction between these two factors in learning foreign language learning.

Behaviouristic Foreign Language Teaching by Computer (B-FLT by C), Communicative Foreign Language Teaching by Computer (C-FLT by C) and Integrative Foreign Language Teaching by Computer (I-FLT by C). Each group fits into a certain level of technological as well as a certain pedagogical approach.

The first group, Behaviouristic (FLT by C) was created in the 1950s and implemented during the 1960s and 1970s. It can be counted as a sub-component of the

broader field of computer technology assisted instruction. Notified by the behaviouristic learning model, this model of (FLT by C) features repetitive language drills and this way of teaching is particularly popular in the United States of America. They thought that the computer was viewed as a mechanical teacher which never grew tired or assessment and allowed students to work at an individual tempo. Finally behaviouristic (FLT by C) gravitated to the personal computer. This was first designed and implemented in the epoch of the mainframe of technological evolution.

The second group, Communicative (FLT by C) was created between the 1970s and 1980s. During these years, behaviouristic approaches to language teaching were being rejected at both the theoretical and pedagogical level and later new personal computers were creating larger possibilities for individual learning. Supporters of Communicative (FLT by C) stressed that computer-based activities should focus more on the usage of forms than on the forms themselves. Teaching grammar implicitly rather than explicitly, allows and encourages students to generate original utterances rather than just manipulate prefabricated language and use the target language predominantly or even exclusively (Jones & Fortescue, 1987; Phillips, 1987; Underwood, 1984).

The Communicative (FLT by C) group corresponded to cognitive theories which stressed that learning was a process of discovery, expression, and development. Famous (FLT by C) software developed in this period included text reconstruction programs (which permitted students working alone or in groups to rearrange words and texts to discover patterns of foreign language and meaning) and simulations (which stimulated discussion and discovery among students working in pairs or with other students). Supporters of Communicative (FLT by C), believed that the attention was not so much on what the learners did with the technology but rather on how they interacted with each other while working with the computer technologies.

While Communicative (FLT by C) was seen as an advance over Behaviouristic (FLT by C), this too came under the lens of criticism. In the end of the 1980s and in the beginning of the 1990s, critics stated that the computer technologies were still being used in an ad hoc and disconnected fashion and thus found itself making a greater contribution to marginal rather than central elements of the language learning process (Kenning & Kenning, 1990, p. 90). This fitted to a broader reassessment of communicative foreign language teaching theory and practice. All the tutors were moving away from a cognitive view of communicative schooling to a more social or socio-cognitive view, which placed greater emphasis on foreign language use in authentic social texts.

However, in the third group it can be observed that the task-based, project-based, and content-based approaches, all sought to integrate students in authentic environments and also to integrate the various skills of foreign language learning. It opened a new perspective on computer technology and foreign language learning, which has been termed Integrative (FLT by C) (Warschauer, 1996b), a perspective which seeks both to integrate various skills (for example, listening, speaking, reading, and writing) and also integrate technology more holistically into the foreign language learning process. In the third approach, learners learn to use a variety of computer based technological tools as an ongoing process of foreign language learning and usage, rather than visiting the computer laboratory on a once-a-week basis for isolated topics.

The multimedia networked computers possess a varied set of informational, communicative and publishing tools, which are now potentially at the fingertips of every learner. It provides not only the possibilities for a much higher integrated use of computer technology, but also the imperative for such a use, such as learning to read, write, and communicate through computer technology, which has become an essential feature of our modern life.

All changes in (FLT by C) paradigms flow from economic and social changes, however, the shift to global information-based economies has meant a dramatic increase in the need to deal with huge amounts of information and to communicate across languages and cultures. Taking everything into account, memorization is not important in this century where most of the information is accessible through effective search strategies and also students need the ability to respond and adapt to changes rather than being trained in a single way to approach a task. It is commonly observed that the teachers' roles have also changed with the times. Although teachers are rarely the sole source of information about foreign languages in these days of global interconnectedness, the literary corpus that may have been the basis of their foreign language training, is not the only body of skills worth considering while learning a foreign language.

Communication computer technologies with culture

Negroponte (1995) and Rheingold (1993) scientists think that computers as culturally neutral tools, offering universally adaptable media fostering global communication and, ultimately, global communities. But some of researchers, contend that informational technologies, as cultural products shaped by cultural

environments, cannot be culturally neutral, and they have begun to study the cultural particularities of computer-mediated environments. Researchers, MacFadyen, Roche, and Chase (2004) have identified a foundational but invisible culture of efficiency reflected in the design of a widely used course management system and similar Internet based communication platforms. This kind of culture values speed, reach, openness, quick response, questions and informality in communication.

Bowers (2000) has described the proliferation of decontextualized data on Internet and has suggested that "computer-mediated communication should be viewed as a degraded form of symbolic interaction- one that reinforces the rootless individual who is comfortable with the expressions of self-creation which the computer industry finds profitable to encourage." We know that putting a more positive spin on the question, Kramsch, A'Ness, and Lam (2000) have found that the computer medium "imposes its own aesthetic logic on the creation of material", it promotes an enhanced sense of agency among users: "authorship becomes a privilege of any language user, at equal par with any other".

Though, what may be natural values to those who are well socialized into computer culture and may seem quite unfamiliar to those who are not. Also, Hawisher and Selfe's (2000) collection of essays on computer-based literacy practices from countries around the world have explored the interaction between global computer uses and local cultures. For instance, Dragona and Handa (2000) have argued that logical and navigational procedures of hypertext are not universally intuitive and may be "a mode of thinking that reflects cognitive constructs and connections that are particularly English". They have mentioned that a novelty of multimodal texts may short-circuit people's critical sensibilities and make the texts appear "more as 'pure' information and 'pure' entertainment rather than a medium fraught with cultural baggage". Well, Reeder et al. (2004) have found that learners' online "self-introduction" postings differed significantly in terms of their underlying notions of how identity is established online and attributed these differences to the gap between the individual learners' communicative culture and computer skills. They have come into conclusion that "the kind of e-tools for communication and education such as bulletin boards, which cater to publicity, and learning platforms such as Foreign Language Learning by Computer (FLL by C), which are based on the notion of Western- style efficiency, are not necessarily appropriate tools for international groups of learners, even though one of the main driving forces of Internet-based learning is

internationalization of education".

Language-learning by Informational Communication Technologies (ICT) has been greeted with attention in the field of foreign language learning since the introduction of computer technology to our higher education system. Communicative Foreign Language Learning by Computer (C-FLLbyC), a delivery system that combines IT assisted instruction and ICT lies at the core of language learning technology because it can integrate audiovisual capabilities with materials foreign language learning. And also which adds more power to traditional C-FLL by C systems.

There are a lot of useful things like learner control secondly it can be instant feedback and use of other authentic materials in foreign language learning, C-FLL by C provides learners with an environment that can satisfy the needs for their stimulation, manipulation, knowledge to resolve exercises, and self-control for foreign language learning. Therefore learners motivations have been found to be improved in a constructivist foreign language learning. Scientists think that foreign language learners can benefit from the audiovisual and textual resources found within C-FLL by C applications to develop the various competencies used in IT technologies.

Foreign language learning by computer has been greeted with attention in the field of foreign language learning since the introduction of computer technology to higher education system. Language learning, a delivery system that combines computer assisted instruction and interactive IT, lies at the core of foreign language learning technology because it can integrate audiovisual capabilities with materials and storage which adds more power to traditional foreign language learning by computer technologies. As a result, teachers are required to know more than they would as direct providers of information and also be aware of a wide variety of material available for improving the students' foreign language skill and not adhere only to one or two texts. It would also be required of them to know how to teach students to use Internet content effectively. As a matter of fact, teacher training is one of the most important elements to success in this flexible language classroom and foreign language teachers should productively use computer technologies in the classroom.

Therefore, the role of foreign language teachers and the professional competence of the teachers play an important role in the learning processes followed in educational institutions (Resolution of the President of the Republic of Uzbekistan 19.05.21. № 5117 about "On measures to raise a qualitatively new level of activities to popularize the study of foreign languages

in the Republic of Uzbekistan"). During the years of independence more than 60 thousand foreign languages teachers were trained, multimedia tutorials in English were created, German and French languages were introduced in schools, electronic resources for learning English in primary schools were introduced and secondary schools, colleges and professional academic lyceums were equipped with more than 5000 language laboratories.

There are certain special items in the field of teaching (in higher education), especially in engineering and international specialties that were conducted in foreign languages. New and approved educational standards created new specific criteria for all specialties. These specific criteria have been of help, to develop teaching of foreign languages by ICT. Taking everything into account the model of teaching with technology has given rise to several years of research and practice with different technologies. A Platform – place for materials (http://bimm.uz) has been created, where teachers can develop their knowledge in the area of language and in the same time they could check and evaluate their skills.

Presently, there is little information about the research into the situations in which the Platform (http://bimm.uz) may play a role in education and especially in foreign language learning. Without research-based facts, it is difficult to conclude that learners can take advantage of such a Platform in developing their knowledge and also, it is difficult to say that teachers will hope to use the current approach and acquire IT knowledge and thus, benefit greatly by using this Platform.

Mostly all concepts of professional competence of teachers express the unity of the theoretical and practical preparedness for implementation of educational activities and characterize its professionalism. The structure of the professional competence of the teacher may be disclosed through pedagogical skills. Using the model of professional preparedness is better while building the general private skills. Therefore, the most common skill is the ability to think and act pedagogically.

The present stage of modernization of education requires all subjects, to not only quickly respond to change, but also possess the ability to efficiently determine all characteristic of professional work, which will be the key for success in the near Future.

CONCLUSION

The main basis of forming the competencies of the higher military educational establishments cadets of foreign language classes, English teachers is dependent on methodological, theoretical, pedagogical,

professional and scientific means along with Informational Communication Technologies (ICT). The competence of foreign language teachers is very important. According to a general view point, they feel the ability of learning foreign languages, speaking correctly, thinking independently and intelligently organizing and foreseeing the results of the activities. The following qualities should be taken into account while structuring the learning goals and processes:

1. organizing the teaching processes effectively;

2. ability to hear and understand the learners;

3. ability to speak correctly and fluently.

4. ability to exchange ideas in proper ways.

The purpose of the study approved here indicates that appropriately constructed foreign language learning by computer instructional materials with embedded relevance enhancement can benefit foreign language learning. The results also have showed that a higher level of intrinsic motivation benefits learning (English learning). However these two variables of the combination had a greater effect than either one alone in learning. The kind of finding implies that the combination of improving learners intrinsic motivation in foreign language learning.

Pedagogical staff should realize that every technique in language classrooms can be enhanced by an effective strategy of language which does not need to be outstanding or inspirational in foreign language learning by informational technologies. Without stopping classroom practice can be very motivating through teachers' careful design of informational technologies. A few things with native language that inspires students' thinking about personal goals when checking homework and other exercises, all tasks with feedbacks, cooperative works, or a interesting things that can stimulate problem solving can increase students' motivation in foreign language learning by informational technologies.

The combination of informational technologies especially into classrooms had a positive effect on learning outcomes in this study of learning. It is very important that pedagogical staff who is learning English as a second language take the first step to integrate technology into classroom instruction and also the same time they try to use informational technologies.

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