



THE PROBLEMS TEACHING SPEAKING THROUGH ONLINE PLATFORMS

Bakhadirova Shokhina

Housewife

Annotation: *In the educational standards of the third generation (information and communication competence is included among both professional and universal instrumental and systemic competencies of students. The article considers the possibility of integrating one of the existing online platforms into the process of teaching a foreign language in higher education, which reflects the trend modern education system to build an educational process based on information and communication technologies, which makes it possible to competently and fully use the achievements of the digital age. An important additional factor in the introduction of online components in the learning process is that this innovative, effective, creative format is familiar and convenient for centennials, or generation Z, which has formed completely different consumer demands.*

Keywords: *information and communication technologies, online platform, independent work of students, individual trajectory.*

INTRODUCTION

A modern non-linguistic university seeks to become an innovative type of university and switch to the model of a third generation university, radically changing the paradigm of its activities: along with educational and scientific activities, the effective application of technological knowledge and the formation of digital literacy as one of the main competencies of the 21st century are becoming priorities of leading universities. A similar vector of the direction of functioning is set by generation Z, the generation of centennials (2000-2020), the first representatives of which are already at the start of their professional activities. The main features of generation Z are the following:

- high involvement in multimedia technologies;*
- emphasis on short-term goals, the habit of quickly getting what you need;*
- focus on consumption and individualism;*
- self-education via the Internet;*
- a different perception of information (quickly, but in smaller portions).*

Thus, centennials are a rather specific target audience, whose foreign language training must meet the requirements of the time, since they, like no other generation, consider a foreign language not as an end in itself, but as a means of professional self-expression and self-improvement [1].

MAIN PART

In order to maximize the learning process in the discipline "Foreign Language" and achieve progress in learning and improving foreign language skills of all categories of students, it is necessary to actively introduce student-centered learning technologies into the practice of teaching a foreign language, focusing on the effective organization of the student's independent work. [2; 3]. Taking into account the characteristics of generation Z presented above, it is advisable to use an online platform that makes any information visual,



makes it possible to quickly switch attention from one type of task to another, sets specific goals and objectives, and provides self-improvement dynamics.

In the educational market, there are quite a lot of applications and platforms for improving foreign language skills. The choice of the Macmillan English Campus (MEC) online platform was dictated by the unique opportunity to organically integrate it into the format of independent work of a student studying the discipline "Foreign Language" in almost any university, since the content of this platform provides unlimited Internet resources, associated with authentic multimedia textbooks. With the successful implementation of the project, this makes it possible to implement this online platform as a system of interrelated organizational, methodological and psychological-pedagogical personality-oriented activities aimed at achieving the effectiveness of the goals and objectives for improving the individualization of teaching a foreign language at a university.

Setting a goal - to conduct a project study on the use of innovative technologies in the format of student's independent work

- the authors of the preparation proceeded from the following position: individualization and improvement of the process of foreign language training of students of non-linguistic universities involves systemic monitoring of informative online impact on students of experimental groups, active interaction between a teacher and a student online and building and adjusting an individual educational trajectory . In total, forty-two first-year students were involved in the project.

The main goal of the project was to study ways to enhance the independent work of students of a non-linguistic university based on the systematic use of an online platform, identify the features of this process and clarify the issues of its organization.

Continuous and selective observations were used to obtain objective and reliable information. The objects of observation were both undergraduate students and teachers participating in the experiment. The implementation of monitoring the implementation of independent work of students and its monitoring by teachers made it possible [4]: to identify specific measures of pedagogical influence that can give foreign language training a practical focus, which would allow to successfully form all four skills of foreign language training of students; timely make the necessary adjustments to the sequence and number of tasks presented in the content of the online platform in order to build an individual educational trajectory of the student.

This made it possible to reflect the real picture of students' readiness to study independently and their motivation to improve their foreign language knowledge. The following criteria for evaluating the effectiveness of independent work of students of non-linguistic universities were identified:

1. Motivational (indicators: readiness for independent work, moral satisfaction with the process of foreign language training (tovki);
2. Organizational (indicators: the level of interaction between teachers and students, the possibility of using interactive materials on the topic being studied);
3. Effective (indicators: reading, speaking, listening, writing).



It should be emphasized that the online platform involves blended learning - the implementation of the educational concept of blended learning, which is becoming a modern global trend and within which the student has the opportunity not only to gain knowledge during classroom sessions with a teacher, but also to improve their skills and abilities. English proficiency on your own online. Thus, this project was based on the premise that an online platform integrated into traditional teaching allows an English teacher in a non-linguistic university to:

- build the learning process more effectively;
- implement a person-oriented sub-progress in learning;
- increase the level of professional training and student mobility;
- conduct training at the international level by expanding the range of educational technologies and methods used.

Of particular note is the presence of a type of tasks aimed at developing critical thinking skills (21st century skill) and a deeper understanding of the subject of the studied material (general English, business and economic English). Such tasks, being unusual and difficult for students, arouse additional interest in them, and their value from the point of view of learning a foreign language is exceptionally high [5]. The Macmillan English Campus (MEC) interactive online platform for learning English is based on authentic materials and provides immersion in the Anglophone environment. Each module consists of materials specially designed for online learning. At the same time, the student has unlimited access to a variety of educational resources (more than 5,000 tasks) designed for the correct and effective development of basic language skills: pronunciation, speaking, writing, reading, listening to foreign speech.

CONCLUSION

Blended learning method, i.e. the combination of online learning with traditional learning meets the requirements of federal state educational standards regarding the use of ICT in education. The use of new technologies is designed to eliminate memorization, thoughtless memorization of texts in a foreign language, which has no practical value for a future career and helps to achieve the practice-oriented goal of teaching a foreign language in higher education - mastering students' communicative competencies that will allow them to realize knowledge, skills for solving specific communication tasks in real life and professional situations.

REFERENCES:

1. Klimova I.I. Modern challenges in teaching a foreign language at a new formation university. Theory and practice of teaching foreign languages in a non-linguistic university: traditions, innovations, prospects, Moscow, 2017: 115 – 121.
2. Voskovskaya A.S., Karpova T.A. The role of students' self-assessment in the process of learning a foreign language in a non-linguistic university. World of Pedagogy and Psychology. 2019; 1 (30): 41–49.



3. Tantsura T.A. Formation of students' ability to work independently in the process of teaching a foreign language. *The world of science, culture, education*. 2019; 2 (75): 309–312.
4. Rostovtseva P.P., Guseva N.V., Soboleva O.S. Optimization of professionally oriented foreign language speech training of students of non-linguistic universities. *Pedagogy and psychology of education*. 2016; 4:78-83.