

Technology of Development of Pragmatic Competence of Future Teachers (On the Example of Scamper Technology)

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Abstract: *The analysis of the technology of development of the pragmatic competence of future teachers (using the example of scamper technologies) in the pedagogical institute is carried out. The features of the development of speaking skills through interactive teaching technology are described. The optimal forms of organizing the educational process at different stages of training have been identified. The national specificity of the introduction of interactive methods in universities has been determined.*

Keywords: pragmatics, competence, future teacher, technology

I. INTRODUCTION

The current trend towards deep integration of Uzbekistan in key areas of education, strengthening and development of intercultural relations between countries determines the relevance of the task of training highly qualified personnel in the field of pedagogy to accompany all areas of interstate interaction. Moreover, in addition to deep knowledge of theory, methodology and technology, he must have a wide erudition in various fields of scientific knowledge and have a high degree of mobility in the process of solving specific problems of intercultural communication.

Analysis of the technology for the development of pragmatic competence of future teachers on the example of scamper technology in a pedagogical institute.

SCAMPER technology is an acronym for a list of conversions to consider when creating new products. These are the starting points for your creative thinking. A kind of basic scheme of work, which has found application in all areas of business without exception. The content of pragmatic competence includes knowledge and skills related to the implementation of various intentions in accordance with the conditions of verbal communication, as well as the ability to build coherent statements (texts) in the process of communication. Pragmatic competence is the translator's "main means of professional communication". The development of a methodology for the formation of this competence is a promising area of pedagogical research.

II. METHODS

The purpose of the article is to describe the experience of the formation of pragmatic competence, future on the example of scamper technology in a pedagogical university.

Let us outline the main methodological approaches that allow the development of effective methods. Since speaking and the written method are productive types of speech activity, the development of the corresponding skills is possible only within the framework of an activity-based approach to learning, which presupposes the activity of the subjects of the educational process. Researchers in the field of methodology of English as a foreign language propose the use of problem-oriented tasks for the analysis of dialogues. "If you want to learn how to speak, start speaking" - this is the main principle of this approach. However, the implementation of this principle is not possible everywhere. It is necessary to create special pedagogical conditions, which should include the development of programs and appropriate educational and methodological support, the choice of methods and the creation of an atmosphere of special comfort in the group in order to realize the potential of all participants in the educational process. It is impossible not to take into account the national characteristics, pedagogical traditions of the country of students. This is most important for teaching English in universities abroad in Uzbekistan. In some cases, national pedagogical systems do not allow the introduction of new technological approaches to teaching.

The transition of Uzbek education has made it possible to transform educational programs on the example of the scamper technology of higher educational institutions in terms of the possibility of using active and interactive teaching methods, increasing the proportion of students' independent work.

Since the formation of pragmatic competence is directly related to the implementation of communication in various communication situations, the process of teaching English should be accompanied by the creation of these situations and, accordingly, the activation of the speech activity of students. These tasks are optimally solved with interactive teaching methods.

Joint activities aimed at recreating speech situations is an effective way to form pragmatic competence. Interactive teaching methods should be used from junior years, when the motivation for learning is laid and the competencies necessary in professional activity, in the development and formation of the personality are formed.

Experimental work on the use of interactive methods on the example of scamper teaching technology was carried out at the Faculty of English at the Navoi State Pedagogical Institute. The analysis of practical activities for the introduction of interactive methods into the educational process over several years allowed us to draw the following conclusions: firstly, the choice of the form of organizing practical classes is determined in accordance with the level of training of the group and the course

of students. Therefore, in the 1st year, it is effective to use role-playing games, warm-ups. In groups of 2-3 courses - work in small groups, discussions, creative assignments, business games; 3-4 courses - interactive events: Olympiads, competitions, conferences, project defence, and video lessons.

Secondly, interactive methods on the example of scamper technology should be used in the system. The developed end-to-end interactive technology is implemented from 1 to 4 courses. An undoubtedly important condition is that the same teacher carries it out. This allows monitoring the results and transforming its content in accordance with the dynamics of the development of pragmatic competence.

Thirdly, an important aspect is the readiness of the administration of the university, because of which the implementation takes place, to innovations. Cases have been recorded when the university leadership takes a tough stance on the use of certain methods of teaching English and textbooks to ensure the educational process.

III. RESULTS

Here are some examples from pedagogical practice. In junior courses, one of the most important tasks is to change the stereotypes of behaviour of students in the conditions of pedagogical communication. There must be a transformation of a student-listener into an active student. In this connection, the most optimal form in the implementation of interactive methods is work in small groups, where the skills of cooperation and interpersonal communication are formed. In this case, it is necessary to take into account the following conditions for organizing group work: the availability of knowledge to complete tasks, the availability of instructions, the relevance of the content, and the sufficiency of time.

IV. DISCUSSION

The use of business games contributes to the development of critical thinking skills, communication skills, problem solving skills, and the processing of various behaviours in problem situations.

When implementing the proposed interactive technology, for the senior courses, students have a sufficient level of readiness to implement speech communication in Russian. Therefore, in senior courses, an important role is played by interactive events: Olympiads, conferences, competitions. Competition is the main motivating factor in conducting them. Interactive events are one way to simulate an authentic language environment. At the initial stage of training, they are implemented most often in the form of holidays. Advanced - in demonstration of research and knowledge of the language. A very important aspect is the discussion and public recognition of the scientific or educational achievements of students.

V. CONCLUSION

The introduction of interactive forms of education in the educational process of Uzbek universities is accompanied by the transformation of traditional forms of interaction between its participants. Therefore, their use should be accompanied by monitoring of student satisfaction and research of the reaction of the teaching staff of the institution. A teacher must harmoniously combine traditions and innovations, in order not to provoke an internal conflict in the environment of students, without imposing stereotypes of behaviour alien to their culture, to develop pragmatic competence for future successful professional activities.

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