

FORMATION OF FOREIGN LANGUAGE AUDIOVISUAL AND LINGUISTIC METHODOLOGICAL COMPETENCIES OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

Bahriiddinova Gulnara Muhiddinovna

Doctor of philosophy in pedagogical science, Department of Language and Literature, Faculty of
Philology, Shakhrisabz State Pedagogical Institute

Annotation

The article states that currently foreign language education in higher education is developing in line with the competency-based approach, within which foreign language audiovisual and linguistic-methodological competencies become the key learning outcomes. The current stage of development of higher education is characterized by intensive digitalization processes, the introduction of artificial intelligence technologies and the transformation of traditional learning models.

Key words

globalization, competency-based approach, communication skills, formation, intelligence, activity, integration, artificial intelligence.

Аннотация

В статье говорится, что настоящее время иноязычное образование в вузах развивается в русле компетентностного подхода, в рамках которого ключевыми результатами обучения становятся иноязычная аудиовизуальная и лингвометодическая компетенции. Современный этап развития высшего образования характеризуется интенсивными процессами цифровизации, внедрением технологий искусственного интеллекта и трансформацией традиционных моделей обучения.

Ключевые слова

глобализация, компетентностный подход, коммуникативные умения, формирование, интеллект, деятельность, интеграция, искусственный интеллект.

Annotatsiya

Maqolada bugungi kunda oliy ta'lif muassasalarida chet tili ta'limi kompetensiyaga asoslangan yondashuv asosida rivojlanayotgani, uning doirasida chet tili audiovizual va lingvistik-uslubiy kompetensiyalari Oliy ta'lif rivojlanishining hozirgi bosqichi jadal raqamlashtirish jarayonlari, sun'iy intellekt texnologiyalarini joriy etish va an'anaviy o'qitish modellarini o'zgartirish bilan tavsiflanadi.

o'rganishning asosiy natijalariga aylangani ta'kidlangan.

Kalit so'zlar

globallashuv, kompetensiyaga asoslangan yondashuv, kommunikativ ko'nikmalar, shakllanish, intellekt, faollik, integratsiya, sun'iy intellekt.

Introduction

In the context of globalization and the expansion of intercultural and professional interaction, high-quality foreign language training for university students is becoming especially important. This training focuses not only on developing communication skills, but also on developing professionally significant competencies that ensure successful implementation of future activities in a multilingual and digital environment.

Foreign language audiovisual competence enables students to perceive, understand, interpret, and critically comprehend authentic audiovisual information in a foreign language, which is especially relevant for students in non-linguistic programs in the context of the



prevalence of multimodal digital communication. Linguistic and methodological competence, in turn, is a system-forming component of the professional training of students in language programs, determining their readiness to design, implement, and analyze foreign language teaching processes using modern pedagogical and digital technologies.

In this context, the use of artificial intelligence technologies is particularly relevant, opening up new opportunities for personalizing learning, automating feedback, modeling communicative situations, analyzing student speech activity, and creating intelligent educational resources. The integration of AI technologies into a university's digital educational environment significantly expands the teaching toolkit of foreign language teachers and improves the effectiveness of developing students' foreign language competencies in various fields of study.

Despite a significant amount of research devoted to issues of foreign-language communicative competence, the digitalization of education, and the use of artificial intelligence in teaching, an analysis of the scientific and pedagogical literature reveals that the problem of comprehensively developing foreign-language audiovisual and linguistic-methodological competencies of university students in a digital educational environment using artificial intelligence technologies has not yet received a comprehensive theoretical, methodological, or methodological understanding. Typically, these competencies are considered in isolation, within individual training areas, without developing an integrated model and universal methodology that takes into account the specific characteristics of language and non-linguistic universities.

Thus, in the modern theory and practice of foreign language education, a contradiction is revealed between the objective need of the higher education system to develop foreign language competencies in students that are adequate to the conditions of the digital and intellectualized educational environment, and the insufficient development of the theoretical foundations, models and methods for their development using artificial intelligence technologies.

Research methodology. The theoretical foundations of the competency-based approach to education are reflected in the works of Russian and international scholars exploring issues of professional training, foreign language communicative competence, and digital didactics. The development of foreign language speech skills, listening comprehension, and understanding of multimodal information have been addressed in works devoted to communicative, activity-based, and cognitive approaches to foreign language teaching. Research aimed at developing the professional, methodological, and linguistic competence of future teachers has made a significant contribution to the development of foreign language teaching theory and methodology.

At the same time, research on the use of artificial intelligence technologies in foreign language education is primarily applied or fragmented and does not fully explore their didactic potential in the context of systematically developing university students' foreign language competencies. The integration of AI technologies into audiovisual perception teaching methods and the development of linguistic and methodological competence, as well as the universalization of pedagogical conditions for various fields of study, remain insufficiently explored.

The development of foreign language audiovisual and linguistic-methodological competencies of university students will be more effective if:

- the learning process will be implemented on the basis of the integration of competency-based, activity-based and digital approaches;
- the digital educational environment will be purposefully saturated with artificial intelligence technologies that perform educational, diagnostic and developmental functions;
- an integrated model for the development of foreign language competencies has been developed and implemented, taking into account the specifics of linguistic and non-linguistic areas of training;
- A system of tasks and exercises is used, aimed at developing audiovisual and linguistic-methodological skills in a digital environment.



The preparatory stage included the study, systematization and analysis of scientific research literature on the topic of the dissertation research, formulation of the problem, goals and objectives, and the development of a hypothesis.

Development of theoretical foundations for a methodology for teaching linguistic and methodological competence based on AI technologies; determination of the linguodidactic properties of AI technologies; identification of organizational and pedagogical conditions for the process of developing linguistic and methodological competence of students majoring in language programs based on AI; development of a methodological model for developing linguistic and methodological competence of students majoring in language programs based on AI; development of a typology of tasks for developing linguistic and methodological competence of students majoring in language programs based on AI.

The research results were also tested, experimental training was conducted, the obtained data were mathematically processed, and conclusions and findings were formulated.

The methodological basis of the study is based on fundamental principles of the philosophy of education, pedagogy, and psychology, as well as modern concepts and approaches to teaching foreign languages in the context of digitalization and the introduction of artificial intelligence technologies.

The study draws on philosophical ideas of personal development, cognition, and activity, reflecting the dialectical relationship between theory and practice, general and specific, and tradition and innovation in the educational process. Of significant methodological significance are provisions regarding the social determinacy of education, its culturally appropriate and value-based nature, which is particularly significant in the multilingual and multicultural context of the Republic of Tajikistan.

The following general scientific methodological guidelines were used in my dissertation:

- a systems approach that made it possible to consider the process of developing foreign language audiovisual and linguistic-methodological competencies as a holistic pedagogical system that includes interconnected goals, content, methods, means and learning outcomes;
- structural-functional approach, which ensured the identification of the components of the competencies under study, their functions and interrelations in the educational process of the university;
- activity-based approach, within the framework of which the formation of foreign language competencies is considered as the result of active educational and professionally oriented activities of students in a digital educational environment;
- a student-centered approach that takes into account the individual characteristics, educational needs, and motivation of students when designing and implementing the educational process using AI technologies;
- competency-based approach that defined the target guidelines and criteria for assessing the development of students' foreign language audiovisual and linguistic-methodological competencies.

The methodological basis of the study also includes psychological and pedagogical theories of learning and personal development, including:

- theory of activity and stage-by-stage formation of mental actions;
- concepts of developmental and problem-based learning;
- provisions of the psychology of perception and understanding of speech, including audiovisual information;
- ideas for motivation and self-regulation of educational activities in a digital educational environment.

In the linguodidactic aspect, the study is based on:

- theory of foreign language communicative competence;
- modern concepts of teaching listening and working with audiovisual texts;



- methodological provisions for professionally oriented teaching of foreign languages;
- theories of training future foreign language teachers and developing their linguistic and methodological competence.

Of significant methodological significance to my dissertation are the concepts of digital pedagogy and digital didactics, which reveal the specifics of designing and implementing the educational process in a digital educational environment, as well as scientific approaches to the pedagogically appropriate use of artificial intelligence technologies in education. In this study, AI is considered not as an end in itself, but as a means of improving the efficiency, adaptability, and personalization of students' foreign language training.

The methodological framework was developed taking into account the state educational standards of higher education of the Republic of Tajikistan, strategic documents in the field of digitalization and modernization of education, as well as requirements for the professional training of university graduates in the context of the integration of the national education system into the international educational space.

Conclusion. Thus, the combination of philosophical, general scientific, psychological, pedagogical, and linguodidactic principles, as well as concepts of digital and AI-oriented education, ensures the integrity, scientific validity, and practical focus of the dissertation research and serves as a reliable basis for the development, implementation, and experimental testing of a model for the development of foreign language audiovisual and linguomethodological competencies of university students.

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