

**LEVEL OF DEVELOPMENT OF FOREIGN LANGUAGE AUDIOVISUAL AND
LINGUISTIC-METHODOLOGICAL COMPETENCIES OF STUDENTS**

Bahriddinova Gulnara Muhiddinovna

Doctor of philosophy in pedagogical science,

Department of Language and Literature, Faculty of Philology, Shakhrisabz State Pedagogical
Institute

Annotation. The article talks about methodological materials and educational and methodological complexes used in the educational process of universities of the Republic of Tajikistan and the Republic of Uzbekistan, including work programs of disciplines, electronic courses, digital educational resources and audiovisual materials in foreign languages.

Key words: resources, discipline, audiovisual and linguistic competence, communication, empirical material, intellectual technology.

Аннотация. В статье говорится о методических материалах и учебно-методических комплексов, используемые в образовательном процессе вузов Республики Таджикистан и Республики Узбекистан, в том числе рабочие программы дисциплин, электронные курсы, цифровые образовательные ресурсы и аудиовизуальные материалы по иностранным языкам.

Ключевые слова: ресурсы, дисциплина, аудиовизуальная и лингвометодическая компетенция, коммуникация, эмпирический материал, интеллектуальная технология.

Annotatsiya. Maqolada Tojikiston Respublikasi va O‘zbekiston Respublikasi oliy o‘quv yurtlarining o‘quv jarayonida qo‘llaniladigan uslubiy materiallar va o‘quv-uslubiy majmualar, jumladan, fanlarning ish dasturlari, elektron kurslar, raqamli ta‘lim resurslari va xorijiy tillardagi audiovizual materiallar.

Kalit so'zlar: resurslar, intizom, audiovizual va lingvistik kompetentsiya, aloqa, empirik material, intellektual texnologiya.

Introduction. The complex comprises normative, scientific, methodological, and empirical materials providing a comprehensive analysis of the problem of developing foreign language audiovisual and linguistic-methodological competencies of university students in a digital educational environment using artificial intelligence technologies.

Regulatory and programmatic documents of the Republic of Tajikistan in the field of education, science and digitalization, including:

laws and regulations of the Republic of Tajikistan regulating the activities of the higher education system;

state educational standards of higher professional education;

concepts and strategies for the development of education and digitalization, defining the priorities for the modernization and internationalization of higher education.

International and regional documents in the field of education and language policy, including materials from UNESCO, the Council of Europe, documents on the development of foreign-language communicative competence and the digital transformation of education, as well as recommendations on the use of information, communication, and intellectual technologies in education.

Fundamental philosophical, psychological, pedagogical, and sociocultural research that reveals the patterns of personality development, cognitive activity, and educational processes in a digital society and multilingual environment.

Scientific publications and research devoted to the application of artificial intelligence technologies in education, adaptive learning, automated assessment of educational outcomes, and the use of intelligent teaching systems in foreign language training for students.

Personal teaching experience related to the teaching of foreign languages and methodological disciplines in higher education, the development and testing of digital and AI-oriented teaching tools, as well as participation in scientific and methodological work and projects on the digitalization of education.

Taken together, the presented sources ensured the scientific validity, comprehensiveness, and practical focus of the study, and also made it possible to substantiate and experimentally confirm the effectiveness of the proposed model for developing students' foreign language audiovisual and linguistic-methodological competencies in a digital educational environment using artificial intelligence technologies.

Research results and discussion. The empirical basis of the study is a set of factual data obtained during a targeted pedagogical experiment, as well as the results of systematic observation and analysis of the educational process for the formation of foreign language audiovisual and linguomethodological competencies of students in a digital educational environment using artificial intelligence technologies.

Empirical data were collected during a study conducted at the Department of Methodology of Teaching Russian Language and Literature of the Tajik National University (Republic of Tajikistan) and the Department of Languages of the Shakhrisabz State Pedagogical Institute (Republic of Uzbekistan), which ensured the comparability of results in various educational and cultural conditions and made it possible to identify universal and regionally specific features of the formation of students' foreign language competencies.

The main empirical bases of the study include:

The results of the ascertaining, formative and control stages of the pedagogical experiment reflect the dynamics of the levels of development of foreign language audiovisual and linguomethodological competencies of students in linguistic and non-linguistic fields of study.

Data from diagnostic procedures including:

entrance, midterm and final testing of students;

completing complex tasks on perception, understanding and interpretation of foreign language audiovisual information;

Analysis of students' academic and project work completed using digital and AI technologies.

Materials of questionnaires and surveys aimed at identifying:

the level of students' academic motivation and cognitive activity;

students' attitudes towards the use of digital educational resources and artificial intelligence technologies;

the degree of readiness of students and teachers to implement AI technologies in the process of foreign language teaching.

The results of pedagogical observations recorded during students' in-class and out-of-class work in a digital educational environment, including the specifics of students' interaction with AI-oriented learning systems and audiovisual materials.

Expert assessments of foreign language teachers who participated in the experiment regarding the quality of students' completion of educational assignments, the level of development of professionally significant skills, and the effectiveness of the proposed model and teaching methods.

Materials of comparative analysis of the results of experimental and control groups, which made it possible to identify the pedagogical effect of the implementation of the developed model and confirm its effectiveness.

Statistical data from the processing of research results obtained during the quantitative and qualitative analysis of empirical materials aimed at establishing the reliability and significance of the identified changes in the level of development of students' foreign language competencies.

The results of testing and implementing the developed methodological materials, including original assignments, exercises, digital educational resources, and recommendations for teachers, are used in the educational process at universities.

Conclusion. Thus, the combination of empirical data obtained during the pedagogical experiment and accompanying diagnostic procedures ensured the reliability of the conclusions of the dissertation research, made it possible to experimentally confirm the proposed hypothesis and substantiate the effectiveness of the integrative model for the formation of students' foreign language audiovisual and linguomethodological competencies in a digital educational environment using artificial intelligence technologies.

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