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ON THE QUESTION OF SOFTWARE FOR FOREIGN LANGUAGE TRAINING OF MASTER'S DEGREE STUDENTS IN PEDAGOGICAL RESEARCH

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ABSTRACT
In this article, the author reflects on pedagogical research, problems, and solutions in the programmatic training of foreign language philologists in the master's degree program at higher education institutions in Uzbekistan.
KEYWORDS: *Master's Program, Philologists, Educational Activities, Foreign Language Training, Curricula, Standards.*

К ВОПРОСУ О ПРОГРАММНОМ ОБЕСПЕЧЕНИИ ИНОЯЗЫЧНОЙ ПОДГОТОВКИ МАГИСТРОВ-ФИЛОЛОГОВ В ПЕДАГОГИЧЕСКИХ ИССЛЕДОВАНИЯХ

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АННОТАЦИЯ
В данной статье автор размышляет о педагогических исследованиях, проблемах и их решениях в программной подготовке филологов иностранных языков в магистратуре высших учебных заведений Узбекистана.
Ключевые слова:*магистратура, филологи, образовательная деятельность, иноязычная подготовка, учебные планы, стандарты.*

INTRODUCTION

Pedagogical research has always focused on the transformative changes constantly occurring in higher education in two areas: the content of educational programs, curricula, and syllabi, as well as the methodological support for their implementation, primarily textbooks, teaching aids, and so on.

Uzbek scholars divide modernization processes into outcome-based and supportive. "Outcome-based goals determine the desired end results of higher education modernization, which must be achieved within a certain period of time. Supportive goals reflect the desired parameters of the state and functioning of the higher education system, without which it is impossible to achieve outcome-based goals" [12, pp. 624-628]. Consequently, the outcome-based aspect of modernization is more concerned with software, while the supportive aspect focuses on methodological aspects.

An analysis of scientific research and publications has shown that the Master's program, initiated in the 1990s at universities across the country, has come a long way from a simple educational program to the complex two-year program it currently has.

The modernization of educational content, primarily its software and methodological support, occurred in the context of Uzbekistan's overall global integration and the educational sector. [10, p. 215].

At the end of the 20th century, Uzbekistan adopted new regulatory and educational-methodological documentation. The Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan issued Order No. 211 "On the Procedure for Developing Components of Regulatory and Educational-Methodological Support for the Training of Specialists with Higher Education" dated July 31, 1998, defining a set of regulatory documents for developing the components of higher education standards

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systems, which facilitated the development and implementation of new higher education standards, including those in foreign languages. [2]

RESULTS

Presentation of the Main Research Material. The periodization of foreign language training for master's degree philologists includes three stages: preparatory (1998-2001), transformational (2001-2010), and standardization (2010-present).

Regarding the preparatory period, we note that although the master's level of higher education was not yet provided for in the list of areas of basic education and qualification levels (1998), the order of the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan "On approval of the Regulation on the organization of the educational process in higher educational institutions" dated 02.06.1999 No. 271 already defined the main concepts of this work: the State Education Standard, the educational and professional program, the curricula of disciplines, normative and elective, as well as the curriculum and types of classes, methodological tools and control activities, etc., designed to implement the initial process in higher education in modern Uzbekistan.

L.D. Panzhieva points to the transformations in education, characterizing the main "components of state standards of higher education: state component; industry component; component of a higher educational institution" [10, p. 229], which allows us to analyze educational components in quantitative and qualitative aspects.

The researcher notes that "...until 1998, the main focus was on standardizing the content of training, i.e., standard programs of academic disciplines were created, the content of which was either insufficiently defined or did not coincide with the objectives of training specialists" [10, p. 229]. Aliev A. Zh. asserts "Training of specialists at the educational qualification level "Master" in higher educational institutions of Uzbekistan began in 1997-1999" [1, p. 129].

Thus, at the beginning of the implementation of professional training of masters in Uzbekistan, various educational areas, curricula and programs were updated, i.e. the content and process of training specialists at the master's level were formed. Even then, as Gulyamov A.K. notes, "The master's training program assumed in-depth humanitarian, psychological-pedagogical, professional and scientific-practical training" [3]. The introduction of degree-based education (1997) in Uzbekistan facilitated greater differentiation in the content of training and the forms of monitoring its results at various educational qualification levels—bachelor's, specialist's, and master's. At the same time, it was proposed to formulate the content of the variable part of the educational qualification profile, thereby avoiding shortcomings and making adjustments to the list of specialties and curricula and programs.

The variability of higher education was a significant step toward meeting the needs of applicants, expanding graduates' opportunities to find profitable employment and navigate the complex market conditions of life.[4]

In the initial period of its development, the Master's degree program in Uzbekistan was designated in the government decree on the list of areas and specialties for the corresponding educational and qualification levels (1997) under the code 9.010107, and the training direction defined in it was 0101 Pedagogy and Methodology of Secondary Education (indicating general education subjects) directly related to the training of foreign language teachers at this educational level.

During the transformation period (1998-2005), the development of pedagogical master's education in Uzbekistan was accompanied by targeted reforms of regulatory and programmatic documents on the list of specialties, educational and qualification levels, and educational and professional programs, which form the curricula and develop the programs of academic disciplines, including those for the master's degree.

Master's degree training is currently carried out based on the government Regulation on Educational and Qualification Levels (1998). This concerns not only the transition to a step-by-step education system, but also the qualitative component of the educational process—its competency-based focus.

Thus, subject-specific competencies are reflected in the curricula of specific academic disciplines and relate to the software support of the educational process. Competencies are personal in nature and are associated with the subject of educational activity's mastery of specific, usually assigned, competencies. Therefore, they relate more to the methodological support for the acquisition of knowledge, skills, the formation of ideas and attitudes, evaluative judgments, and value orientations of schoolchildren and students.

The concept of an educational program, formulated in the Law of Uzbekistan "On Education" (1997), is fundamental: "a unified set of educational components (subjects of study, individual tasks, assessment activities, etc.), planned and organized to achieve specific learning outcomes" [5]. This concept is specified in the national educational glossary as “A system of educational components at the corresponding level of higher education within a specialty, which determines the requirements for the level of education of individuals who can begin training in this program, the list of academic disciplines and the logical sequence of their study, the

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number of credits of classes required to complete this program, as well as the expectations of the learning outcomes (competence) that an applicant for the corresponding degree of higher education must master" [8, p. 42-43].

The reform of higher education is associated with the introduction of new standards for the training of Master's students in philology, which, according to L. Panzhieva, allows us to identify the main components of this training, structure its content, and identify the key cycles of this work: linguistics, literary studies, cultural studies, etc. [10].

At the beginning of the 21st century, a more distinct trend was observed towards updating educational programs, curricula, and programs not only in accordance with national needs and capabilities, but also taking into account the requirements of the European educational community in the context of Uzbekistan's integration into global education. As Ibrahim Nuralievich Tursunov explains, "Education reform in Uzbekistan is part of the process of adapting the national educational system to the changes that have been taking place in European countries over the past twenty years and are associated with the awareness of the importance of knowledge as a driver of public welfare and progress" [9, p. 10].

CONCLUSIONS

Thus, transformative changes in the content and forms of higher education in Uzbekistan are increasingly oriented toward European norms, rules, and values.

Since the educational program is developed according to the educational standard of the corresponding level [6], the object of consideration is also the higher education standard within the specialty, in particular, the list of competencies of graduates of higher education institutions and the normative content of the training of applicants for higher education, formulated in terms of learning outcomes, which are linked to the effective goals of educational activity. L.D. Panzhieva emphasizes that the goals and content of master's education, determined by the state, "...are disclosed in the educational standard and specified in the educational process of training philological master's degree students in specialties at the level of each educational program" [10, p. 224].

Therefore, the educational standard has supporting functions that allow for the measurement of its qualitative indicators in relation to changes in education.

V.U. Rustamov points to "…four components of the content of education: knowledge of the world and ways of activity of an intellectual and practical nature; experience of implementing ways of activity; experience of creative activity and experience of emotional-value attitude" [7, pp. 130-131], meaning the orientation of developers on knowledge, regulations (rules) of activity and value orientations of subjects of the educational process. We also take into account that the modernization of the content of foreign language education does not occur in isolation and should take into account the substantive changes characteristic of different levels of education, primarily general secondary education. In this regard, the main trends in updating the content of teaching foreign languages to schoolchildren, identified by Umida Usmanova, serve as guidelines: communicative direction of the educational process; activity-based nature of the learning process; personally oriented learning; interconnected teaching of a foreign language and the culture of its speakers; interconnected and balanced teaching of all types of speech activity; priority of interactive types of learning activities; situational direction of the learning process; activating students' independent activities; developing students' creative communicative activities and thinking; using group forms of educational activity; a cultural focus on the learning process, organizing it in the form of a "dialogue of cultures"; diagnosing/self-diagnosing students' level of academic achievement in order to adjust the educational process" [11, pp. 17-18].

Solving a communicative task presupposes achieving the goal of communication. Solving a communicative task may involve practical actions, information, or social connections. "There should be no pauses in the free speech of philology graduates in foreign language training," notes philologist Ibrahim Nuralievich Tursunov from Tashkent.[13].

These trends are characteristic not only of secondary foreign language education, since the implementation of educational programs in higher education directly depends on the level of proficiency of applicants, which creates a need for institutions of higher education to develop competent applicants capable of studying at the first and then second levels of higher education. Scholars note that ideologists of higher education reform are convinced that only through the continuity of the current higher education system, ensuring continuity between bachelor's, master's, doctoral, and postgraduate education programs, and through the construction of integrated educational programs, can we create objective conditions for the effective training of specialists throughout their lives [4, pp. 63-68]. Consequently, experts advocate for the broad integration of student and teacher training content across the vertical continuum. This means that transformations in specialist training software, motivated by the requirements of the Bologna Declaration, are being implemented at the level of the content and objectives of educational activities. By analyzing these, it is possible to trace the evolution of the substantive components of educational programs and curricula, identifying trends in their development and improvement.

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