AMERICAN JOURNALS
Open Access, Peer Reviewed Journals

American Journal of Pedagogical and Educational Research
ISSN (E): 2832-9791| Volume 29, | October - 2024

THE ROLE OF WEB RESOURCES IN FORMATION OF THE FUTURE ENGLISH TEACHERS' PROFESSIONAL COMPETENCE

Moydinova Elmira Kamariddinovna, PhD
Uzbek State World Languages University
mirlife645@gmail.com

A B S T R A C T

The article discusses the value of educational web resources for future English teachers, aiming to enhance their professional competence in the information society. It explores the concept of competence in foreign literature and analyzes the teacher's professional competence. Challenges in teaching a foreign language using Internet technologies are considered, along with examples of web resources like Hotlist and Web Quest. Recommendations suggest using these resources for foreign language training to develop logical thinking, creativity, and communication skills. The formation of future English teachers' competence with web resources is theoretically proven and experimentally tested.

K E Y W O R D S

Competence, competency-based approach, foreign languages, Internet technologies, web resources, educational Internet materials, communication.

Introduction

The rapid changes taking place in the modern world require new approaches to achieve a new quality of education, to ensure the process of comprehensive development of the individual. Graduates of higher education should meet the requirements of the times for their education and general development, effective mastering of educational programs. In this regard, the implementation of the development strategy of New Uzbekistan for 2022-2026, approved by the Decree of the President No 60 of our country Shavkat Mirziyoyev dated January 28, 2022. In order to ensure the implementation of the tasks set in the state program, as well as to effectively use the opportunities of information and communication technologies in the field. On October 3, 2022, the decision of the Cabinet of Ministers of the Republic of Uzbekistan Decree No. 559 "On measures to introduce distance learning in higher education institutions" strengthened the organizational and legal foundations of distance learning [1]. The goals and objectives of higher education are predetermined by the labor market and the demands of society for future teachers of a foreign language and include not only basic knowledge, abilities, skills and attitudes, but also formed professional competence, which in turn involves the acquisition of new knowledge in the field of new information and communication technologies. In relation to this, for higher education, the process of modeling professional and research activities comes to the fore.

The use of modern information technologies (IT) as a multifunctional resource for the training and retraining of professional personnel is one of the most urgent pedagogical and methodological

problems today. In addition, the emergence of digital resources and online tools is changing the idea of how to teach and learn a foreign language, as well as the level of proficiency in it.

The assessment of educational results has recently changed from traditional ideas such as "learning", "etiquette", and "knowledge" to the ideas of "competency" and "competency-based approach", leading experts to structure secondary and tertiary education around the competency approach. The literature has recognized this trend, which is regarded as a new conceptual framework. The competency-based approach is one of the foundations for the renewal of education, which is intended to assure the accomplishment of a new modern standard of professional education, as is stressed in the notion of educational modernization.

As the education system develops, a competency-based approach frequently appears as a result of efforts to adapt it to the constantly changing needs of society. The conventional pillars of a profession – knowledge, skills, and abilities can no longer guarantee preparation for productive involvement in these professions [Barannikov, 2002; 76-86].

The objectives of higher education for future foreign language teachers are set by the labor market and society's needs. They encompass foundational knowledge, skills, and attitudes, as well as developing professional competence, which includes gaining expertise in new information and communication technologies. This, for higher education, the process of modelling professional and research activities comes to the fore.

LITERATURE REVIEW

In recent years, psychological and pedagogical research has increasingly used the concept of a competency-based approach and the list of essential competencies, particularly in teaching foreign languages. As a result, E.Y. Kogan thinks that this technique of teaching students is fundamentally novel and has to be revised. Global changes, ranging from a shift in awareness to a shift in the theoretical underpinnings, should result from this strategy [Kogan, 2001].

Due to their frequent use in international documents, competency-based student achievement and the competency-based approach (competence-based learning) are getting more and more respected in the educational system. A shift from knowledge assessment to competency assessment is the dominant characteristic, and this is implied by the effect of the competency-based method on the creation of a new evaluation culture [Kuzmin, 2005].

Some scientists believe that the competence-based approach involves determining the structure, scope, and goals of training as a whole process. Since the 1990s, the concept of "competence" has been integrated into the education system.

Jacques Delors outlined four principles on which teaching is based: training to know, studying to do, the ability to live, or living together together – all of which constitute the basic skills – in the report released by the International Commission for the 21st Century, "Learning: a hidden treasure" [Delors, 2013; 319-330].

Thus according to B.F. Lomov, psychology views a person's personality as an open, intentional dynamic system that is multifaceted and hierarchical. The author names three primary functional subsystems within this system:

• cognitive, which refers to mental functions like perception, memory, thought, and imagination;

• regulating, including emotional-volitional processes, and assuring the subject's capacity for self-control, self-regulation, and the ability to affect other people's behaviour;

• conversational, which is demonstrated through interactions and communication with others.

The abilities and unique psychological traits that determine an activity's success are the integrative traits of a compelling personal character [Lomov, 1982; 55-91].

Thus, we can conclude that the knowledge paradigm must be a part of the competency-based education system and that they do not conflict but instead enhance one another.

Mastering a skill leads to acquiring knowledge, talents, capabilities, attitude based on values, and personal characteristics, which collectively equip a professional for executing complex tasks in the future. Due to this fact, the competence-based approach can be viewed as the primary methodological basis for reshaping university education, with competence as its core category regarding organization and content.

The competency-based method allows individuals to convert their professional expertise, skills, and capabilities into personal values, ensuring their social integration and self-fulfilment.

A.B. Rakhmonov elaborates on a comparable perspective in his writing. The author states that integrating a competency-based approach into the educational system necessitates substantial changes in learning content, teaching methods, and teacher responsibilities. Changes are brought about by incorporating the ideas of the competency-based approach into the teacher's actual tasks.

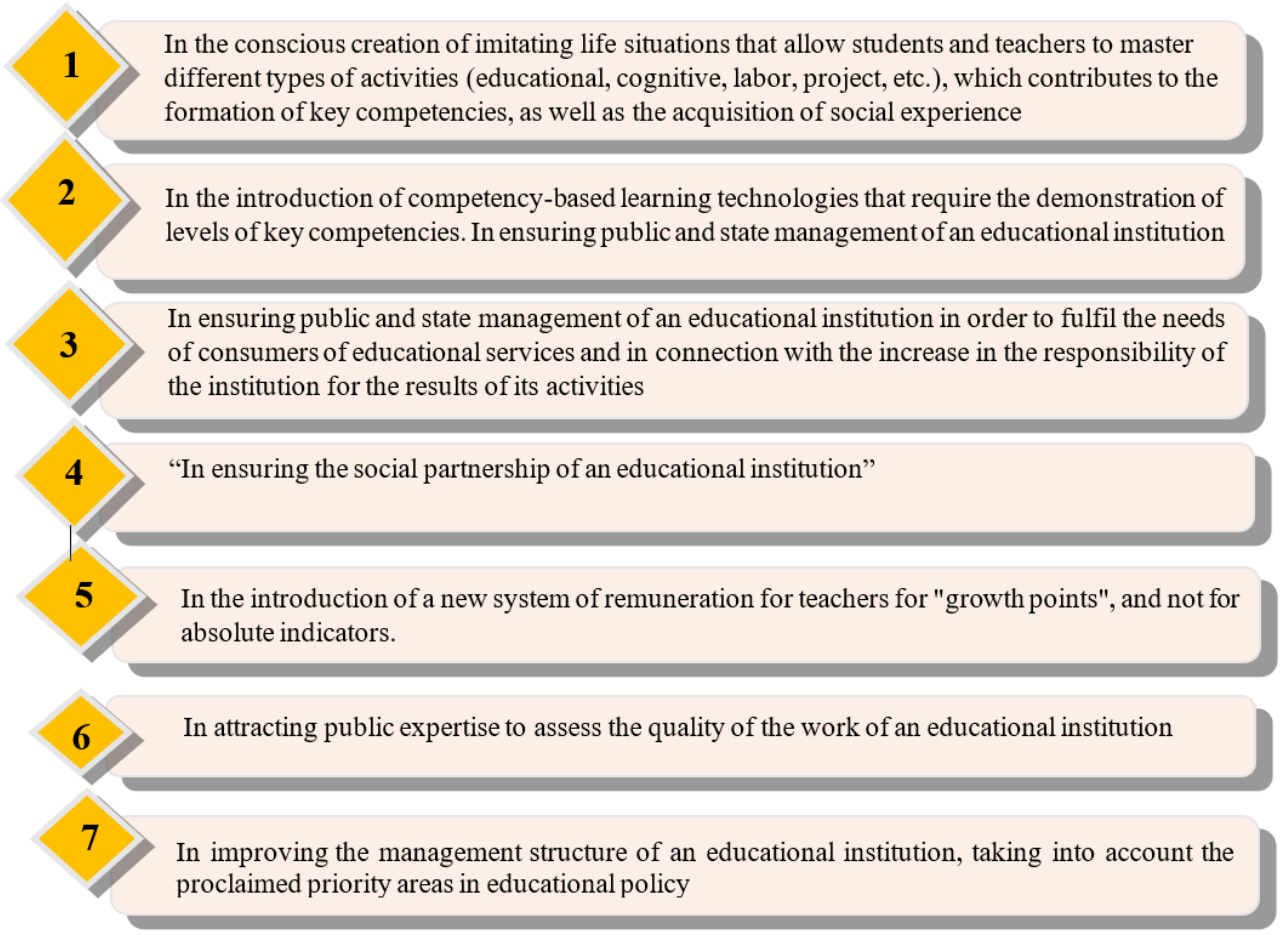
First, pupils must obtain a specific outcome; the teaching and learning process is not its purpose. The educator chooses the subject-specific material for the formulated result. Evaluation methods are also evolving; they now incorporate reflection, gathering evidence for a portfolio, and monitoring students' actions.

Second, there is a shift in the ways that classes are structured. Learning is now more active, focusing on practice, productive work by different groups of students, building individualized education dynamics, using interdisciplinary connections, and encouraging students to take responsibility for their own decisions.

Thirdly, new methods of imparting the teacher's knowledge to the pupil are being developed, including self-directed learning, distant learning, network learning, and free access to data resources [Rakhmonov, 2019; 266-271].

All these educational methods aim to ready students for achievements in social and professional environments through familiarizing them with various social and experienced roles. This motivates students to consistently engage in learning and progress in their careers throughout their lifetime.

That's why, the educational process should incorporate a competence-based approach in keeping with the societal state order. In this regard, we view the following characteristics as encapsulating the core of the competence-based approach: (see Fig.1).



The core of such a competency-based approach is depicted in Figure 1.

Without a doubt, the teacher's skills cannot stay the same at the same time. In addition to teaching students how to undertake analysis and introspection – that is, how to behave competently – he must also be able to effectively communicate, create goals, and inspire pupils to attain them. Additionally, because competence involves activity, the teacher must be able to plan this activity in a suitable manner [Getmanskaja, 2005].

I.A. Zimnyaya claims that the competency-based method has undergone three stages of development, is a result of the new economy, represents a "new method of managing human resources", and illustrates the aptitude of employees "simultaneous comprehension and action, enabling you to grasp brand-new social, political, economic, and cultural realities" [Zimnyaya, 2004; 40].

Key skills, whose development should be guided by the contemporary educational system, reflect the core of enhanced capabilities created during the learning process today [Rudenko, 2006].

Therefore, despite the competency-based approach being well-established as a methodological foundation for reshaping domestic secondary and higher education, the definition of competence is still subject to scientific interpretation.

As a result, A.K. Markova recognises the following forms of competence with a systematic and integrated method for the examination of professional competence:

1. Special competency approach, which is defined as having the ability to perform the experienced successful activity.
2. Social competence, or the ability to communicate in a way that is appropriate for this career.

3. Personal competence is the possession of techniques for engaging in one's own self-expression and self-development, as well as tools for fending off professional personality deformations. This ability allows one to sustain the notion of a humanistic orientation to one's work as a teacher in one's professional activities, as well as the requirement for daily demonstration of this orientation in practice.
4. Individual competency is the possession of techniques for developing one's identity within the constraints of a career [Markova, 1996; 308].

As a generalised complex feature of a teacher's level of professionalism, A.A. Vorotnikova investigated the psychological factors that contribute to the development of a professor's professional competence. The dissertation contains "A professionally defined "I am a concept"" (such as "I am a teacher") finds itself in a professional position, on which an attitude toward the profession and the outcomes of professional activity is built. This is how the psychological model of the Computer is introduced as a combination of three framework elements. The system of educational activity, the system of educational communication, and the system of his own character are the three areas that make up the teacher's awareness of himself in his professional work [Gromkova, 2003; 415].

The eminent psychologist A.K. Markova highlights the notion that only when instructional action together educational communication are performed out to a sufficiently high degree can the professional competency of a teacher's work be discussed. Only under these circumstances can a teacher's personality be completely expressed, leading to positive outcomes in the instruction, upbringing, and growth of students. The below interrelated structural members were discovered by the author when researching the psychological aspect of a teacher's professional competence:

- "professional knowledge of psychology and education; professional-pedagogical abilities;
- positions and attitudes held by professionals in psychology;
- characteristics that guarantee the mastering of professional skills and knowledge" [Markova, 1993; 192].

According to E.F. Zeer, a teacher's level of readiness for professional action depends on how well their professional competence is being formed. The author listed several elements that are crucial for a teacher's professional activity, including "social and political competence, personal competence, particular competence, etc." For example, specific competence indicates the level of a person's readiness for independent professional duties, assessing the outcomes of their activities, their job and the ability to constantly develop the professional standard, gain new knowledge, knowledge and competencies [Brown, 2002].

Subject-professional and socio-professional competence are two interconnected building blocks identified by O.A. Abdullina in The Professional Competence of an Expert the availability of knowledge, skills, and experience of a specialist directly related to his career path, designed to allow him to successfully carry out professional activities, is implied by the term subject-professional competence. Mobility in market settings is implied by socio-professional skills. It is linked to a person's intellectual activity, particularly with abilities like logical reasoning, logical operations, problem-solving skills in the workplace, and creative potential. The latter calls for the future expert to be proficient in the key technological elements of the imagination and to assure preparedness and competence to approach professional difficulties creatively [Chomsky, 1965; 1-15].

Key competencies are those that appear to have a wide range of applications and exhibit a degree of comparative universality, according to recent pedagogical research.

According to L.O. Filatova, core competencies should have the following characteristics:
"when you master it, you can successfully solve a variety of problems in situations that arise in daily life;
it is essential in essence and includes a number of relatively homogenous skills and knowledge, techniques of processes associated with broad cultural areas and activity;
it also has an interdisciplinary personality, meaning that it is applicable in a variety of fields of activity;
requires a considerable amount of intellectual maturity;
multidimensional and multifaceted, containing a range of mental functions, intellectual abilities, and character traits;
this may be regarded as one of the crucial elements of the effectiveness of learning outcomes" [Alimova, 2022; 994].
Knowledge of the fundamental abilities suggested by Western state standards is definitely important when examining the academic and educational competence of a second language instructor. As a result, the Council of Europe has highlighted five abilities as being crucial for all emerging professionals to have:
"political and social competencies – the ability to take responsibility, participate in group decision-making, resolve conflicts non-violently, participate in the maintenance and improvement of democratic institutions;
competencies related to life in a multicultural society, intercultural competencies – acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions;
competencies related to oral and written communication – knowledge of more than one language;
competencies associated with the increasing informatization of society – possession of these technologies, understanding of their application, weaknesses and strengths and ways of critical judgment in relation to information disseminated by the media and advertising;
the ability to learn throughout life as the basis of lifelong learning in the context of both personal and professional and social life" [1998].
Currently, it is widely accepted that the majority of teachers find it difficult to transition from traditional teaching beliefs to constructivist ones. Considering this, we found it intriguing to investigate if students are hesitant to incorporate ICT into their current learning methods.
Despite previous research showing that technology impacts students' motivation, autonomy, and language skills, it is not solely technology that causes these effects. The pedagogies of teaching contents must be combined with technological tools. Teachers' knowledge of how to use technology to teach specific content is crucial for improving students' motivation, independence, and language abilities [Ardi, 2022; 95]. Hence, students are free to acquire the knowledge and information they need with no limitations. The use of technology has allowed educators to shift from teaching to assisting students with their learning journey.
G.S. Sabirova claims that information technologies act as one of the main sources of information, and unlike textbooks, they have a high degree of interactivity, and multimedia, arouse keen interest among students and contribute to the successful mastering of the material [Sabirova, 2016; 55]. The integration of information technology in education enhances motivation and interest in the subject, aids in quicker absorption of language material, and fosters an optimal learning environment. Once

again, this reaffirms the importance of utilizing information technology in foreign language instruction.

Scientists believe that the use of modern technology for teaching English is increasing dramatically around the world. Since English is an international language, online teaching and learning of English is expanding with the growth of the Internet and the ubiquity of computers. Based on this, in the current digital age, technology, and English learning are intertwined and create cutting-edge methods that promote progress in language learning [Hubbard & Levy, 2006; 3-20].

The field of English language instruction has a lot of potential for modern Internet technology. The use of Web technology for the purpose of foreign language instruction is still in its early stages, and the Internet provides an enormous number of quickly changing material that is rarely trustworthy or instructive in character. It became vital to develop new teaching strategies for English based on online learning materials meant to develop all aspects of communicative proficiency in a professional foreign language.

METHODS

In fact, according to the dictionary of the Russian language, the concept of "Resource" is interpreted as "reserves, sources of something" [Ozhegov, 1999; 1697]. According to Sysoev, educational web resources are text, audio on various topics aimed at forming foreign language communicative competence and developing students' communicative-cognitive skills in searching, selecting, classifying, analyzing and summarizing information and visual materials [Sysoev, 2010; 42]. Including, not only logical thinking, creative approach, but also ICT competence is formed in students. Considering the above points, it is appropriate to use the formats of modern educational web resources.

Educational Web resources refer to online educational materials selected by teachers for specific tasks, helping students develop professional competencies and various educational skills. Hotlist, Treasure Hunt, Subject Sampler, Multimedia Scrapbook, and Web-Quest in English-Language Literature are the five different types of educational Internet tools: (see Fig.3).

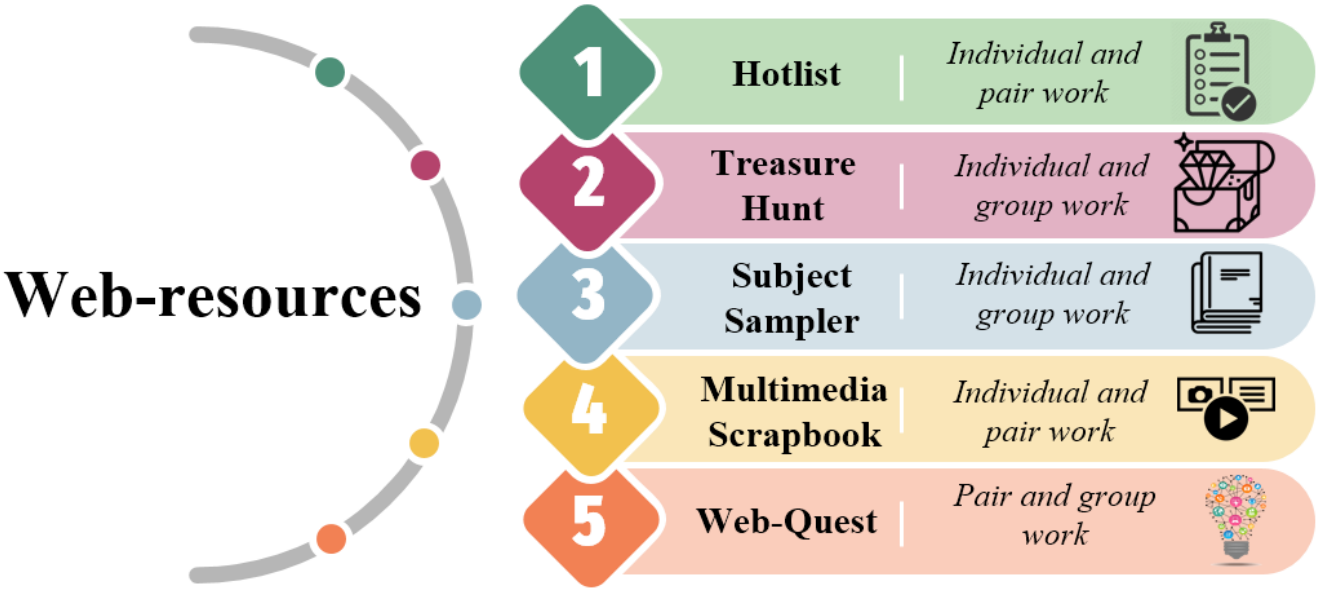


Figure 3. Types of Educational Web Resources

The term "Hotlist" denotes a compilation of websites that pertain to the subject being researched and contain written content. It is easy to create and advantageous for education. Hotlist assists in saving time by carrying out all required information searches. All you have to do is type a term into an internet web browser to find the required hotlist.

Objective: To enhance students' skills in utilizing the Internet and managing and organizing sources containing written content related to the subject being researched (websites).

A Multimedia Scrapbook consists of various multimedia materials. A scrapbook, unlike a hotlist, includes links to animated virtual tours, audio, videos, visual data, and photos, all of which are increasingly popular. Students can easily download all scrapbook files to utilize them as resources and examples for their research on a specific topic.

Objective: Enhance skills in self-studying a new language and utilizing various forms of information and visuals related to the subject (websites, drawings, graphs, charts, videos, etc.).

In many aspects, Treasure Hunt is similar to a collection of bookmarks or a folder. There are multiple relevant websites linked to the topic of study. Each link inquires about the data on the website, being the sole distinction. With these questions, the teacher can guide the students' research efforts. Upon completion of the Treasure Hunt, consider posing an additional broad question to the students to confirm their comprehensive grasp of the topic (factual information). On all websites, the whole answer will be provided with solutions to earlier, more detailed questions.

"Treasure hunt was originally an outdoor activity, and a game played by children and occasionally by adults. To play a treasure hunt, an adult prepares a list of hidden objects for children to find. Each team of children receives a duplicate list of the hidden objects. The winner is the first team to find all the items on the list" [Kim, 2010; 1859].

Objective: To develop the ability to obtain factual knowledge on the topic under study and to find answers to established questions from various sources on the Internet.

The Subject Sampler is more intricate than the treasure hunt in terms of complexity. Additionally, hyperlinks to text and multimedia materials such as photos, audio and video clips, and graphic information are accessible online. Once students have fully understood all components of the material, they must respond to the questions. The subject of the sample aims to address controversial and polarizing topics, as opposed to using a treasure hunt to explore physical objects. Students need to not just understand the content, but also express and back up their own opinions on the topic being discussed.

Objective: Develop cognitive skills and the ability to give reasonable answers to questions on the topic under study using various sources on the Internet.

WebQuests are the most difficult type of online learning resources. A Web Quest is a strategy for organising student project activities that make use of online sources on any topic. It includes a project that involves all students and contains each of the four components listed above. One of the situations for preparing learner project work using internet tools can utilize the following framework. The entire class is first given a broad introduction to the subject being taught so they are all aware of both the program's issues.

A WebQuest can be defined as an interactive learning exercise in which students have to use several Internet resources [Fernández, 2007].

Objective: Enhance search and language skills, deepen understanding of the subject, foster creativity, and utilize internet resources in project development.

Researcher Bernie Dodge classifies the educational WebQuest according to the following criteria:
1) by duration of execution: short term and long term. Short-term WebQuests are designed for 1-3 training sessions, and their Purpose is to deepen students' knowledge on the studied topic. Long-term WebQuests are designed for a long period (quarter, half year, academic year), and their Purpose is also to deepen and expand students' knowledge of the topic being studied and its detailed study.
2) by subject matter: thematic, subject and meta-subject.
3) by sight: scientific, creative tasks, etc.
4) by dominating type of activity: game, research, creative, etc.
5) by the nature of coordination: with open or with hidden coordination.
6) according to the number of participants: couples and groups [March 1999; 101].
The students are divided into groups, and then each group is given a certain area of the topic to explore and discuss. Based on the element of the topic being studied, the teacher must select Online sources for each group. After conducting research, discussing, and fully understanding the specific challenge in each main group, students regroup so that the newly formed subgroups include members from all primary groups. Every student benefits from the other's comprehension of every aspect of the subject while engaging in discussion.

Sample:
Topic: CLT
Theme: "The Effect of using the Computer as a Learning Tool in a Kindergarten curriculum"
Introduction: Today you will start to do the tasks of Webquest on the effect of using the Computer as a Learning Tool in a kindergarten curriculum. Put the types of CLT (Computer as a Learning Tool) on the blackboard and ask students to brainstorm ideas.
Task 1. Group-work. Answer the following questions.
Questions:
1. How does ubiquitous learning impact the traditional mode of learning?
2. What impact does technology have on child development?
3. What is the purpose of computer assisted instruction?

Links to resources:
https://www.ascilite.org/conferences/perth04/procs/pdf/jones.pdf
https://www.cerritos.edu/hr/_includes/docs/August_2021_The_Impact_of_Technology_on_Children_ua.pdf
https://www.readingrockets.org/article/computer-assisted-instruction-and-reading

Big Questions:
Why are computers so important to a child's education?
Task 2. Add some graphic elements to illustrate the information. Then, make a bright and interesting PowerPoint presentation on your aspect.

Task 3. Home assignment. Create your own computer game for preschool children with the help of the website: https://wheelofnames.com/ru/

RESULTS

The pedagogical experiment involved implementing the established teaching methods for developing students' professional competence using educational web resources and evaluating its success. Moreover, the evolution of students' professional competence through educational web resources was observed in both the control and experimental groups throughout their academic journey. It was participated in by 230 students. Using a grading system and analyzing educational web resources allowed for the observation of a significant improvement in students' professional competence levels. This was evident in both experimental and control groups before and after the experiment (see tab.1 & fig. 4):

Table 1. Level before and after the experiment of professional competence of future English teachers

Groups	Number of students	Results (%)			
		5 (high)	4 (good)	3 (medium)	2 (low)
Experimental group	**113**	36 / 32	52 / 46	15 / 13	10 / 9
Control group	**117**	13 / 11	36 / 31	50 / 43	18 / 15

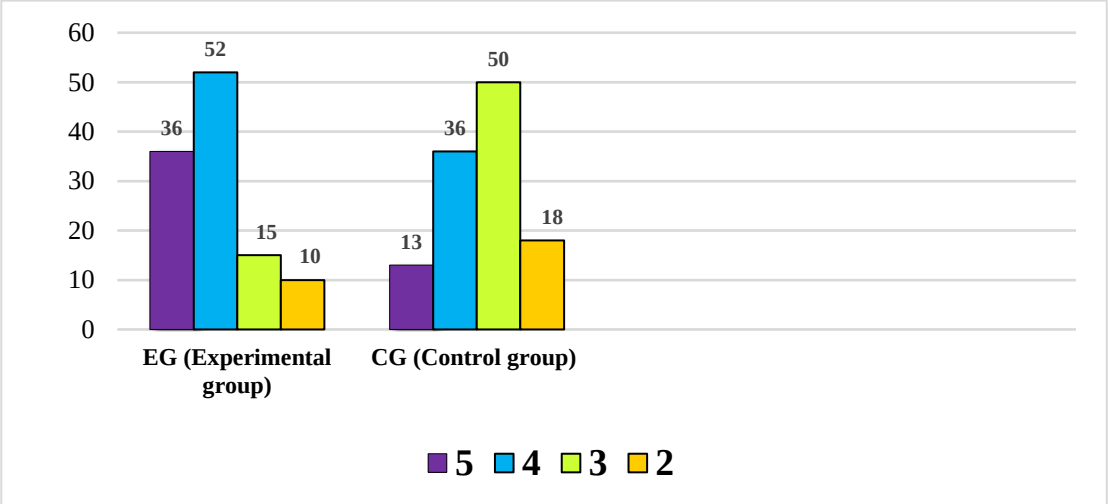


Figure 4: Diagnostic of levels of students' professional competence based on educational web resources

According to Figure 4, the number of students with high-level professional skills using educational web resources in experimental groups rose by 23%, those at a good level increased by 16%, those at an average level increased by 35%, and those with a low level decreased by 8%. The data provided affirm the effectiveness of the proposed methodological framework for developing professional competence using educational web resources for students training to become teachers.

Apparently, from figure 4, there was a 23% increase in the amount of students in the experimental groups who showed a high level of professional competence using educational web resources.

Additionally, there was a 16% increase in students who reached a good level, a 35% increase in students who reached an average level, and an 8% decrease in students who previously had a low level. The data provided confirm that the methodological foundation for developing students' professional competence as future teachers using educational web resources is highly effective.

DISCUSSIONS

Online information sources include textual, audio, and visual content in various languages on a range of subjects. Nevertheless, it became essential to develop professional education Online sources that aim to teach students to use Internet resources to prevent students from drowning in a large amount of data of various quality and content and to enable them to use it most effectively to meet their professional and academic interests and needs. Internet resources for education are exclusively designed for educational objectives, in contrast to other types of telecommunications. A foreign language is one of the many subjects in which they can be developed.

English language instruction has much potential to offer for modern Internet technology. The use of Web technology for foreign language instruction is still in its early stages, and the Internet provides an enormous number of quickly changing material that is rarely trustworthy or instructive in character. It became vital to develop new teaching strategies for English based on online learning materials meant to develop all aspects of communicative proficiency in a professional foreign language.

The growth of learners' cognitive activity and the accomplishment of the primary objectives of teaching the topic are aided by the employment of both telecommunications technologies and Online materials in the learning system.

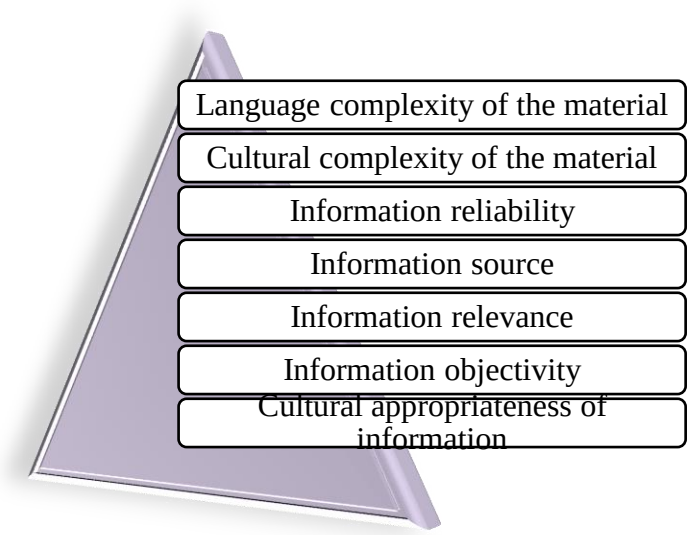


Figure 2. Parameters for evaluating the online resources for teachers.

CONCLUSION

Educational web resources can be used in various types of educational processes, such as the use of authentic web resources for classes and independent work of students to find the necessary information on the topic when presenting the selected material. Using educational websites aids in

the growth of critical thinking and enhancing cognitive skills, creativity, and communication in foreign language acquisition.

Therefore, incorporating new information technologies in teaching English enables both current and prospective teachers to put their creative ideas into practice, share experiences, and select a personalized learning plan. In the context of the implementation of the requirements of modern education, these technologies make it possible for students to develop skills of self-education, self-determination and personal development.

REFERENCES

1. Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated 03.10.2022 No. 559 “On measures to introduce distance learning in higher education institutions” National database of legislative information, 04.10.2022.
2. Alimova, T. K. (2022). The speech of the guide-translator in the interpretation of scientists. Web of scientist: International scientific research journal. 3(6), 994-1000. https://doi.org/10.17605/OSF.IO/5SBGJ
1. Ardi, P., & Rianita, E. (2022). Leveraging gamification into EFL grammar class to boost student engagement. Teaching English with Technology, 22(2), 90-114.
2. Barannikov, A.V. (2002). Soderzhanie obshhego obrazovanija: kompetentnostnyj podhod. M.: GU VShJe, 51.
3. Brown, H.D. (1994) Teaching by Principles: An Interactive Approach to Language Pedagogy. Prentice Hall Regents, Englewood Cliffs, NJ.
4. Chomsky, N. (1965). Aspects of the theory of syntax. Cambridge. Multilingual Matters: MIT Press, 1-15.
5. Council for Cultural Cooperation. Education Committee. (1998). Modern Languages: Learning, Teaching, Assessment: a Common European Framework of Reference. Council for Cultural Cooperation Education Committee.
6. Delors, J. (2013). The treasure within: Learning to know, learning to do, learning to live together and learning to be. What is the value of that treasure 15 years after its publication?. International review of education, 59, 319-330.
7. Fernández, M. (2007). WebQuests: how do students approach their integration in the foreign language classroom?. Teaching English with Technology, 7(2).
8. Getmanskaja, A.A. (2005). Modul'nyj podhod v formirovanii kljuchevyh kompetencij u uchashhihsja. Internet-zhurnal «Jejdos».
9. Gromkova M.T. (2003). Psihologija i pedagogika professional'noj dejatel'nosti: ucheb. posobie dlja vuzov. M.: JuNITI-DANA, 415.
10. Hubbard, P., & Levy, M. (2006). The scope of CALL education. Teacher education in CALL, 3-20.
11. Kim, D. W., & Yao, J. (2010). A Treasure Hunt Model for Inquiry-Based Learning in the Development of a Web-based Learning Support System. J. Univers. Comput. Sci., 16(14), 1853-1881.
12. Kogan, E.Ja. (2001). Kompetentnostnyj podhod i novoe kachestvo obrazovanija. Sovremennye podhody k kompetentnostno-orientirovannomu obrazovaniju. Pod red. A. V. Velikanovoj. Samara: Profi.

13. Kuzmin, I.N (2005). Sovershenstvovanie strukturi GOS VPO na osnove – kompetentnostnoy modeli vipusknika i razrabotka informatsionnoy texnologii ix proektirovaniya. SPb.: SPbGETU «LETI».
14. Little, D. (2006). The Common European Framework of Reference for Languages: Content, purpose, origin, reception and impact. Language Teaching, 39(3), 167-190.
15. Lomov, B. F. (1982). The Problem of Activity in Psychology. Soviet Psychology, 21(1), 55-91. https://doi.org/10.2753/RPO1061-0405210155
16. Maljov, A.V. (2005). Formirovanie kommunikativno-metodicheskoj kompetencii studentov-bakalavrov v uslovijah integracii kursov metodiki i praktiki rechi (jazykovoj fakul'tet, pedagogicheskij vuz): dis… kand. ped. nauk, 13.00.02. Moskva, 180.
17. March, T. (1999). The six Web-and-Flow activity formats. URL http://edge-ucator. com/help/formats. asp, consultada por última vez el, 25(04), 2014.
18. Markova A.K. (1996). Psihologija professionalizma. – Moskva: Mezhdunar. gumanitar. Fond «Znanie», 308.
19. Markova, A.K. (1993). Psixologiya truda uchitelya. M.: Prosveshenie, 192.
20. Ozhegov, S. I., & Shvedova, N. Ju. (1999). Tolkovyj slovar' russkogo jazyka. – Moskva: Mir i obrazovanie, 2314.
21. Ozhegov, S.I. (1953). K voprosu ob izmenenijah slovarnogo sostava russkogo jazyka v sovetskuju jepohu. Voprosy jazykoznanija, 2, 7085.
22. Rakhmonov, B.A. (2019). The role of the competence approach in pedagogical education. European Journal of Research and Reflection in Educational Sciences, 7(12), 266-271.
23. Rudenko, T.B., & Katkova, L.V. (2006). K voprosu o professional'noj kompetentnosti lichnosti uchitelja. Nauka, obrazovanie, obshhestvo. Internet zhurnal SahGU.
24. Sabirova, G.S. (2016). Metodika obuchenija mestoimenijam anglijskogo jazyka uchashhihsja obshheobrazovatel'nyh srednih shkol na osnove informacionnyh tehnologij. T.: Fan va texnologiya, 152.
25. Sysoev, P.V., & Evstigneev, M.N. (2010). Metodika obuchenija anglijskomu jazyku s ispol'zovaniem novyh informacionno-kommunikacionnyh Internet-tehnologij. M.: Glossa-Press, Rostov-na-Donu: Feniks, 189.
26. W. Rivers (1992). Interactive Language Teaching. Cambridge University Press.
27. Zimnjaja, I.A. (2004). Kljuchevye kompetentnosti kak rezul'tativno-celevaja osnova kompetentnostnogo podhoda v obrazovanii. Avtorskaja versija. M.: Issledovatel'skij centr problem kachestva podgotovki specialistov, 40(2).