International Journal of Advance Scientific Research
(ISSN – 2750-1396)
VOLUME 03 ISSUE 01 Pages: 12-18
SJIF IMPACT FACTOR (2021: 5.478)
(2022: 5.636)

Journal Website: http://sciencebring.com/index.php/ijasr

Research Article

THEORY AND PRACTICE OF THE APPLICATION OF FORESIGHT TECHNOLOGY IN THE SYSTEM OF LANGUAGE EDUCATION

Submission Date: January 14, 2023, **Accepted Date:** January 19, 2023,
Published Date: January 24, 2023
Crossref doi: https://doi.org/10.37547/ijasr-03-01-03

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ABSTRACT

The article is devoted to the description of the theory and practice of using foresight technology in teaching foreign languages in the educational process of universities, which contributes to the development of predictive competencies, the development of critical and logical thinking, and the improvement of all types of students' speech activity. The history of the emergence and development of Foresight technology, its difference from traditional teaching methods is considered, the definitions of Foresight technology proposed by specialists and scientists are analyzed. Examples of the use of Foresight technology methods in teaching foreign languages, such as "Delphi" and "SWOT-analysis" are given.

KEYWORDS

Innovation, Foresight technology, method, foreign language, prediction, analysis, Delphi method, SWOT-analysis.

INTRODUCTION

Languages cannot be taught, languages can only be learned. This is one of the mottos of the student-centered approach, which is implemented in the practice of teaching foreign

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languages. The basic provisions of this approach are the focus on the development of the student's personality as an active subject of educational activity; increasing the role of independent work, control and self-control over the progress and results of language acquisition. In this regard, the problem of studying and using innovative technologies in the system of language education becomes relevant.

In recent years, the term “Foresight technology” has been actively used in the educational process of educational institutions, aimed at improving professional training and educating students' ability and readiness for independent study of languages.

Foresight technology is an innovative learning technology that incorporates a number of methods and, in its content and structure, synthesizes the creative processes of a teacher and students. Thanks to foresight technology, students can develop a research approach to solving educational problems and professional tasks. The use of this technology contributes to the formation of an understanding of cognition, improves professional readiness for the development of pedagogical creativity and professional skills.

Main part.

The word "Foresight" means "a look into the future, forecasting". For the first time the term "foresight" was used by the famous science fiction writer Herbert Wells in 1902, speaking at the Royal Institution (Royal Institution) with a lecture (The Discovery of the Future). The main thesis was that the future is knowable, it can be foreseen using scientific methods. He proposed to introduce a special specialty "professor of foresight", who, like a historian, would analyze and find applications for future technological discoveries [2].

Initially, Foresight technology was used for business development. Foresight technology began to be used in the late 50s in the US defense sector in the work of consultants to the RAND corporation (“Research and Development”), where the tasks of determining promising military technologies were solved. In the 90s of the last century, Foresight technology went beyond science and technology and became widely used to analyze promising markets, and recently its applications have included forecasting social processes, as well as the formation of the infrastructure of national innovation systems. One of the first advantages of Foresight technology was appreciated by the government of Japan, European countries, China and Russia.

Now Foresight technology is used in various industries and areas. It should be noted that in modern pedagogy, Foresight technology has recently begun to be used in the classes of the natural science cycle, in particular in the classes of physics, biology, chemistry and computer science, but the practice of application has not yet been developed, as well as the theory itself.

Currently, there is no single definition of Foresight technology. Each organization, country, group of experts involved in Foresight offers its

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own definition, which emphasizes and highlights one or another aspect of Foresight technology.

According to experts of the Community Research & Development Information Service (CORDIS - the EC program for information services in the field of research and development), Foresight includes actions focused on thinking, discussing and outlining the future, in particular, it is an open discussion about the future - defining a possible future, creating a desired image of the future and defining strategies to achieve it, for example, the activities of public foundations.

The UNIDO Cooperation Program (UNIDO - United Nations Industrial Development Organization -), defines Foresight as scenario forecasting of socio-economic development: possible options for the development of the economy, industry, society in a 10-20 year perspective.

For the Australian Center for Innovation, Foresight is a systematic thinking about the future and influencing the future.

American researcher Ben Martin believes that Foresight is a systematic attempt to look into the long-term future of science, technology, economics and society [3].

In our opinion, Foresight technology, a tool for predicting and shaping the future, today plays an important role in the educational structure, in particular, in teaching foreign languages, as it contributes to the development of predictive competencies, the development of critical and logical thinking, and the improvement of all types of speech activity of students.

We suppose that, Foresight technology has incorporated dozens of traditional and fairly new methods, such as the Delphi method, SWOT-analysis method, prediction chart method, project method, brainstorming method, PRES - formula, decision tree etc.

As an example, consider the ways of using such Foresight technology methods in teaching foreign languages as the Delphi method and SWOT - analysis.

The Delphi method (or, as it is also called “Delphi oracle method”) is a method for quickly finding solutions based on their generation in the process of brainstorming conducted by a group of students and selecting the best solution based on expert assessments. The name of this method is due to the ancient Greek city of Delphi, known for its sages - predictors of the future. It was developed in the United States in the 1950s and 1960s to predict the impact of future scientific developments on warfare by Olaf Helmer, Norman Dalkey, and Nicholas Rescher.

In our opinion, Delphi is a foresight technology method used to predict, examine and structure the process of group communication, aimed at creating conditions for effective group work on a complex problem. The value of its use in teaching foreign languages lies in the fact that it is possible to practically use all types of speech activity, and individualization and differentiation of training is also provided, taking into account the interests and inclinations of students. Through the use of

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the Delphi method, a student-centered approach to learning is implemented, the basic principle of this approach is observed, namely, the student and his learning activities are at the center of learning.

Two groups of students take part in the process of using the Delphi method: the first group is experts who present their point of view on the problem under study; the second group is analysts who bring the opinions of experts to a common denominator. The Delphi method itself implies three stages of work - this is a preliminary stage, the main stage and the analytical stage.

At the preliminary stage, an expert group is selected. It can include any number of students.

At the main stage, the problem is posed - the experts receive the main question, and their task is to divide it into several smaller ones. Analysts select the most common questions and compile a general questionnaire. The resulting questionnaire is again presented to the experts. Their task is to report whether something else should be added, whether there is enough data, whether there is any additional information on the problem. Thus, answers are obtained (the number of answers depends on the number of experts) with detailed information. Analysts are compiling another questionnaire. The new questionnaire is again provided to the experts. Now they need to offer their own ways to solve the problem and explore the alternative positions of other experts. It evaluates the effectiveness, availability of resources, relevance of solutions. Analysts highlight the main opinions of experts and try to bring them together. If someone's opinions run counter to the opinion of the majority, these opinions are voiced to the experts. As a result, experts can change their positions, after which this step is repeated again. The steps are repeated over and over again until the experts reach a consensus and a consensus is established. And analysts' examination of the differences of opinion among members of the expert group may point to hitherto unnoticed subtleties of the problem. In the end, an overall assessment is made, and practical recommendations are made to solve the problem.

At the analytical stage, the consistency of expert opinions is checked, the findings are analyzed and final recommendations are developed.

Thus, the Delphi method contributes to interactive forecasting based on the assessments of a group of experts and allows you to assess the problem as a whole and get an expert opinion.

The next method of Foresight technology is the “SWOT-analysis” method.

SWOT analysis is a method of strategic planning, which consists in identifying factors of the internal and external environment of an object and dividing them into four categories: Strengths, Weaknesses, Opportunities and Threats. Strong (S) and Weak (W) sides are factors of the internal environment of the object of analysis, (that is, what the object itself can influence); Opportunities (O) and Threats (T) are environmental factors (that is, those that can affect the object from the outside).

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If we talk about the history of the origin of this method, then the term SWOT was first introduced in 1963 at Harvard at a conference on business policy by Professor Kenneth Andrews [1].

The purpose of a SWOT- analysis is to provide a structured description of the situation regarding which a decision needs to be made.

In our opinion, the SWOT-analysis method can be used in teaching foreign languages, helping teachers to structure and focus the discussion of any problems in such a way as to enable students to independently identify problems, prioritize problems, set a goal, determine ways and means to achieve the goal. As our own experience of working at a university shows, SWOT-analysis can be used when compiling an unprepared monologue statement, when structuring an oral statement, reading texts in a specialty, preparing various types of retellings, writing essays and presentations.

Since university students, future teachers of foreign languages in the 4th year undergo qualifying practice in secondary schools, we suggest that they study the activities of the school and make a SWOT- analysis before doing the practice, having studied the methodology for compiling a SWOT -analysis. The SWOT- analysis method can involve both individual, pair, and group work. First of all, it is necessary to draw a SWOT matrix. It can be done by dividing a sheet of paper into four parts. In each part it is necessary to write as much information as possible. It is advisable to first write more significant factors, then move on to less significant ones. Next, it is necessary to analyze the strengths and weaknesses of the school, then move on to opportunities and threats. After filling out the SWOT matrix containing strengths, weaknesses, opportunities and threats, it is necessary to review and adjust the SWOT-analysis by answering the following questions: how much the strengths of the school can help avoid threats and achieve opportunities; what impact the school's weaknesses can have on opportunities and threats; how strengths can help correct weaknesses; how can we reduce the threats?

An example of compiling a SWOT- analysis of a school

Strengths	Weaknesses
- experienced teachers with long teaching experience;	- overload of teachers, many teachers work for one and a half or two positions, such work load exhausts teachers;

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- favorable location of the school: a large number of school-age children live in this area; - a good and well-deserved reputation of the school: schoolchildren of this school often take first places in Olympiads and enter universities; - the school has a sufficient number of computers, the Internet is provided.	- overcrowding of classes, in each class there are about 35-40 students, which contributes to a decrease in the quality of education.
Opportunities - there are also other general education schools in the area, but due to the high level of education in this school, it can be expected that parents will prefer to send their children to this particular school.	**Threats** - lack of additional incentives for teachers (bonuses and incentive allowances), otherwise, due to the presence of other schools nearby in the surrounding area, there is a possibility that other schools will poach experienced teachers.

Thus, SWOT- analysis is necessary for the formation, development and improvement of the skills of foreign language speech, consolidation of lexical skills, for checking learning outcomes, for evaluating any object, event or phenomenon objectively and impartially, identifying advantages and disadvantages, substantiating the prospects for the development of the analyzed object.

CONCLUSION

The described methods of Foresight technology once again confirm the idea that today it is important to apply Foresight technology in pedagogy in teaching foreign languages, since large-scale changes are taking place in education itself.

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It becomes continuous and presented in many different forms, which brings education actively closer to the development of the economy and business, respectively, Foresight technology becomes one of the tools to influence the global market of educational services, allows through forecasting, to identify the main threats and opportunities for language development in education in the current educational pedagogical process.

Thus, Foresight technology as a pedagogical tool for predicting the future, predictive competence in the structure of educational experience, can be used to create new means of supporting learning technologies and their promotion in the language educational process.

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