

PEDAGOGICAL ASPECTS OF PROFESSIONAL SPEAKING COMPETENCE IMPROVEMENT OF STUDENTS

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Abstract: This article describes the pedagogical aspects of improving students' professional speech competence, types of competencies, and explains the importance of improving professional speech competence in English lessons. The effective ways of improving students' professional speech competence are shown in the article.

Keywords: competence, speech, professional, development, standard, education, approach, communicative, intellectual, linguistic, sociolinguistic, pragmatic, adapt.

In our republic, a lot of experience has been accumulated in adapting the field of education to modern development trends, developing innovative teaching technologies. Modern information and communication technologies and foreign experiences are being applied to the educational process. It is becoming necessary to ensure the continuity and consistency of the teaching of humanities, to create a modern methodology, to improve the state educational standards for humanities based on a competency approach, to develop a new generation of educational and methodological complexes. In order to improve students' professional speech competence in English language classes in higher education, it leads to the improvement of students' skills of being able to use the acquired knowledge in practice. In order to effectively organize the educational process, the use of innovative technologies on an integral, integrative basis is a requirement of today.

A modern developed society needs to educate an intellectually mature generation that meets the requirements of scientific, spiritual, sustainable development and cares for the future of our republic. The main goal of teaching a foreign language at all stages of education in the Republic of Uzbekistan is the formation of communicative competence in a foreign language so that students can work in everyday, scientific and professional fields in a multicultural world. Foreign language communicative competence is the ability to use the knowledge, skills and abilities acquired in the foreign language in the process of

communication. Linguistic competence implies knowledge of language material (phonetics, lexicon, grammar) and acquisition of skills in speech activities (listening, speaking, reading and writing). Sociolinguistic competence makes it possible to choose the necessary linguistic form and expression method based on a speech situation, communicative goal and desire of the speaker. Sociolinguistic competence includes socio-cultural competence and includes the ability to present national characteristics of authentic speech: knowledge of customs, values, rituals and other national-cultural characteristics of the country where one lives and compares it with the country where the language is studied. Holds Pragmatic competence refers to the ability to get out of difficult situations by repeatedly asking, apologizing, etc. In this standard, discourse competence was included in pragmatic competence. This competence implies the expression of thoughts in oral or written speech using appropriate language tools. Discourse competence refers to the ability to understand and interpret linguistic signals to ensure consistency in oral or written speech. Today's social requirements in the educational system require the development of information processes. Adaptation of higher education to the requirements of modern development, improvement of electronic educational resources in subjects, provision of active communication of students with electronic resources, implementation of independent education and self-assessment, quick search for necessary information and emerging problems means forming the skills to use it in solving problems. From this point of view, one of the indicators of the quality of education is competence. The English concept of "competence" literally means "ability". Essentially, effective use of theoretical knowledge in activity means being able to demonstrate high-level professional skills, skills and talent. Competence is the acquisition of knowledge and experience for effective activity in a certain field of science. Competence (Latin competences - suitable, suitable, capable, knowledgeable) is the quality and views of a person who has perfect knowledge in any field, and therefore it is considered important and authoritative. In addition to purely professional

knowledge, skills and qualifications, competence also includes qualities such as initiative, cooperation, ability to work in a group, communicative ability, ability to realistically evaluate, logical thinking, ability to sort and use information. The word "Competence" comes from the word "to compete" and means "to compete", "to compete", "to compete". Literally translated, it means "ability to compete". According to scientific pedagogical and psychological sources, competence, competence are very complex, multi-part concepts common to many disciplines. Therefore, its interpretations are different both in terms of size and content, as well as in terms of meaning and logical content. . It is also described on the basis of concepts such as "effectiveness", "readability", "feature", "quality", "quantity". In the descriptions of the concepts of "competence" and "competence", special attention is paid to the following cases: the practical application of a set of knowledge; a person's education, characteristics, qualities; level of readiness for practical activity; the ability to solve problems, to achieve the necessary results in practice; integrity of knowledge, skills, qualifications that ensure the professional activity of a person: a set of activated (applied in practice) training, knowledge, experiences; a person's goal-oriented emotional will power. In our opinion, competence is not only a set of knowledge and skills, but also characterized by the ability of students to mobilize the acquired knowledge and apply it in practice in certain situations.

It should be seen as an experience of being able to apply one's acquired knowledge, skills and abilities in life. The main task of such education is to teach students to solve tasks and to solve various problems within the framework of their life activities. The concept of "competence" in the world educational practice includes the idea of unifying the intellectual and professional content of education, interpreting the content of education, as well as a wide range of skills and competencies in the fields of culture and activity (information, legal, etc.). has the nature of integration. At the beginning of the 21st century, on the basis of the concept of "professional competence", researchers distinguished: subject-

active, that is, professional (special) competence related to the field of activity; special competence in the field of educational science serves to implement basic competence; subject-methodological competence is educational. Competence with an educational subject, which is formed within the framework of science, was researched. Competence is the ability to use the acquired theoretical knowledge, practical skills and qualifications in solving practical and theoretical problems encountered in everyday life. Education is an education aimed at forming the competencies of practical application of acquired knowledge, skills and abilities of students in their personal, professional and social activities. It is necessary to improve speech competence. Therefore, great attention is paid to students' professional speech competence in the educational process of higher education. In the methodical training system of a foreign language teacher, it is necessary to adequately prepare this specialist, to him a special form of culture, a language that is a mediator of thinking and is carried out by an individual, the country of the language being studied, the principles, methods and tools of teaching this language. It is important to educate about. Each of these components is accompanied by certain theoretical knowledge that underpins and regulates a certain variety of professional activities. Sufficient professional qualifications and professional culture are a necessary condition for the implementation of pedagogical activities. In order to improve professional speech competence, a student should know the language to the maximum, be able to speak competently about the language, have appropriate psychological-pedagogical and methodological knowledge, and general cultural preparation. Therefore, the effectiveness of teaching a foreign language is determined by many factors, the most important of which is the teacher's ability to use the language being taught in the process of communicating with students in class. The speech of the teacher plays a very important role in the implementation of the communicative and educational function. If students have a communicative culture to the extent that they interact with each other, their skills will be demonstrated. However, practice

shows that students' speech activity in class is still a weak point, which leads to difficulties in solving communication problems. Apparently, this is the result of insufficient preparation in oral communication. Student speech is rightfully considered one of the most effective tools in the educational process. A student's skill, especially in foreign language classes, directly depends on the level of word knowledge. This requires constant and purposeful work on diction and words, on clearly expressing one's opinion and on validating their correctness. All of the above determines what role should be played in purposefully teaching students communication skills in the classroom. It can be seen that the communicative and pedagogical activity of a foreign language teacher is filled with its own content. In what material can students be taught professional speech communication, which is a complex speech skill that includes the ability to stimulate, respond, control and regulate? In our opinion, the main point is to provide material that can be used in teaching speech communication, which allows students to control the learning process, to select speech units. It seems that students should be taught professional speech communication from the first year. Practical training in oral speech and phonetics creates great opportunities for the formation of such components of "pedagogical technique", for example: voice, diction, intonation, etc. This is because, in the first year, great attention is paid to imitation, choral work, and poetry reading. It helps to improve pronunciation, develops a sense of rhythm, clear diction and pitch, that is, techniques that create conditions for the successful work of a foreign language teacher.

In the following courses, it is necessary to monitor the continuity of work on the formation of professional speech communication skills in practical training in the subjects of phonetics, oral speech, and methodology. The main task of a teacher's professional activity is to provide certain knowledge to students. That is why the teacher's speech should be organized and presented in such a way that the information conveyed by him is fully and easily understood by the students. Undoubtedly, it is necessary to focus the attention of students on the need for

their speech to be distinguished by a certain loudness and clarity, accuracy and expressiveness as the speech of future professionals. The speech of the teacher is aimed at the audience, it is audiovisual. What the teacher is talking about, the students perceive not only through the ears, but also through the visual channels of perception. "By listening, students perceive the word, its main meaning and intonation ... visually ... students perceive the facial expressions of the teacher, as well as the expressiveness of the emotional component of his actions accompanying the statement." The student's speech should be expressive enough to arouse interest. Unfortunately, it is necessary to emphasize the uniformity of the intonation tools used in the student's speech. It is known that "the effectiveness of the speech is not only when using the wrong words that do not correspond to its content and purpose, but also when the student's facial expressions, gestures, and behavior in general are appropriate to the content. even if you don't feel faint, it will decrease." Thus, the competent construction of speech interactions with students helps the teacher to use the pedagogical potential as effectively as possible in the educational process. Let's focus on the selection of material to improve students' professional speech competence. Educational tasks can be divided into three types: 1) receptive (tasks to pay attention, observe, analyze and understand the features of communicative behavior of another person); 2) reproductive (reproduction without transformation); 3) effective (one's own communicative activity in a certain problem situation). The example of a teacher has a special place in the formation of a young specialist. This is directly related to the issue under consideration regarding the development of professional speech at the higher level of education. Thus, there are many opportunities to use original examples of English speech, rather than repeating phrases in the same way, in class speeches, when addressing the audience. In order to practice oral speech, training students in professional speech communication in English classes should include real speech material that students need to master in order to perform the main functions of the teacher's

communicative activity. Preparing students for professional speech training is not limited to just performing the suggested exercises. It is necessary to organize activities to preserve, strengthen and further improve the acquired professional skills of students. Constant and purposeful work on improving professional speech competence is the key to the successful work of a modern teacher.

The main essence of English language education based on students' professional speech competence is to improve the competences of using the knowledge, skills and abilities acquired by students in the educational process organized by the English language throughout their personal life, as well as in professional and social activities. The goals of teaching in the competence approach are self-awareness by students, understanding of ways to achieve learning goals in the educational process, increasing students' learning and learning activity, through self-development of students as individuals. It is necessary to envisage priority directions such as adaptation to society and independent life, socialization.

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