
PROFESSIONAL SPEECH AND ITS PLACE IN THE PROCESS OF TEACHING PHILOLOGY STUDENTS

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ABSTRACT

Speech characterizes the level of general development and culture of a person. For the pedagogical process as a whole, speech activity is an important component. It is realized in any activity, takes part in its organization and functioning. This article discusses the role of professional speech in the process of teaching students of the philological direction.

Keywords: professional speech, competence, language system, communication, speech activity.

The harmonious correspondence of thought and word, speech and speech act seems to be an actual educational task. Understanding that language is one of the main tools for personal development leads to the search for effective approaches to teaching.. It is essential that the assimilated semantic-syntactic models of statements and their lexical components make it possible to solve specific communicative tasks of professional communication. An indispensable condition for the effectiveness of teaching Russian as a foreign language students is a variety of original forms of presentation of educational material that arouse and maintain interest and motivation in mastering professional material..

Professional speech is a language communication characterized by the use of professional vocabulary. Professional speech is characterized by the following components:

- Installation on specific, specialized communication;
- Orientation to the process of direct communication;
- Connection of professional speech with the language system;
- Обязательное соответствие профессиональных высказываний различным стилям и жанрам речи.

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- Mandatory compliance of professional statements with various styles and genres of speech.

The system approach is also implemented in the communicative-activity approach to the learning process, that is, it comes down not so much to creating the conditions in which one has to act, but to the activity itself. At the same time, the educational goal of the lesson is translated into the task of communication between students and the teacher and among themselves on the basis of personally significant for the student (for example, professional) activity. The basis of the competence of a specialist is the competence of activity, communication and self-development [Mikheeva, 2015]. Professional competence means readiness to perform professionally oriented activities and the ability of the subject of activity to perform daily professional duties. Professional competence is considered as the main criterion for the compliance of the subject with the requirements of socialized labor. Generalized indicators of professional competence are a certain level of knowledge, skills and abilities of a specialist, as well as individual psychological characteristics of the subject of activity.

Competent professional speech of a specialist in the humanities has the following characteristics:

- Richness of speech (has a large amount of active vocabulary, correctly emphasizes and chooses grammatical forms, uses lexical means of expression - epithets, synonyms, antonyms, etc., does not use jargon, reduced vocabulary, parasitic words in speech);
- Naturalness (builds statements independently, and not according to patterns, speaks emotionally, figuratively and expressively);
- Logical and reasoned speech (he speaks in connected sentences, uses the correct order and combination of words, knows how to give the necessary arguments, evidence of his point of view, tries to be convincing in his statements, knows how to speak "shortly and clearly").

The problems of improving the learning process from the point of view of a competency-based approach are considered in the works of many specialists in the field of pedagogy and psychology, most of whom note the discrepancy between the content of training and the needs of modern society and the labor market. [Markova, Deikin, Leushkina, Khakimov, Yakushevsky, Shaimova, Klimov, Preston, Walker and others]. From the point of view of training philological specialists with in-depth professionally oriented study of Russian as a foreign language, communicative language competence is considered as consisting of certain components - linguistic, sociolinguistic and pragmatic. From the point of view of training philological specialists with in-depth professionally oriented study of Russian as a foreign language, communicative language competence is considered as consisting of certain components - linguistic, sociolinguistic and pragmatic.

Practice shows that philology students often show inability to speak in a business and informal setting, inability to express their thoughts, choose the right manner of speech both in their native and in the language, they are studying. For the teacher, the tasks of activating speech activity, especially in the target language, replenishing the student's vocabulary, and forming the qualities of effective professional speech remain relevant.

Recently, the need to form the communicative competence of a future specialist through the implementation of professionally oriented training has been increasingly recognized. Despite certain differences in the definition, the essence of professionally oriented education, as a rule, is that it directs the pedagogical process to the final result of the student's education at the university - the future profession, which will eventually become the sphere of application of all the knowledge, skills and abilities acquired, testing their effectiveness.

Professional speech activity is a mandatory, integral part of the educational process. The effective organization of speech activity requires each teacher to take into account its features, knowledge of its

functions in teaching, purposeful creation of situations for the maximum use of all its capabilities in order to enrich students' speech activity, their knowledge and communication..

The competence of social interaction and the competence of communication are interconnected with speech activity. The competence-based approach distinguishes modern teaching of Russian as a foreign language.

In linguodidactics, the use of the term competence, usually understood as a set of knowledge, skills and abilities that are developed in the process of teaching the Russian language, contributes to mastering it. In the linguodidactic tradition, there are four main types of competencies: linguistic (knowledge of phonetics, vocabulary, grammar); speech (mastery of speech skills and abilities); communicative (verbal communication skills according to the situation); cultural studies (awareness of language as a form of expression of culture). With a competency-based approach in modern education, the creation of pedagogical conditions and the definition of the constituent components of speech competence are of particular relevance. Researchers are actively studying this problem, but certain aspects of the development of speech competence in the target language are not fully covered. In our study, we consider speech competence as a set of knowledge, skills and abilities necessary to generate one's own programs of speech behavior, adequate to the goals, areas and situations of communication, readiness and ability to transfer one's communication skills in one's native language into speech communication in the same or different language. his language in any field of activity. [6; 7]

Language and speech are of particular importance for a philologist, as he must show others an example of mastering his native and studied languages through his speech. Students acquire knowledge, skills and abilities in all types of speech activity. Speech is as systemic as language, and consists of speech units in which language units receive their manifestation. We extract the words that exist in the language from our memory and make them available to perception. In language there is only the general, in speech this general is concretized, individualized. Speech is more changeable, mobile; new phenomena arise in speech and then pass into language.

The main principle of teaching the future philologist is the interconnected teaching of all types of speech activity. The most important aspect of mastering the Russian language is speaking. Speech proficiency for a philologist is important because, according to scientists, speaking and listening in the professional speech of a philologist is 98%. Speaking in pedagogical interaction is a two-way process in which, on the one hand, the teacher, influencing the interlocutor, achieves the goal of attracting the attention of students, "drawing them into speech", on the other hand, encouraging students to "exit" into speaking. Therefore, it is important for the future philologist possession of both monologue forms of speech (requiring preliminary preparation) and dialogic forms [8]. The development of students' speech depends on the general culture of speech activity of the RFL teacher, who makes the necessary requirements for his speech and the speech of students, ensuring their implementation..

Students should pay attention to mastering introductory constructions in Russian oral speech. Constructions that introduce the speaker's own opinion into speech deserve special attention. According to T.V. Shmeleva, this is a mode - a complex of subjective meanings, explicitly or implicitly expressed in a statement: I think that ...; Think that ...; I assure you...; Apparently...; How do you guess...; I would like to emphasize ... and more. pl. etc. The modus can be characterized only with the help of such concepts as "speaking", "communicative strategy", "speech behavior", "rules of speech behavior", "speech act", "speech genre" [Shmeleva,1995]. The modus is implied on a multitude of structures (millions of times repeated and becoming a fact of the language), to which the meaning "I want", "I believe", "I can" is attributed, and under.

Along with getting to know the mode, the student should be shown the features of metacommunication. As you know, this is the author's indication of the method of constructing speech: I cannot but mention ...; I would like to draw your attention to the following...; I emphasize again ...; I will give an example ... and more. others - means of authorization; Have you made sure that ...; You know that...; Look at it from the other side ... - means of addressing; Everyone knows that...; It is well known that ... is an appeal to general experience. The area of modus includes various kinds of author's clarifications, references, references to someone else's speech (In our family, they say so ...), etc.

When teaching a monologue statement, various types of supports are used. For example: - visualization (a picture, a story in pictures, a schematic sketch drawing, a photograph, a poster, a filmstrip, a real object);

— Text (of any content, but not difficult in terms of language, plot, descriptive, informative, which students can present, discuss, etc.);

- A topic (formulated at a different level of abstraction and relating to different areas of life and learning activities);

- Maxim (proverb, aphorism or catch phrase that can give rise to a monologue essay);

- Exposition (small material - a newspaper report, a cartoon, a theater program, an announcement, a micro-story, a presentation of different points of view - everything that contains problems, an incentive for discussion, an expression of one's attitude, etc.);

- Situation (a brief summary of real or imaginary circumstances and situations, stimulating students to MR in the genre of a story, commenting, describing, etc.);

- Landmarks (points of the plan or scheme of the statement, key words or phrases that open the micro-topics of the text) [9, p.37].

Practical sessions are offered in the form

- Seminars (discussions, presentations with discussions, games),

- Computer classes (with text assignments, tests, workshop on forms of professional Internet-mediated communication),

- Classes using information and communication technologies (including the project method, student-centered approach, problem-improvisation tasks, multimedia presentations, etc.).

Thus, based on the characteristics of monologue and dialogic speech, we emphasize that the goal of teaching speaking is to develop the ability to carry out oral speech communication in a variety of socially determined situations. [9, p.35].

When teaching DR (dialogical speech) and MR (monologic speech), it is important to understand what actions students master. The simplest action is reproduction - through it, students learn the basic speech structures and their lexical content.

For a successful result of the formation and development of professional speech of a philologist student, the following conditions must be taken into account:

- Definition as one of the important criteria of teaching and educational activities of a teacher of Russian as a foreign language the formation of professional competence of a future specialist;

- Ensuring the professional and communicative nature of the process of teaching Russian as a foreign language;

- Use of interactive teaching methods based on ICT based on the implementation of socio-cultural, communicative-activity and system approaches.

With the help of learning activities, students master the necessary speech operations, which for a certain time act as independent learning tasks and an object of assimilation. It is important to emphasize

that all types of tasks that work out certain learning activities should be communicative in nature. [8]. Being training (linguistic in essence), they should be aimed at students' understanding of the communicative task and the content of the act of speech, and not its form. Therefore, such formulations of tasks are necessary that determine the focus of attention on the communicative content of the statement, set the parameters for an error-free choice of form in a given situation of an act of speech..

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