

FORMATION OF PROFESSIONAL SPEECH COMPETENCE AS A WAY TO IMPROVE THE EFFECTIVENESS OF TEACHING STUDENTS

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ARTICLE INFO.

Keywords: teacher's speech competence, improvement of professional speech competence, effectiveness of teaching a foreign language.

Abstract

The article discusses some types of work on the formation of professional speech competence of an teacher, specifies the types of exercises that contribute to the development and improvement of students' speech competence.

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The teacher is the central figure in the professional field learning. In the system of methodological training of a teacher of the Russian language of great importance is the adequate training of this specialist, providing him with knowledge about the language being taught, which acts as a special form of culture, an intermediary of thought and is realized by a person, about the country of the language being studied, about the principles, methods and means of teaching this language. Each of these components is accompanied by certain theoretical knowledge that substantiates and regulates a specific variety of professional activities. Sufficient professional qualifications and professional culture are necessary conditions for the implementation of pedagogical activities. The teacher must speak the language within the maximum of the curriculum, be able to speak competently about the language, have the appropriate psychological, pedagogical and methodological knowledge, and general cultural training.

The effectiveness of teaching the Russian language, therefore, 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 the classroom. The teacher's speech plays a huge role in the implementation of the communicative and educational function. In the extent to which the teacher owns the communicative culture in his level of interaction with students, his skill is manifested. However, as practice shows, the speech activity of the teacher in the classroom is still a weak side, causing difficulties in solving communication problems. It seems that this is a consequence of insufficient training in verbal communication.

The speech of the teacher is rightly considered one of the most effective means in the educational process. The skill of a teacher, especially a teacher of the Russian language, is directly dependent on the level of word proficiency. This requires constant and purposeful work on diction and in a word, over the ability to clearly express one's thoughts and reasonably prove their correctness. All of the above determines the role that should be assigned to the purposeful training of future teachers in the skills of pedagogical communication in the classroom. "Speech of a foreign language teacher should act as a standard of foreign language speech. It plays a huge role in the formation of students' knowledge, since the process of perception and understanding of the teacher's speech takes about half of the study time.

It is obvious that the communicative and teaching activity of a Russian language teacher is filled with specific content. What material can be used to teach students professional speech communication, which is a complex speech skill, including the ability to stimulate, respond, control and organize?

We believe that the key point is the selection of speech units, which should represent the material that can be used in teaching students speech communication, which allows them to manage the learning process. It seems that it is necessary to start teaching students professional speech communication from the first year. Practical classes in oral speech and phonetics provide great opportunities for the formation of such components of "pedagogical technique", such as voice, diction, intonation and a number of others. This is due to the fact that in the first year a lot of attention is paid to imitation, choral work, and poetry reading. This contributes to the improvement of pronunciation, develops a sense of rhythm, clear diction and loudness of voice, that is, techniques that create conditions for the successful activity of a Russian teacher.

Language. In the following courses, it is necessary to observe the continuity of work on the formation of professional speech communication skills in practical classes in phonetics, oral speech, and methodology.

The main task of the teacher's professional activity is to transfer certain knowledge to students. Therefore, the speech of the teacher must be organized and presented in such a way that the information transmitted by him is perceived by the students in full and without difficulty. Obviously, it is necessary to draw students' attention to the fact that their speech, as the speech of future teachers, should be distinguished by a certain loudness and clarity, clarity and expressiveness. The speech of the teacher is directed to the audience, it is audiovisual. What the teacher is talking about at the moment, students perceive not only by ear, but and through the visual channels of perception. Through hearing, students perceive the word, its main meaning and intonation ... visually ... students perceive the teacher's facial expressions, as well as the expressiveness of the emotional component of his behavior that accompanies the statement. Thus, the competent construction of speech interaction with students helps the teacher to use the pedagogical potential in the learning process as efficiently as possible. Let us dwell on the choice of material for teaching students the skills professional speech communication.

Learning tasks can be divided into three types:

- 1) receptive (tasks for attention, observation, analysis and understanding of the features of the communicative behavior of another person);
- 2) reproductive (reproduction without transformation);
- 3) Productive (own communicative activity in a given problem situation).

Tasks in the exercises of the first type are intended for the initial acquaintance of students with samples that are used by the teacher in situations of real verbal communication with students in the classroom. The task of such exercises is to draw the attention of students to the awareness of the functional load of these samples. For example, listen carefully and try to remember how the teacher directs the students' attention to...; organizes the sequence of exercises by students; encourages students to agree/disagree; prompts to answer more fully; expresses support, etc. The tasks listed above introduce patterns of functional utterances by showing them through the speech of the teacher, or by listening to a sound recording with visual support. The performance of such tasks creates a willingness to carry out multiple conscious reproduction of the teacher's speech statements. Exercises of the second type organize transitional steps in the reproduction of speech units (from simple imitation to reconstructive reproduction, such as: complete the following stimulating (reacting, organizing, controlling) statements; give the impulse a polite form of address, etc.

After performing exercises of the reproductive type, it is necessary to set students a problematic task: to choose one of the presented samples that is more appropriate for the conditions. For example, how do

you draw the student's attention to new information; how do you organize the work of students to correct mistakes; what phrases will help intensify the discussion of the read text, etc. The proposed exercises and their classification are based on the dominant activity in the assimilation of any material, namely: on reception, reproduction and production (application). The choice of tasks is due to the functional orientation of the situations presented in the textbooks of expressions of classroom use, namely: stimulating, reacting, controlling, and organizing. To improve the skills of professional verbal communication, systematic and active development in the specified system of exercises is necessary.

In the teaching profession, a special role in the formation of the youngthe specialist is played by the example of the teacher. This directly concerns of the issue under consideration on the development of professional speech in the senior stage of learning. So, in the comments during the lesson, in an appeal to there are many opportunities for the audience to use original samples of Russian speech, rather than monotonously repetitive phrases. Teaching students professional speech communication in oral speech classes should include authentic speech material that students must master in order to implement the main functions of the communicative activity of a Russian language teacher in a classroom at school. Preparing students for professional speech training cannot be limited to the implementation of only the proposed exercises. It is necessary to organize the activities of students to preserve, consolidate and further improve the acquired professional skills. Constant and purposeful work to improve professional speech competence is the key to successful work modern teacher.

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