

## **FEATURES OF THE FORMATION OF PROFESSIONAL SPEECH COMPETENCE OF A MODERN SPECIALIST**

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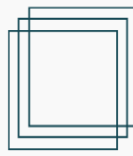
### **Annotation**

The article discusses the theoretical foundations of the development and the conditions for the implementation of the technology for the formation of professional-speech competence among university students. The technology of formation of professional speech competence in university students can be effective on the basis of theoretical understanding of the content of the concepts of "teaching technology", "technology of developing education", "formation of professional speech competence of university students" the heuristic aspect is updated, included in the professional context of training specialists at the university, the content of the conceptual, programmatic, technological levels of building technology for the formation of professional-speech competence in university students is indicated; the main components of the technology of formation of professional speech competence among university students are highlighted.

**Keywords:** professional pedagogy, culture of a future specialist, state educational standards, culture of speech, professional speech competence, competence-based approach.

The transition from the knowledge paradigm to the competence one poses new challenges for professional pedagogy. One of the main tasks of the Russian educational policy, outlined in a number of documents - laws on education, on higher and postgraduate education, state educational standards, is to ensure high quality of training of specialists. In these conditions, higher education ceases to be only professional, it turns into a mechanism for the formation of the general culture of a future specialist. A special role in ensuring the professional success of the subject of professional activity is played by professional speech competence.

However, unfortunately, it is not possible to say that today students who graduate from universities have a proper command of the basics of professional speech communication in general and professional speech competence in particular. The value of teaching the course "English and the culture of speech" to a certain extent contributes to the formation and development of professional speech competence, enhancement of the culture of Russian speech and largely solves the problem of teaching professional speech communication. However, the synthetic nature of speech training at the university actualizes the construction of a teaching technology that takes into account the specifics of methods and techniques that allow students to master specific speech forms of business communication, specific professional genres, the culture of verbal

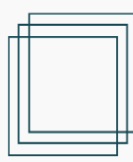


professional communication, methods of verbal impact on the addressee, etc. In this regard, the task of creating modern pedagogical technologies seems to be very urgent and socially significant. We are talking about technologies that imply a personality-developing orientation of the educational process.

Moreover, the priority of organizational forms and methods over the content of educational material enhances the personal orientation of learning, since it shifts the emphasis from the question “what to teach” to the question “how to teach” (A.B. Khutorskiy). In this kind of teaching technologies, the focus of the teacher is not on the educational material, but on the student himself, his educational activity. In this regard, the issue of design and efficiency of heuristic learning technology is one of the most promising areas of integration processes in higher education, and the competence-based approach seems to be fundamental and sets not only a general guideline for higher education as the main methodological strategy, but also forms new requirements for the data design procedure technologies of teaching at the university.

With all the obviousness of the importance of the professional speech competence of a specialist in the success of his professional activity, the speech training of the future specialist does not fully meet the requirements of the modernization of education and is marked by noticeable contradictions at the following levels:

- methodological: between the need for competent specialists with a culture of verbal professional communication, and the lack of an algorithm for the development of teaching technologies focused on the formation of these qualities in students in the context of constantly changing and increasingly complex requirements for a university graduate;
- between the dialogical nature of developing learning technologies and the predominantly monologic way of professional training at the university;
- theoretical: between a significant amount of scientific developments on certain aspects of speech training of students of higher education and the lack of special research related to the development of teaching technology that ensures the formation of vocational and speech competence in students;
- normative: between the specified requirements for the level of formation of professional and speech competence and the optional nature of their implementation, taking into account the status of the discipline "English and the culture of speech" at the university;
- meaningful: between the recommendations of typical curricula that do not take into account the interdisciplinary nature of the formation of professional speech competence, which includes, in addition to speech training, a complex of psychological and pedagogical influences that optimize the level of this competence of students;
- methodological: between the absence of an integral system for the development of technology for the formation of professional speech competence of students at a university, which is a synthesis of the level invariant of the heuristic teaching technology

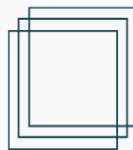


with a variety of variable models of its implementation in teaching speech and psychological and pedagogical courses, and the need for an integrative system of teaching the culture of speech of future specialists.

Each of the components of professional speech competence can be formed at one of four levels: stochastic, basic, intensive and creative. The assessment of the dynamics is carried out based on the criterion-diagnostic apparatus. The analysis of the state of the formed professional-speech competence of university students showed that in traditional learning conditions it is at a low level for the majority of students. The implementation of the technology of heuristic teaching in order to form the professional-speech competence of university students is carried out using a technological map, where the types of activities, forms, methods, techniques, teaching aids are selected.

A guideline for a teacher in planning a system of heuristic classes is the image of the student's intended educational product. Such a product correlates, firstly, with the personal potential of students; secondly, with the content of education and organizational forms that ensure its receipt; thirdly, with the assimilation of heuristic educational procedures by the student. The technology of heuristic teaching reveals the goals, objectives, content, methods, forms of interaction between participants in the pedagogical process and the results achieved, and can be characterized by the following structural components:

- target (clear definition of the goals of heuristic learning technology, awareness and acceptance of these goals by students);
- meaningful (the amount of scientific and cultural knowledge, abilities and skills, as well as worldview and humanistic ideas that students must master at the university for further professional activity in the study of a particular discipline);
- operational (methods and forms of training that contribute to the development of cognitive forces and abilities of students, form their worldview and provide the necessary preparation for future professional activities; instrumental component of heuristic learning technology: educational and methodological literature, videos, computer programs with test tasks, etc., i.e. the resources required for its implementation);
- activity (interaction of teachers and students, their cooperation, organization and management, based on the principle of individualization and a personal-activity approach, creating comfortable conditions for students by eliminating the overload of educational material and the possibility of free choice of the level of complexity of tasks, the time of study and delivery of the studied educational material, providing a comfortable environment for the teacher to carry out his professional activities);
- effective (assessment of the effectiveness of the application of the technology of heuristic teaching due to the stage-by-stage timely diagnosis, correction and control of the degree of mastering the educational material by students).



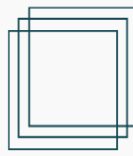
The technology of heuristic teaching is a set of pedagogical conditions that, on the basis of the principle, determine the problematic selection and arrangement of content, forms, methods and means of teaching, ensuring the development of professional speech competence of students in the course of their mastering of heuristic educational procedures such as goal-setting, planning, mastering the methods of heuristic activity in academic subjects, mastering the methods of cognition of fundamental educational objects, rule-making, reflection of activity.

This teaching technology creates a comfortable subject-subject relationship between a teacher and students to achieve an effective result in the development of a culture of speech, speech communication skills, qualities and linguistic knowledge of future specialists. Students of the basic level, formed by professional-speech competence, are quite easy to navigate in various situations of professional-speech communication, take an active part in solving problems, and can hold a business meeting at the official and unofficial levels. We noted the interest in the culture of professional speech communication, the need to establish contacts. The level of formation of the cognitive component of competence approached the creative one.

However, the communicative-behavioral and communicative-reflexive components underwent minor changes. Students of this level were not always able to realize themselves in communication. They behave with restraint, constrained, there were difficulties in answering questions. Communication of students of a creative level of formation of professional speech competence in the process of conducting business games was thought out, theoretically substantiated, reasoned, logical, evidence-based. Students of this level easily entered into dialogue, strived to maintain contact with the audience. They were distinguished by a correct culture of conducting business conversations, dialogical communication, the ability to formulate their thoughts, firmness, confidence, conviction, argumentation in statements. Students of this level have shown proficiency in business etiquette and culture of communication. In business games, students showed good knowledge of the theory of professional speech communication, interest in organizing professional speech communication, orientation to the use of professional speech knowledge in solving communicative situations.

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