

Formation of Students' Speech Competence

Abdunazarova Zarina Islamovna

Teacher of Samarkand State Institute of Foreign Languages

ABSTRACT: In the article, the notion of speech competence of learners and how to teach them purposefully are taken into account. Moreover, some efficient precepts, levels are covered meaningfully including types of competences especially speech competence as well.

Keywords: communicative goal, the structure of communicative competence, interactive learning, speech competence, communicative competence, language competence, socio-cultural competence, compensatory competence, academic and cognitive competence, socio-cultural approach, cooperative activities.

1. INTRODUCTION

In the last few decades, attitude towards learning foreign languages has been changed thereafter the requirement for acquisition of foreign languages is increasing more and more. As a result, an urgent demand of being competence in a foreign language becomes a disputable issue between both teachers and learners, especially their experience in speech.

The present day requirements for the foreign language proficiency in educational establishments include the presence of foreign language communicative competence of future specialists. It is defined as a sure stage of language proficiency, speech and socio-cultural set of knowledge, capabilities that allow to diverse correctly their communicative behavior in a communicative way relying on the functional predictors of foreign language conversation and creates the foundation for the qualified statistics and creative things to do in various fields [2:46].

The communicative goal of teaching English as a well-known mastering strategy. The implementation of the primary instructions of reform in teaching of foreign languages implies ensuring the unity of education and training of students, their company mastery of

the fundamentals of a foreign language, the ability to put it into practice. Thus, the practical-communicative orientation of the academic manner in a foreign language is once again emphasized.

The structure and the levels of foreign language communicative competence of college students are correlated with the willingness of the scholar to use the probabilities of foreign language for professional self-education [6:15].

The cognitive stage of the improvement of this competence (pedagogical and linguistic knowledge) implies the improvement of theoretical readiness, operational (foreign language communicative skills) the formation of the technological readiness, personal and expert (the features of the teacher and the ride of practice-based a foreign language communication) reveals via the expert and personal readiness of the student.

Currently, the transition from subject-centered model of specialist training with actually defined cognitive and active factors in the development of foreign language training to the personality-oriented professionally developing education in the common sense of the competence approach is visible [4:37].

The examination of the scientific lookup and the trip of sensible exercise in the field of foreign language training of college students printed the contradiction between the objective want for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the gadget of the education.

The evaluation of scientific studies has proven that the problems of formation of communicative competence arouse a regular interest in the subject of foreign language education. Most researchers attribute the formation of communicative competence with the formation of professional competence of specialists(A. I. Kurpesheva, L. R. Mkheidze).

A number factors of the development of communicative competence of students as future instructors had been studied in recent years(M. A. Gryaznova, V. V. Gromova, & Y. A. Belyakova).

One of the best capacity of supplying the excessive stage of making ready specialists is an interactive learning. The didactic concepts of the use of the forms of interactive gaining knowledge of in the educational process are developed(R. M. Abdulov, M. V. Boguslavets).

Thus, the undertaking on the improvement of communicative competence undergoes in the practice of professional education, it is sufficiently developed in the pedagogical theory. The researchers note its high potential for profitable instructing result.

Specifically, foreign language communicative competence can be interpreted as a goal and as a result, the consequence of foreign language teaching [7:87]. Thus, the goals of learning a foreign language:

- the improvement of foreign language communicative competence in the totality of its aspects – speech. Language, sociocultural, compensatory, educational;
- speech competence – development of communicative abilities in 4 essential sorts of speech activity: speaking, listening, reading, writing;
- language competence – gaining knowledge of new language means: phonetic, spelling, lexical and grammatical. In accordance with the themes, areas and situations of verbal exchange chosen for principal school: learning expertise of the linguistic phenomena of the language being studied, exceptional ways of expressing ideas in the mom tongue and the language being studied;
- Socio-cultural competence – introducing college students to the culture, traditions, realities of the international locations of the language being studied, inside the framework of topics, areas and conditions of conversation that meet the experiences, interests, psychological traits of college students at exclusive stages, the formation of the capacity to symbolize their country;
- compensatory competence – Development of competencies to get out of the scenario in the context of a scarcity of language skill in receiving and transmitting information;
- academic and cognitive competence – similarly development, familiarization of the learners with techniques and strategies of unbiased learn about of languages and cultures;
- improvement and schooling of students’ appreciation the significance of gaining knowledge of a foreign language in the cutting-edge world and the want to use it as a capability of communication, cognition, self-realization, and social adaptation; schooling of the traits of a citizen, a patriot, the improvement of countrywide identity [8:74].

Additionally, the indispensable stipulations for the recognition of socio-cultural training are the following ones: the orientation on compulsory bicultural and bilingual education, integrative-communicative method to the language gaining knowledge of as a device of communication, intercultural interaction, summarizing the achievements of fabric and non-secular subculture of human civilization; the use of the cutting-edge applied sciences in the improvement of capability of mass communication [5:14].

To summarize, sociocultural strategy to the language training is that communicative-oriented instructing the English language as a imply of intercultural conversation is carefully related to the intensive use of it as a device of knowledge: international culture, countrywide cultures and social subcultures of the humans of the analyzing language and its reflection in the way and fashion of life; non secular heritage and historic reminiscence of the us of a and the people; the way of accomplishing intercultural understanding.

The most important ideas which permit to model the most necessary facets of teacher’s endeavor at some point of the lesson. They may furnish for the accomplishment of

the major features of instructor of foreign language are the following:

- a) precept of aware foundation in acquirement of expert oriented communicative abilities;
- b) precept of performance in professional-pedagogical sphere;
- c) precept of foreign communicative pragmatism;
- d) precept of innovative use of foreign language in conditions of expert - pedagogical intercourse;
- e) precept of expert oriented function corporation of the system of instructing of foreign language;
- f) principle of mixture of academic and extracurricular types of students' recreation in acquirement of foreign communicative competence;
- g) precept of interdisciplinary connection of linguistic and methodic preparation.

Linguistic, psychological, didactic and methodological factors lay at the groundwork of formation of foreign language communicative competence of foreign language teachers [3:1288].

The opportunity of using interactive educating techniques in the formation of foreign language communicative competence of students stays much less investigated.

The use of interactive applied sciences at some stage in the English language training implies the corporation and the improvement of such a speak conversation that leads to the understanding, interplay and cooperative fixing the education tasks [1,139].

Cooperative things to fulfillment and completion of students in the technique of mastering the academic material potential that every pupil contributes personal distinctive differential contribution, whilst that the change of knowledge, thoughts and methods of exercise take place. Moreover, this takes place in an environment of goodwill and mutual support, which permits now not solely to reap new knowledge, however additionally to boost the cognitive activity, to convey it to a greater structure of cooperation advert collaboration.

In conclusion, foreign language communicative competence of the pupil performs as a general, elusive in mastering brief time aim. It implies such language talent that strategies to the language of native audio system via its linguistic parameters; therefore, oral and written varieties of coaching must fluctuate in correctness, disengagement, stylistic adequacy, accordance to the scenario of communication.

Obviously, the training has contributed to safety of society's stability, amendment of types people mutual attitude at all times. At the moment, the society is characterized through the intensification of social mobility, improvement of the contacts of all levels, abrupt adjustments of value reference points.

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