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PEDAGOGICAL ASPECTS OF SPEECH ACTIVITY DEVELOPMENT OF FUTURE TEACHERS

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ABSTRACT

In present days, it is being done to activate the speech activity of future teachers, to raise a highly educated and intellectually developed generation, to create a reserve of competent scientific and pedagogical personnel in higher education institutions. If we consider the pedagogical theories of speech activity development, even though there are different didactic views, as well as even though preparing students for future activities is an integral part of their professional formation process, graduates of higher education institutions they face great difficulties in organizing, plus, it is clear that their communication competences are not sufficiently developed. This publication is devoted to the discussion of pedagogical aspects of speech activity development of future teachers.

KEYWORDS

Pedagogical aspects, speech activity, accuracy and articulation, skills.

INTRODUCTION

In pedagogy, the term speech activity is used in a narrow and broad sense. Speech activity in the narrow sense is carried out in oral forms through speaking, in which listening plays the auxiliary role of the condition

of speech. In a broad sense, speech activity is understood as a special type of activity, the exchange of information to achieve mutual understanding and

communication between members of the same language community.

Targeted viewing of thinking, creation of speech, pace of action, means of clarifying the way of perception and individual important parameters to ensure the development of speech activity of students of higher education institutions. The purpose of developing speech activity is to increase the effectiveness of education in accordance with international educational standards in higher education institutions, to ensure the quality of training of qualified personnel and their competitiveness, the wide introduction of information and communication technologies, the use of speech activity in the conditions of the digital education is to create normative bases for increasing the level of pedagogical and psychological possibilities of knowledge transformation. Today's student should be able to think extensively as well as at the same time be able to speak several foreign languages with ease, be able to effectively apply the knowledge and skills acquired during the education process. It is important to be able to use and firmly grasp the concept of a speech activity in the scientific and educational process.

Furthermore, we are the object of the educational process in this research, taking into account the opinions of a number of researchers above. Possible problems of speech activity of future specialists at a satisfactory level in the organization of continuous

education process. The development pedagogical aspects of speech activity have an effective effect on foreign language learners. It appears that the advancement of speech activity increases language competence, accuracy and complexity. In fact, speech activity increases students' communicative skills and cohesion, lexical possibilities, morphological diversity, accuracy and articulation. In addition, developing pedagogical aspects of speech activity in teaching speaking improves students' speaking skills, allows students to overcome their communication problems and has a significant impact on students' speaking skills, accuracy and articulation.

Main part

Majority of researchers have carried out lots of scientific works on pedagogical aspects of speech activity development of future teachers so far. According to their research results, it can be inferred that speech activity can be admitted as a stress-free teaching resource and an interactive learning platform with the help of pedagogical tactics and methods suitable for students' desire to improve their speaking skills. There is no doubt that speech activity provides students with a variety of applications, exciting opportunities for intensive learning and practical application of what they have learned. It allows students to learn new topics and practice understanding difficult concepts and presenting fluent speech effectively. Through various pedagogical

aspects used in teaching and learning speech skills, students are given the opportunity to search and learn independently. In this way, students learn the features and functions to use the speech skills effectively. At the same time, speech activity is a learning means that is completely attractive to young students because of the new features, because it helps to create a stress-free environment in the classroom during the lesson. Students learn speaking skills without any pressure. Therefore, speech activity allows students to be more effective and active in learning speaking skills because it provides an engaging environment for students.

The positive results achieved in terms of the development of pedagogical aspects of speech activity in the context of education system, the acquired knowledge, this is not only a process achieved as a result of the student's knowledge or skills, but also an intellectual, social-cultural, professional process carried out in cooperation with the pedagogies during the educational process. It is a set of competencies related to communication and information.

In this publication, we follow the model of speech activity proposed in the document of the Council of Europe (1997). According to this document, speech activity consists of three components: linguistic, sociolinguistic and pragmatic. It should be noted that the model of speech activity provided by the Council of Europe is interconnected with the model proposed by our country's experts. That's to say, pedagogical

aspects of speech activity can provide the formation of the future teachers' verbal ability. In this light, the practice of speech activity of future teachers appears as one of the most significant tasks of university education. That's why, a number of universities in the globe overcome this issue by introducing native language courses in their specialized pedagogical aspects. It is believed that this task is not performed directly, it should be purposefully discussed as broader tasks of mastering chosen profession.

CONCLUSION

In conclusion, it can point out that as a result of the conducted scientific researches, the views of foreign researchers about the nature of speech activity and its internal activity are different, but some general trends are clearly visible. It is worth noting the above-mentioned research works that many researchers accept the concept of speech activity as the basis of modern methodology. Moreover, it is particularly crucial to improve students' speaking skills in English by using various pedagogical methods to develop speech activity by designing the classroom environment with digital technologies.

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