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## OPPORTUNITIES TO DEVELOP PROFESSIONAL SPEECH COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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### ABSTRACT

The article analyzes the problem of developing speech competence in the process of teaching a foreign language. Features of the selection of language material, its pedagogical opportunities and teaching methods that help bring students closer to the conditions of using a foreign language in real life situations are considered. The main directions of modernization of the process of practical teaching of unprepared spontaneous foreign language speech are presented.

### KEYWORDS

Development of spontaneous speech, foreign language, educational process, teaching techniques and methods, pedagogical opportunities.

### INTRODUCTION

The new generation of graduates of the higher education institution is tasked with fluency in a foreign language. Knowledge of a foreign language is mandatory and belongs to general cultural competences. The content of the competences that determine the requirements in the field of foreign language teaching is as follows: a modern specialist must have a certain level of communicative, professionally oriented foreign language competence

that allows him to be a full participant in a multicultural society.

The essence of professional language education is to develop students' readiness for future professional activities in the context of intercultural interaction. It is especially important for the student to understand the need to develop and improve professional competencies in the field, as well as the need to use

methods in the process of learning a foreign language, and it is important to develop tools in professional activity, motivation to achieve professional excellence and self-improvement. becomes important. The decision of the President of May 19, 2021 No. PQ-5117 "On measures to bring the activities of popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" creates a strong motivation for students, because they need to apply the knowledge gained in foreign language classes in a specific life situation. they see a real opportunity.

### THE MAIN RESULTS AND FINDINGS

It is logical to assume that they will be taught in foreign language classes, that is, in the process of teaching, they will develop the necessary competencies for Higher Professional Education. This task can be achieved using a competency-based approach to teaching foreign languages, which allows the modern student to turn from a passive element of the educational system into an active participant in the learning process who learns to form his own worldview, using traditional information sources and new technologies. perception of the experience accumulated by mankind and the teacher works as a consultant, assistant.

The concept of "professional speech competence in a foreign language" is the ability of a future university graduate to act as a second-level linguistic person in the context of professionally oriented communication with specialists from other countries, to implement intercultural professional interaction in a multicultural space in the context of international mobility and integration. considered as readiness.

The concept of "competence" is defined as a person's intellectual and personally determined practical ability, and "competence" is defined as a meaningful component of this ability in the form of knowledge, skills and abilities. According to I.A. Zimnya, competence is always a true manifestation of ability. Competency-based approach to teaching foreign languages includes formation of three main competencies in students: linguistic, communicative and intercultural [2].

Linguistic (or language) competence implies mastering the system of information about the studied language at its levels: phonetics, vocabulary, word structure and word formation, morphology, syntax of simple and complex sentences, basic stylistics of the text. . A learner acquires linguistic competence when he/she understands the studied language system and is able to use this system in practice. It is important to consider that the quality of linguistic competence in the studied language is affected not only by the level of its knowledge, but also by the level of knowledge of the students' mother tongue.

Communicative competence refers to the knowledge of speech, its functions and the development of skills in four main types of speech activity (speaking, listening, reading, writing). The student's speech competence is the ability to fully communicate verbally in all areas of human activity, observing the social norms of speech behavior. The main skill formed within the framework of speech competence is the ability to create and perceive texts, which are the product of speech activity. It includes knowledge of the main concepts of speech linguistics - styles, types of speech, description structure, description, reasoning, methods of connecting sentences in the text, skills and abilities of text analysis.

The third competence - intercultural - is an important component of training modern students in any university. This is due to the fact that in the professional activity of a modern specialist there is an intercultural aspect associated with the interaction of representatives of different cultures, the performance of effective communication functions: the ability to reach an agreement, resolve conflicts, reach an agreement through compromise, and communication to are the abilities to overcome obstacles. The importance of developing intercultural competence in teaching foreign languages to students is related to the fundamental changes that are taking place in modern society as a result of the integration of our country into the world educational, informational, and economic space, which makes a person unique. is able to live together in the world of common life, that is, is able and ready to establish a constructive dialogue with all subjects of this space.

Showing the specific features of professional training of specialists in international affairs, N.V. Kharitonova, said that it is necessary to teach not only professional skills and abilities, but also readiness to make decisions and responsibility for these decisions. In this regard, the professional language training of international relations specialists "represents a fundamental scientific and practical problem, and it should be considered as a separate direction in the theory and practice of professional education, which is different from the training of international relations specialists does" [3].

Intercultural competence helps to achieve mutual understanding in the process of intercultural communication. Intercultural competence is the ability to communicate in a foreign language, taking into account the difference in cultures and stereotypes of

thinking. The formation of intercultural competence should be considered in connection with the development of students' ability to participate in the dialogue of cultures based on the principles of mutual respect, tolerance of cultural differences and overcoming cultural barriers. Intercultural education is aimed at developing students' ability to communicate interculturality, helps students to understand their belonging to a certain ethnic group and get acquainted with the traditions and cultural characteristics of representatives of other cultures.

The integration of scientific, academic and educational work is the priority direction of the department's activity. In particular, the integration of foreign language learning and extracurricular activities is a means of developing intercultural competence. Teachers use modern technologies in teaching a foreign language: discussions, project activities, messages, reports, preparing presentations, writing essays, round discussions[4].

A modern person who knows a foreign language participates in the process of communication with other people who are representatives of his culture. In this regard, foreign language students are required not only to have vocabulary and correct pronunciation, to know the grammar of the foreign language well, but also to develop intercultural competence. This competence includes, firstly, achieving a level of language proficiency that allows you to flexibly respond to any unexpected turns during the conversation; secondly, to determine the adequate line of speech behavior; thirdly, the correct selection of specific tools from a large arsenal, and finally, fourthly, the use of these tools according to the proposed situation.

In addition, students will have the opportunity to test their level of knowledge by participating in competitions, master classes, festivals, and Olympiads as part of their educational activities. Thus, for several years, students and teachers have been participating in roundtable discussions on current international issues in English.

As noted "teaching a foreign language ensures familiarization of students with conceptual and terminological systems related to political, economic, scientific-technical, military-political, humanitarian and ideological relations, international relations in the field of science, culture, education, and in other areas of the development of the global space. "is studied"[5].

The best examples of British and American cinema are widely used as a means of increasing the effectiveness of teaching and increasing educational motivation in the educational process. The movie library has more than 250 feature films, animations and documentaries. Video viewing is an integral part of organizing students' independent work and is methodologically supported by lexical and grammatical tasks and additional information of a conceptual and encyclopedic nature. Materials are published from time to time. International relations students regularly participate in the work of the European School, the Public Diplomatic Corps and the International Model UN, the working language of the sessions is English.

Professors and teachers of the department not only teach students, but also engage in extracurricular activities, which are built taking into account the specific characteristics of the faculty and department and are closely related to academic work. Under the guidance of teachers, students organize holidays, concerts, competitions, professionally oriented

events, through which dormitory meetings and a foreign language environment are almost everywhere. It is a good tradition to organize trips to theaters and exhibitions. Educational and excursion trips to unforgettable historical and cultural places of Uzbekistan and foreign countries are particularly proud.

According to Z.K.Norgoziyeva, in order to successfully work on the speech, students need a wide enough factual knowledge of various areas of human activity on the topics of the program [6]. The variety of texts, their cognitive value, as well as the step-by-step transition from conversational and everyday aspects to deeper problems help to expand the worldview of students.

In our opinion, all the activities of the teachers of the department of foreign languages, in particular, in teaching English, serve to form and develop a number of competencies that are the basis for the development of foreign language competence in professional speech activities. Having the above competencies will help the student to:

- 1) feeling as a subject of the cultural-historical process;
- 2) to gain knowledge on various fields of science, literature and art, socio-political processes of the modern world, to expand one's worldview;
- 3) to understand the development laws of culture as a process of creation, preservation and transmission of universal values;
- 4) getting to know the customs, morals, traditions, reality and spiritual values not only of one's own people, but also of other peoples;
- 5) able to communicate in a foreign language in the modern world [4].



The development of professional speech competence of a foreign language in the context of using the latest technologies and methods allows the future foreign language specialist to:

- 1) as a second-level linguistic person with a high level of foreign language development, to carry out intercultural professionally oriented communication;
- 2) communicating with speakers of other cultures, taking into account the modern view of humanities, scientific outlook, professional characteristics, national values, norms and ideas;
- 3) formation of a positive attitude of communicants in professionally oriented communication in a foreign language;
- 4) within the framework of the polylogue of cultures, on the basis of knowledge about the science and culture of other peoples, to choose appropriate methods of verbal and non-verbal behavior in terms of professional speech;
- 5) preservation of national self-identification in the context of international integration and mobility.

Students need to move from presenting facts, events, and specific information to their own evaluations, developing their own opinions, and discussions and debates. The more serious and deeper the content of a certain issue is discussed, the more deep and sensitive language such a discussion requires. At the same time, students' interest in the content of the lesson is awakened and active acquisition of language forms is encouraged.

## CONCLUSION

Thus, teaching students professional speech competences in a foreign language is the only process

of increasing students' thinking level, and it is appropriate to consider the level of development of speech competence, which is a means of communication and thinking.

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