



FORMATION OF RHETORICAL COMPETENCE OF STUDENTS IN THE SYSTEM OF HIGHER EDUCATION

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Annotation

This article analyzes the importance of studying the problem of the formation of rhetorical competence within the framework of the educational standard of higher education

Keywords and concepts: rhetorical competence, communication, discussion, the act of communication, a set of methodological approaches, thinking, speech, self-expression

Introduction

At the present stage of development of society, priority is given to the main values of education: the formation of a linguistic personality, the formation of its moral and patriotic qualities, the humanization and humanitarization of higher education.

The importance of studying the problem of the formation of rhetorical competence within the framework of the educational standard of higher education is also determined by the fact that in the process of preparing a particular specialist, the costs of professional pedagogical education, the inconsistency of its subsystems, the discrepancy between the social order (competence-based approach) and the unpreparedness of universities for its implementation are clearly manifested (not identified). the content of the linguistic, speech, communicative, rhetorical competences of non-philologists), there is a gap between the achievements of pedagogical science and the practice of teaching pedagogical rhetoric (there is no basic training program, no system has been created for teaching speech disciplines that forms an elite type of students' speech culture). These contradictions constituted the research problems: creation of the process of formation and development of rhetorical competence in the system of continuous education; search for a practical way to implement this process, which performs a metamethodological function and complements the general course of professional education at non-philological faculties at the university.





References and Methods

In scientific research, "rhetorical competence is a set of knowledge about communication as a universal human phenomenon, the specifics of its implementation in the field of increased speech activity of a particular professional or social group and rhetorical skills, that is, methods of action that a subject can use in standard and non-standard speech situations" [one]. In this regard, university teachers need to find the most effective methods and techniques of the pedagogical process in order to form rhetorical competence. In the rhetorical abilities of a person there is a logical component of human thinking and behavior. However, it should be taken into account that the foundations of goal-setting activities are in the sphere of morality and are conditioned by the high spiritual aspirations of a person. To determine the moral priority, it is necessary to answer one question - what skills does rhetorical competence include and what are its main tasks in the modern world?

In this issue, we believe that rhetorical competence consists of:

- 1) Sets of skills that are formed in the process of the entire period of study;
- 2) The ability to make a public speech on a given topic;
- 3) The ability to regulate their emotional state during public speaking;
- 4) The ability to assess the audience, interact with it, model speech depending on the reaction of the audience;
- 5) Possession of functional styles, the ability to apply them depending on the speech situation;
- 6) The ability to creatively interpret source texts based on associative links;
- 7) The ability to build a functional dialogue (conduct a business conversation, negotiations, talk on the phone);
- 8) The ability to lead a discussion, apply argumentation;
- 9) The ability to quickly and correctly navigate in the conditions of communication;
- 10) The ability to correctly plan their role, to choose the content of the act of communication correctly;
- 11) The ability to find adequate means to convey this content;
- 12) The ability to provide feedback.

To carry out scientific research of any pedagogical phenomenon, it is necessary to use a set of methodological approaches. Scientific methodology in a broad sense is a social ideology, dependent on the opinion of the authorities and formed by the authorities. Scientists cannot obtain other results of their scientific activity, except for those indicated by the goals and objectives of social development. Scientific methodology makes it possible to justify the inventions and activities of scientists. When choosing





the methodological approaches that form the basis of our study, we took into account the requirements identified by N.V. Ippolitova:

- 1) The adequacy of the chosen methodological approaches, their compliance with the goals and objectives of the study;
- 2) The use of not one, but several approaches corresponding to one or more levels of methodology to obtain an objective and holistic picture of the phenomenon under study;
- 3) The absence of mutually exclusive approaches in the aggregate of the selected methodological approaches;
- 4) A selection of complementary methodological approaches used in the study, which allows you to study a specific object comprehensively and in all its relationships [8].

Rhetoric can enhance methodological relevance by articulating specific research objectives. Rhetorical ability allows you to clearly define the goals of your activity due to the ability to convey your thoughts and desires to others correctly. Certainty in thoughts makes interaction with other people and communication more transparent. This suggests that more factors are taken into account when determining the goals and means of communication.

Based on the listed requirements and the specifics of the issue of rhetorical preparedness of a specialist, for the effective implementation of which, professional and communicative knowledge and skills and personal qualities are necessary, we have chosen a situational approach. The situational approach makes it possible to explore the process of formation of rhetorical competence in students as a set of interrelated components. The development of the fundamental provisions of this approach was carried out in the studies of Grishina N.V., Solodukho N.M., Mironov V.V., Konev K.A., Shakirova G.R. and etc.

Within the framework of this approach, the concept of a situation is a basic concept and is considered as an initial constructive step in the development of a system that is in interaction with the external environment. Developers must adapt to this environment based on their knowledge and experience, based on an understanding of the goals and conditions for the functioning of the system [7]. The main characteristics of the situational approach are:

- 1) The situation is a fundamental and defining component of this approach, which allows you to correctly determine the necessary and effective forms and methods of forming the rhetorical competence of students;
- 2) The situation can be perceived at different levels: emotional, verbal, scientific levels;





3) Situational factors that make it possible to predict the formation of rhetorical competence.

The process of formation of rhetorically competent teachers in higher education according to the system developed by us includes several related stages, among them - preparatory, communicative and control-reflexive. At the preparatory stage, students become aware of the specifics of the discipline, master the theoretical material provided for by the program of the discipline, get acquainted with various samples of rhetorical texts, carry out rhetorical analysis of texts, expand their own linguo-cognitive picture of the world, analyze video clips of the behavior of the teacher and students in the lesson; at the communicative stage - they perform communicative and situational tasks using various strategies of oral speech and writing in speech situations related to the professional pedagogical sphere, realize their own communicative goals in the practice of educational work, participate in role-playing games, communicative trainings, make reports, presentations, conduct dialogues, discuss. It is clear that all students are different, so the results of the formation of future language teachers as competent speakers are not the same.

Important in rhetorical education is the control-reflexive stage - post-communicative (final), which provides control and assessment of the level of formation of rhetorical competence, self-control and editing of educational behavior in the system of rhetorical training; provides self-analysis by the student of the acquired level of his own pedagogical eloquence.

Note that control and reflection are carried out not only at the final stage, but accompany each stage for the continuous improvement of the system of work in the process of rhetorical education at the university. Current, thematic and final control grades show the dynamics of learning outcomes, are recorded in the student's journal and rhetorical folder (this folder is a pass to pass the test for the course).

Conclusion

At the present stage, when there is a modernization of higher professional education in Uzbekistan and its integration into the European educational space, when the main tasks are the development of a multi-level education system and the convergence of science and education, each student / teacher needs to know the language of his profession, distinguish between functional varieties of language, freely use them, clearly presenting the tasks, goals and situations of communication.

Being inextricably linked with thinking, speech is a means of self-expression and influence on others. By what and how the teacher says, they judge the level of his language, speech, communicative, rhetorical competencies. Therefore, both in science





and in practice, attention has been paid to professional rhetoric. And this is natural, since the need for highly educated teachers with a high level of rhetorical competence, including rhetorical literacy; conscious choice of strategies, tactics, communication techniques and their variation both in prepared speech and in spontaneous speech; conscious selection of textual information, taking into account the addressee, the situation of communication; the adequacy of the choice of language means, speech and rhetorical devices to the topic of the statement; selection of necessary and sufficient rhetorical means at the level of rhetorical skill; developed linguistic flair, easy use of the functional style and rhetorical genre appropriate to the situation and goals of communication, knowledge of the features of written and oral public speech, huge in modern Uzbekistan.

Today, in order to become a “good” professional, it is necessary not only to know your subject, but also to be able to convincingly, expediently express your thoughts, views, be able to convince, speak in public. Pedagogical rhetoric is the doctrine of the education of the individual through the Word. A person becomes a personality only when his moral and intellectual worldview is formed, which is embodied in the nature of speech. That is why for rhetorical education it is not indifferent what speeches, texts (the content of the subject) will provide for the teaching of pedagogical rhetoric.

Today, rhetoric is a methodological tool necessary for a teacher to teach his subject as a system (including mathematics) and performs the function of a meta-discipline in a university, helping to move from a reproductive model of education to a productive, humanistic, culture-oriented one, as it introduces a significant update and qualitative improvement of the entire systems of professional pedagogical training.

In this regard, the requirements for the teacher are changing: he must be not only technologically competent, knowledgeable in methodological practice, but also a communicative and competent person, a person of high culture, professionally and morally responsible for the results of the implementation of educational and educational ideas.

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