



DEVELOPMENT OF SPEECH COMPETENCE AS AN IMPORTANT COMPONENT OF PROFESSIONAL SKILLS OF A FUTURE TEACHER (On the example of teachers of preschool educational institutions)

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Abstract

The article talks about the formation and development of speech-based competences in future pedagogues in higher educational institutions and their actual importance in the science of today's zmaon. In the coverage of the topic of the article, local and foreign literature on this topic was used. Comparative and cross-sectional research methods were used in order to reveal the mvzus of the article.

Keywords: education, language, speech-based competences, pedagogy, preschool educational

Introduction

The main focus of the pedagogical university is to develop the professional competence of the future teacher, who is able not only to transfer certain knowledge to students, but also to skillfully organize their independent activities, develop creative and professional skills in them. One of the main and convincing indicators of a teacher's professional competence is competent speech, both oral and written. The development of oral and written speech among students of future teachers is one of the key areas in the methodology of teaching foreign languages. Enriching students' vocabulary based on the materials of the language being studied, teaching coherent speech and developing its expressiveness-these are the main tasks of teaching foreign languages.

The effectiveness of the development of oral and written speech is ensured by purposeful work in this direction. The introduction of the "Professionally-oriented foreign language" discipline for all specialties into the university curriculum makes it possible to develop oral and written speech not only among students studying a foreign language as a main language, but also among students of other specialties, the so-called interfacial faculty. Developing speech through a foreign language is even more challenging than developing speech in your native language. Because by speaking in their native language, the student activates the vocabulary and tries to build it logically. However, today, the test method of testing knowledge, which is





deeply rooted at all levels of education, makes it difficult to develop speech in the native language. In a foreign language, a student must first master the necessary general and professional vocabulary, learn how to pronounce it correctly, be able to build a grammatically correct utterance, and only then build a complete logical literate speech.

At the profile level, students are expected to develop the following skills in the field of oral and written speech:

- Present the content of the foreign-language text read/listened to in the form of messages, reports, theses, abstracts, reviews;
 - Use oral and written speech in a foreign language during project and research activities; record and summarize the necessary information obtained from various sources
 - Make theses or a detailed speech plan. At the same time, work on achieving the above skills should be carried out in different directions, namely:
 - Vocabulary and phraseological work with authentic texts (materials of foreign press, songs, thematic videos and audio texts);
 - Training of various types of monologue utterances on various topics (messages, retelling, analysis, essays);
 - Development of dialogical communication on given topics through speech situations
 - Activation of inter-subject interactions in foreign language lessons in the classroom. within the framework of the discipline "Professionally-oriented foreign language".
- Improving students' speech activity requires the teacher to use various types of oral speech activity in teaching, which would be a prerequisite for the versatile speech and multicultural development of the student's personality. The main types of monologue oral and written speech include reproductive system (paraphrases of articles and literary texts) and productive speech. Productive speech or utterance created by students themselves reflects the ability to think logically, the ability to choose and analyze lexical and grammatical material. The range of productive utterances is quite wide and allows you to develop speech skills in different directions:
- Artistic and analytical statement(interpretation of a work of art, stylistic analysis, etc.);
 - Scientific and journalistic research (a report on a given topic, an oral report, a video report, a report about a scientist, a famous person, etc.);
 - Creative (an essay, a fairy tale, a poem, a story on a given topic, a riddle story, a guide to the profession, etc.);
 - Informative (representing art trends, artists, inventions, countries, etc.).





Of course, all the listed types of oral speech should to some extent contain the student's critical view of the material presented to them, his own point of view. Productive speech activities are the most significant and high-quality in achieving students' professional and language skills. They help students master public speaking, the ability to speak in front of the public, express and express their point of view, and bring it to the understanding of the audience, which is very important for the future teacher. Presentation has recently become a popular way of expressing and presenting oral speech activity.

The use of information technologies in project management allows students to apply their knowledge, skills and abilities practically and autonomously. With this form of organization of research and cognitive activity, both individual and collective activities (working in groups, pairs) are realized. Unimpeded and constant access to authentic materials via the Internet increases the motivation to learn English. It should be noted that in Pavlodar State Pedagogical Institute students and teachers have access to Internet resources at any time and in every audience. All classrooms are equipped with the necessary technical facilities: interactive whiteboards, computers, and wireless Internet. This makes the teacher's work easier, especially in a foreign language. There is no need to carry a tape recorder, a large number of books, as any video or audio resource, books in electronic form, etc. are available during the lesson. Students also have permanent access not only in the academic building, but also in dormitories. Being in the conditions of such powerful technical support, the teacher is obliged to use in the work of information technology in full. And the presentation is the main embodiment or result of working with these technologies. At the center of such activities is the student himself / herself with the possibility of independently choosing the form of his / her presentation, visual material, and most importantly, independent expression of his / her opinion. The student independently finds forms of self-expression and practical application of knowledge in a foreign language. For both the student and the teacher, this method opens up great prospects for organizing work on a wide variety topic, in different courses of study, with students with different levels of knowledge.

Presentation as a way of organizing educational activities and a method of teaching of oral expressions. It gives each student the opportunity not only to express themselves, show their skills, knowledge and skills, play the role of a speaker, but also to receive a positive assessment of the teacher and fellow students of his independent activities. Evaluating such work, the teacher evaluates not only the speech skills of the speaker and the person who presented his presentation, but also his creative abilities in terms of choosing the form, design of the presentation itself, as visual





accompaniment. Undoubtedly, this includes the student's technical skills of working with various computer programs, presenting them in a favorable perspective. But the most important role is played by the semantic and aesthetic content of slides, logically selected images, the presence of a sense of humor, irony, originality of content, etc. The red thread through the entire presentation should be the student's interest, his point of view, view of the problem being presented, in a word, his own picture and vision of the world.

Each such work should open up new aspects and qualities in the student's personality to the teacher, increase his interest in learning a foreign language. Thus, information technologies are an effective tool for developing motivation in foreign language lessons and a way to develop students' speech skills. However, such work requires careful selection of the source of information and verification of the data contained in it. One of the disadvantages of online resources is the frequent unreliability of information. Oral and written speech are directly interrelated. On a productive level, writing often results in an essay. Undoubtedly, the choice of a topic for both oral and written speech activities should be determined by the training program and include some problem that the student needs to solve in the process of independent productive activity. And this type of composition excludes the possibility of borrowing or copying finished texts or excerpts, which is quite possible in the implementation of previous types of composition. At the profile level, the development of speech activity and, accordingly, professional skills translation of texts from a foreign language into Russian also contributes to this ability. When studying translation, students also master the ability to edit text in their native language. In this case, a secondary translation text is created, i.e. created by converting the source text to the base text. And if students studying a foreign language as a special subject have the discipline "Theory and Practice of translation", then students of the "interfak" must independently translate texts. As a rule, these texts are specialized, corresponding to their specialties. The discipline "Professionally-oriented foreign language" allows you to pay attention to the study of professional vocabulary, which is important when translating text. Translate a statement of the content of a text created in one language as a secondary text in another language, while respecting the identity of the meaning and features of the original. In compliance with this identity, the student will be helped by knowledge of the necessary vocabulary in the specialty. For translation, you can also use authentic materials from online resources: sports reports for student-athletes, music programs and concerts for music students, fashion shows and magazines for students of the specialty "Professional training", etc. Thus, in modern educational conditions, there are all prerequisites for making foreign language





teaching attractive, relevant and effective. Taking into account the specifics of our university, we paid attention to the development of one of the important competencies of the future teacher, speech competence, as the main component of his professional skills. After all, the professional activity of a teacher is based on communication with children, with students, both in and out of the classroom, as well as with colleagues and with society as a whole. And the ability to communicate is based on the ability to speak logically, competently, clearly state not only the educational material, your vision of the world, but also to be a moral and spiritual guide for your students in your speech.

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