



SPEECH SKILLS CONTROL IN THE PROCESS OF FORMATION OF A FOREIGN LANGUAGE PROFESSIONAL AND COMMUNICATIVE COMPETENCE

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Annotation

The article deals with this type of control of cadets' speech skills as an interview, considers the stages of the interview, and also provides sample questions for control, examines the communication skills and personality parameters of cadets, which can be determined and identified in the course of a new approach to control.

Keywords: control, speech skills, interviews, language material, communication skills.

Introduction

At present, with the development of the competence paradigm of higher professional education in the world, and in particular in Uzbekistan, the issue of modernizing the quality control system for teaching cadets in the field of the Russian language becomes more and more urgent. Control, which traditionally presupposes a set of actions and operations to compare an object with a standard, needs to be rethought today. This rethinking should be based on the latest benchmarks set before modern higher education.

These guidelines are associated with a new qualification of learning objectives, interpreted today in competence parameters [1]. For students of a non-linguistic university, the goal of teaching the Russian language is the formation of professional and communicative competence, which ensures the readiness of the individual to participate in professionally significant intercultural communication and communication with colleagues, representatives of another linguacultural community.

Today, the main goal of teaching the Russian language is mastering communicative competencies and developing the ability of trainees to use language as a means of





communication (the ability to formulate and communicate their thoughts in a non-native language in the process of communication). In accordance with the principle of the communicative orientation of teaching, the goal and at the same time the means of teaching a foreign language is the ability to enter into an equal dialogue with native speakers, that is, the ability to intercultural communication [3].

The communicative approach, adopted in modern methods as a guiding principle, implies the acquisition of the practical use of the Russian language in one's activities [2].

Target orientation, which has personal parameters, predetermines the need to change the content of control. Previous types and forms of control turn out to be ineffective, since they are aimed at identifying only formally and explicitly expressed indicators of proficiency in a foreign language [1].

Based on the foregoing, we can conclude that control of the assimilation of language material should include checking the skills of using it in practice, i.e. for communication purposes. In this connection, the following condition, concerning the need for a variety of types and forms of control, is of particular importance. It is necessary to supplement them with innovative forms, which are aimed precisely at identifying the level of formation of the professional and communicative competence of a future specialist.

In the course of such activities, the future specialist must demonstrate his individual professional and communicative profile, using the Russian language. For example, in the European practice of testing the level of oral speech proficiency, they increasingly resort to the interview format [3].

An interview is a step-by-step conversation on various issues, starting with a short message from the subject about himself.

Based on the information received, the interviewer continued the conversation on issues within the competence of the subject. Depending on the level of the subject's proficiency in Russian, the teacher-interviewer, during the conversation, determined the topics and questions for foreign language communication, which were developed by the teacher-interviewers.

The interview made it possible to identify and determine the level of proficiency in the subject of oral foreign language speech. Thematic material was presented by the following topics: Family. Purchases. Weather. Journey. My house. The television. Professions. Global problems of the modern world.

Here are examples of questions and situations that were presented for the interview:

- Tell us about yourself. Where are you from? Tell about your family? Do you have a university degree? What is your specialty? What do you do for a living?





- What is the weather like today? What kind of weather do you like? How do you get to Russia? How long will you fly there?
- Where do you live? What's in your room? Do you like watching TV? What is your favorite show?
- Tell us about your daily routine. How did you spend your first day at the Academy of the Armed Forces of the Republic of Uzbekistan?
- Have you been to any other cities of Uzbekistan besides your region? Tell us about it.
- Imagine that you are in charge of a military organization. What would you like to change?
- What are the main news headlines in the world today? In your opinion, what will the world be like in 10 years?

In our case, we can use interviews as a new type of control over the speech skills of cadets based on the passed thematic material. According to S. Kvale, “the interview goes beyond the spontaneous exchange of opinions typical for everyday conversation and turns into careful questioning and attentive listening in order to obtain thoroughly verified knowledge. The research interview is not a peer-to-peer conversation, as the researcher identifies and controls the situation. The topic of the interview is determined by the researcher, who, moreover, persistently strives for the interlocutor to answer the questions posed” [4].

Thus, an attempt was made to test the cadets in the form of an interview, where the cadet as a test subject takes part in an interview with the teacher on the passed thematic material within the program. The teacher acts as a researcher who assesses the cadet on his mastery of language material and the formation of speech skills. When the teacher conducts an interview, it should be organized in such a way that a coherent conversation on a professionally-oriented topic is obtained, while the number and options of the questions asked is determined by the teacher, depending on the level and abilities of the cadet.

In addition, as you can see from the examples below, the wording of the questions is quite simple, which, in turn, makes the conversation easier and more relaxed.

The interview includes 2 main stages:

1. Brief report of the subject about himself in a foreign language
2. An interview on the issues covered during the reporting period, topics to which detailed answers need to be given. Thematic material within the program is represented by the following topics:
 - Acquaintance
 - Family





- Cadet's working day
- Day off cadet
- Sport
- Healthy lifestyle
- Military career
- Academy of the Armed Forces of the Republic of Uzbekistan
- Military education abroad (in Russia, in Belarus)
- General information about the Republic of Uzbekistan

Here is a sample list of questions and situations for interviews:

- Introduce yourself. Tell us about yourself. Provide us with such information so that we have an idea of who you are. What is your family? Can you tell us about your family members? Are you the only child in the family? Do you have brothers and sisters? Tell us about them? Do your brothers and sisters go to school or university?
- Do you have friends who study at the University of World Languages? Tell them about your daily routine at the Military Academy. Is it easy for you to follow the plan the cadets follow in their daily life?
- Explain why. Do you think cadets need a strict daily routine? Why? What do you usually do on weekends as a cadet? What was your day off when you were in school?
- Imagine the situation. Next month you go on vacation. What would you do?
- Your friend is a student of the Uzbek State University of World Languages. Sport is not obligatory for him. What role does sport play in the life of cadets of the Academy of the Armed Forces of the Republic of Uzbekistan? Is this a must for you? What kinds of sports are you interested in and when can you do them? Your platoon leader believes that games like football, volleyball and basketball are very important for the cadets because they help them become a team. What is your opinion? What do you think it takes to be in good physical shape?
- What do you think about a military career? Can you give examples of the careers of great military personnel in history? What is the portrait of an ideal officer for you?
- What do you know about the history of the Academy of the Armed Forces of the Republic of Uzbekistan? What faculty do you study at? What faculty would you like to study at? What faculties are there at the Academy of the Armed Forces of the Republic of Uzbekistan? What's your favorite subject? Why?
- Could you share information about the most prestigious military educational institution in Russia, which you learned during the course of the Russian language?





What do you think is the difference between the military education system in our country and in Russia?

- What historical events played the most important role in the development of our country? What are the main directions of the national strategic program in our country?

The main purpose of this type of control of cadets in the form of an interview was to check and assess the assimilation of the language material and the formation of speech skills on its basis within the framework of the passed thematic material.

A specific parameter of the interview is the ability to maintain a conversation with the teacher about the questions asked. This course of conversation is very promising, since in a short period of time it is possible to check the formation of cadets' speech skills according to the passed thematic material, and helps the trainee to show their professional and communicative competence.

This type of control made it possible to determine the degree of mastery by cadets of such communication skills as to correctly and clearly formulate thoughts in the course of communication, ask and answer the questions posed; confirm, agree, speak out logically and coherently; speak independently (without relying on the written text); perform without prior preparation. In addition, as experience has shown, during the test, the proposed new type of control makes it possible to identify those personality parameters that are hidden for direct observation and only indirectly manifest themselves in the professionally-oriented communicative activity of the cadet (previously, these objects of control were almost completely and totally ignored as unmeasurable) ...

The above parameters, in particular, may include the following personality traits: entrepreneurial spirit, quick reactions in decision-making, energy, organization, which are necessary for a future military professional. Consequently, an interview is a procedure during which a cadet is given the opportunity to manifest professional and communicative autonomy, independence and responsibility in the implementation of a foreign language communicative activity.

So, in our opinion, a new type of control in the form of an interview allows cadets to actively use oral communication in a non-native language, to develop the ability to accurately and rightly use the Russian language to solve a wide range of realistic tasks, the successful completion of which increases cadets' self-confidence and contributes to effective learning. ...

Thus, this article presents a new approach to the modernization of the control system to identify special parameters of a cadet's personality - competencies that ensure his





participation in professionally significant communication with representatives of another linguacultural community.

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