

Problems of development of professional foreign language oral speech of students of philology

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Abstract

The article deals with the formation of professional speech skills in Russian among students of philological fields. It should be noted, that in the process of forming professional speech skills, students are guided by specific methodological principles and use scientific terms in the learning process. According to the author, the effectiveness of the development of professional speech in students in the process of teaching language disciplines depends on the quality of the development of pedagogical and methodological technology.

Keywords: *terminology, language tools, speech culture, professional speech, oral and written speech, method, communication.*

Introduction

The modern information society with its complex, high-tech and rapidly changing production, developed infrastructure, imposes qualitatively new requirements for the training of future specialists. University graduates are required not only to have fundamental basic training that will help them understand their professional activities, but also to have information and technological readiness, namely:

- communication skills, ability to work in a team;
- knowledge of information technology tools and the ability to handle them;
- ability to collect, evaluate and use information;
- high adaptability, expressed in the ability to adapt to information loads;
- the ability to self-educate and the need for regular professional development.

In this regard, there is a need to find backup methods for improving the educational process of training future specialists..

The realities of today's time require a new look at the question of language functions. The determining criterion is the knowledge of the profession, the level of mastery of professional terminology, the ability to communicate in the professional sphere.

Language and speech are the main means of communicating information to a person and influencing him, so modern specialists should have a professional command of oral and written language, demonstrate patterns of communication and behavior worthy of imitation.

Methods.

Professional speech is a means of acquiring, implementing, developing and transmitting professional skills and knowledge.

Professional speech includes:

- knowledge of the terminology of this specialty;
- ability to build a speech on a professional topic;
- ability to communicate with non-specialists on professional issues.

The main indicators of professional speech are considered to be:

first, the presence of an extensive vocabulary and vocabulary;

secondly, knowledge of the norms of the oral and written literary language, including the rules of pronunciation, accent, word usage, grammar, and style;

third, the correct use of the means of language in different conditions of the situation, the ability to speak differently in different situations and not to transfer speech and etiquette norms from one situation to another;

fourth, the practical application of psychological communication techniques in a conversation with colleagues, subordinates, in public speeches;

fifth, the knowledge of speech etiquette, which is the basis for communication with different categories of listeners, the established order of speech behavior, taking into account the requirements of national culture.

The professional culture of the specialist's speech also involves the use of speech etiquette. Mandatory compliance with speech etiquette is required from civil servants, military personnel, politicians, managers, psychologists, teachers, lawyers, journalists and representatives of all professions working with people.

When forming professional speech skills in Russian, the development of their vocabulary and the increase of their speech activity are of great importance for students. When carrying out work related to the formation of speech skills of professional communication of students, it is assumed to develop such abilities as observation, development of thinking, comparison, analysis, collection, generalization, concretization of objects and phenomena. On their basis, it is necessary to teach them to make independent scientific conclusions. The correct formation of these abilities contributes to their systematic, meaningful communication. For this purpose, as a result of the systematic work carried out, the student, using professional vocabulary, acquires the ability to clearly express their thoughts, convey them to the audience.

It is impossible to teach a student to express their thoughts in writing and orally in a professional language in a short time. Therefore, students' training in professional communication in Russian should be organized at the initial stage of training, based on certain principles.

In methodological studies, in particular, in the work of V. L. Skalkin, it is indicated that it is advisable to build oral speech on the basis of 5 aspects: 1/ communicative, 2/psychological, 3/ linguistic, 4/ informative-content, 5/ psychophysiological. These aspects are components in the development of methodological technology for the development of professional speech in students.[11]

The effectiveness of the development of professional speech in students in the process of teaching language disciplines depends on the quality of the development of pedagogical and methodological technology, and its implementation in the course of practical classes.

Currently, universities use active and interactive methods of developing professional speech.

The advantage of active learning is the inclusion of all students in the communicative activity through the use of role-playing games, organization of discussions, "brainstorming", modeling and analysis of professional and life situations, where they learn to think critically, solve complex issues, compare alternative approaches, consider other people's opinions, make responsible decisions.

At the same time, the method of interactive learning consists in the transition from explanation to understanding, from monologue to dialogue, from social control to development, from management to self-management. Joint activity in the process of cognition assumes that everyone makes their own special individual contribution to the exchange of knowledge, ideas, ways of activity in an atmosphere of goodwill and mutual support, tolerance, everyone realizes and increases their level of personality, improves communication, creative abilities and skills, their personal achievements.

Knowledge of terminology, the ability to establish links between previously known and new terms, the ability to use scientific concepts and terms in official activities, knowledge of the peculiarities of the style of professional speech constitute linguistic competence in professional communication.

The progress of science is connected not only with the accumulation of scientific data, but also with the development of the logic of scientific thinking, and hence the language of science.

Knowledge of the language of the profession greatly increases the efficiency of work, helps to navigate in the most difficult industrial situation, in contacts with representatives of their own and related specialties.

The professional skill of a specialist also provides for thorough special knowledge, the ability to communicate in a team in compliance with the norms of professional speech, since speech is needed by specialists not as a collection of rules, but as a means of self-formation and self-realization of the individual.

The trend of the development of modern scientific and technical potential puts forward new requirements for the professional training of future specialists. High professional training of a specialist is determined not only by his high qualification in the professional field, but also by his willingness to solve professional problems in the context of foreign language communication, that is, knowledge of the Russian language in the first place. Knowledge of the state and foreign languages is a necessary condition for his professionalism, which allows him to work with information available to the world community, as well as to communicate with colleagues in the profession in other regions and in different countries [2].

If the future specialist does not learn professional speech communication at the university, if he can not fully and systematically convey his thoughts to others, it means that he has not mastered his specialty in full. Therefore, students should learn to use words and terms selected according to their specialty.

Thus, when developing the skills of professional speech in Russian, the development of their vocabulary and the improvement of both oral and written speech are of great importance for students.

Writing skills are one of the most important indicators not only of professional speech, but also of the general cultural level of the individual. The learning process includes the development of all types of speech activity (speech, reading, writing). It is necessary to pay attention to the fact that a special place in the system of professional speech development in universities is given to writing notes, essays, term papers and theses, preparing information messages, studying special literature, drawing up various types of plans, theses, scientific articles, participating in debates, conferences, seminars.

When carrying out work related to the formation of speech skills of professional communication of students, it is assumed to develop such abilities as observation, development of thinking, comparison, analysis, collection, generalization, concretization of objects and phenomena [2].

Analysis of research on the problems of the development of professional speech of students highlights the following methodological principles of the development of professional speech:

The principle of the relationship of sensory, mental and speech development. It is based on the understanding of speech as a speech-thinking activity, the formation and development of which is closely related to the knowledge of terms in the specialty. Speech is based on sensory representations, which form the basis of thinking, and develops in unity with thinking. Therefore, the work on the development of professional speech should not be separated from the training aimed at the development of sensory and thought processes. It is necessary to enrich students' knowledge with ideas and concepts about terms in the specialty, to develop their speech on the basis of the development of the content side of thinking. The formation of speech is carried out in a certain sequence, taking into account the peculiarities of thinking: from specific meanings to more abstract ones; from simple structures to more complex ones. The assimilation of speech material occurs in the conditions of solving mental problems, and not by simple reproduction. Following this principle obliges the teacher to widely use the educational and terminological dictionary in the specialty in the learning process.

The principle of the communicative-activity approach to speech development. This principle is based on the understanding of speech as an activity consisting in the use of language for communication. It follows from the goal of the development of students' speech at the university – the development of speech as a means of communication and knowledge of the specialty – and indicates the practical orientation of the process of teaching special terms.

The principle of the development of language flair ("sense of language"). Language flair is an unconscious mastery of the laws of language. In the process of repeated perception of speech and the use of similar forms in their own statements, the student forms analogies on a subconscious level, and then he learns patterns. Students are becoming more and more free to use the forms of language in relation to new

material, to combine the elements of the language in accordance with its laws, although they are not aware of them.

Here, students show the ability to remember how special terminology is traditionally used. And not only to remember it, but also to use it in an ever-changing environment. This ability should be developed.

The principle of forming an elementary awareness of the phenomena of language. This principle is based on the fact that the basis of mastering speech is not only imitation of the teacher or memorization of terms, but also an unconscious generalization of the phenomena of language. A kind of internal system of rules of speech behavior is formed, which allows the student not only to repeat, but also to create new statements. Since the task of training is the formation of professional speech, it should be based on the formation of language generalizations and creative speech ability.

The principle of enriching the motivation of speech activity. The quality of speech and, ultimately, the measure of learning success depends on the motive of speech activity. Therefore, the enrichment of the motives of students' speech activity in the learning process is of great importance.

The principle of ensuring active speech practice. This principle finds its meaning in the fact that the language is acquired in the process of its use, speech practice. Speech activity is one of the main conditions for the qualitative development of professional speech of future specialists [5].

Proper adherence to these principles contributes to the systematic and meaningful communication of students. For this purpose, as a result of the systematic work carried out, the student, using professionalism in speech, acquires the ability to clearly express their thoughts, convey them to others.

Conclusion.

Summarizing the above, it should be noted that the development of students of the philological direction of professional speech skills in the learning process is the most important circumstance for the successful acquisition of knowledge. At the same time, in the process of forming the skills of professionally oriented speech in students, guided by specific principles and using scientific terms in the learning process, the work will be effective.

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