

PROBLEMS OF DEVELOPMENT OF SPEECH COMPETENCE OF STUDENTS OF NON-PHILOLOGICAL UNIVERSITIES

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ABSTRACT

The article raises the issue of the formation of rhetorical competence among teachers; on the inclusion of such a subject as rhetoric in the compulsory part of the curriculum of universities in all areas. Rhetorical competence includes a set of interconnected knowledge, skills, and personality traits that facilitate effective communication; It speaks of the teaching process as a combination of theoretical knowledge, competencies necessary for the teacher to carry out their professional activities, and competence - the ability to practically use the knowledge gained in the implementation of the pedagogical process.

Keywords: Rhetoric, rhetorical competence, speech skills of a teacher, interactive teaching methods, pedagogical technologies.

INTRODUCTION

As in many developed countries, in Uzbekistan higher education involves the training of qualified specialists for various areas of public life and sectors of the economy – scientific, economic, technical and others. In this regard, the educational process includes the systematization of knowledge and acquired skills, orienting students to solve theoretical and practical problems in the vector of the chosen specialization with the creative use of the achievements of modern thought and technology.

It is no secret that the effectiveness of the assimilation of material by students is affected by the accessibility, clarity, and accuracy of teachers' use of speech turns, rhetorical techniques, which can include not only speech figures, but also elements of artistry. In the modern world, people who have the skills of oral speech, both public and dialogical, are doing well. And to a greater extent, the teacher is obliged to possess such skills – the ability is logically true, reasoned and clearly build your oral speech. These skills are formed when studying the course "Rhetoric" in universities.

MAIN PART

Rhetoric is one of the oldest philological sciences. In rhetorical teaching, the most important attention was paid to the content of speech, its construction, verbal expression, memorization and mastery of public speaking, speech was closely connected with poetics, the study of styles, logic, and philosophy. [4]

Ignoring rhetoric knowledge led to a noticeable decline in speech skills in a wide variety of areas of communication. The focus was only on the study of the structure of the language, and not its life in the speech activity of a person. Researches in the field of rhetoric are correspondingly reduced. To some extent, the literature on rhetoric was compensated for by works on the culture of speech, stylistics, poetics, and anthology on ancient literature.

At the present stage of education, special attention is paid to the formation of communicative competence, which includes such elements as: linguistic, speech, cultural and rhetorical competencies. In this regard, the concept of "competence" is associated with the modernization of the higher education system in line with the competency-based approach.

Rhetorical competence includes a set of interconnected knowledge, skills, and personality traits that facilitate effective communication. The competence of a specialist in a particular area forms the specialist's willingness to fulfill a professional role and makes it possible to solve production problems. And since the solution of professional tasks in many areas is impossible without building a system of communication ties and effective communication, it can be stated with full confidence that without the formation of rhetorical competence, the full-fledged training of a specialist is impossible.

The creative nature of the pedagogical activity of the teacher is to constantly update professional knowledge and improve their communicative-speech and rhetorical skills, abilities.

The rhetorical competence of a teacher contributes to the achievement of a communicative goal, the choice of a communicative strategy that is realized through communicative and rhetorical tactics, using speech and rhetorical genres depending on the communicative situation, rhetorical tasks, and communicative experience receptions.

A teacher is, first of all, a "linguistic personality", which possesses not only subject knowledge, but also possesses rhetorical knowledge and skills related to the basic rules and methods of creation, the peculiarities of the construction and composition of educational material, and methods of presenting rhetorical argumentation. In the teacher's speech skills, the speech style is important, which forms the whole style of the lesson.

Effective formation of the rhetorical component of the communicative competence of students of pedagogical areas of training is possible when implementing a system-activity approach to learning. Studying the course "Rhetoric" suggests that each speaker should be individual, not like the others, should report something new. And in this regard, the teacher should work on creating his own image or his own teaching style.

Today, the curriculum of pedagogical universities of the republic does not include the discipline "Rhetoric", the content and objectives of which are aimed at mastering not only philological knowledge, but also mastering the skills of pedagogical mastery, the formation of the rhetorical competence of the future teacher. It is necessary to develop programs for the phased formation of the rhetorical competence of the future teacher, a set of means and methods, methods for the formation of a culture of speech and eloquence of the future teacher, etc.

The success of a modern person in any activity directly depends on his communicative competencies.

The teacher is a person who forms in the young generation certain concepts about the world, about the past, present and future; a person who gives certain attitudes and plays an important role in shaping the worldview of students.

Modern society and the state place high demands on the level of training of university graduates who possess the necessary professional competencies at a high level, including communicative competence.

Today, education has been faced with new tasks to create a personality, reduce the imbalance between the education sector and the labor market, and expand the possibilities of using information technologies.

The “speech education” of a university graduate affects its competitiveness in the labor market and successful socialization in the future. However, in recent years, teachers, psychologists, linguists, specialists from other fields of knowledge have noted that the level of students' speech competence is not high enough and does not fully meet the requirements for a specialist in any field today, although this competency is an essential component of training.

A university graduate should be able to choose a strategy and tactics of communication, establish voice contact and adjust his behavior in accordance with the situation and communicative intention; be able to reasonably express their point of view and conduct discussion in accordance with the principles and rules of a constructive dispute; own tactics of opposition to manipulative speech exposure.

Currently, the problem of the development of the speech competence of students of non-linguistic universities at classes in language disciplines is not sufficiently developed, since these disciplines are aimed at studying the structure of the language, comparative analysis, translation, but not teaching speech skills.

To teach the speech skills of specialists of non-linguistic universities, specialists with speech education are needed who can teach the skills of speech interaction, methods of argumentation and refutation, as well as knowledge of the basics of speech culture, which are the basis for the skills of conducting cultural dialogue, orientation in an ever-growing flow of information; able to teach the construction of public speaking and debate, etc.

And to solve this problem, a number of tasks need to be solved:

- identify the components of speech competence, the assimilation of which involves the development of students' ability to build a speech work in accordance with a specific situation;
- Creation of a structural model for the development of students' speech competence, including a competency-based and personality-oriented approach, forms of training, teaching aids, and assessment tools;
- development of a set of tasks / textbook on the development of speech competencies of specialists of non-linguistic universities.

We must understand that along with professional skills (Hard skills), we must improve our speech skills (Soft skills). The activities of educational institutions are aimed at mastering hard skills and there are certain levels of difficulty in mastering professional skills. Why is there no level of mastery for mastering soft skills? To confirm hard skills, there are certificates and diplomas. Soft skills do not have certification and to prove their presence is possible only in practice. Soft skills are mastered more slowly than hard skills. To master Soft skills, systematic practical exercises are required.

For this, it is necessary to improve the teaching methods of speech disciplines, and in particular, the obligatory type of activity of interactive methods is the collective work of students, which distinguishes this form of work as holding mini-conferences in the form of facilitation. Facilitation is the identification and use of various processes that help people working in a group to carry out common mental activity, come to common decisions, create and improve ideas. [8]

The use of facilitation methods actively develops a culture of participation in the dialogue, a culture of constructive debate, competent argumentation, helps to establish emotional contacts between students, develop creativity, the ability to think outside the box and be able to defend one's interests, build teamwork skills, providing high motivation in self-development and self-learning, active life position, disclosure of creative potential, which is an integral prerequisite for the formation of speech skills. [9]

In our country, ample opportunities have been created for conducting practical research to increase the level of methodological training of future specialists, ensuring the integration of the training system with priority areas for the development of science and technology.

The “Strategy for the Further Development of the Republic of Uzbekistan” identified priority tasks for improving work in the field of state youth policy, fostering a harmonious, intellectually developed young generation, bringing the quality of education in higher educational institutions to the level of compliance with current and future needs of the individual, society and the state . [2]

CONCLUSION

Despite the fact that the problem of the development of students' speech activity in its most diverse aspects has been studied quite extensively, however, in pedagogy, a full-fledged conceptual apparatus has been developed for improving the pedagogical technologies for developing specifically the speech competence of future specialists. The solution to this problem could be the introduction of a practical course of rhetoric in the curricula of universities, and as part of the course, the creation of textbooks and teaching aids in accordance with the requirements of the state educational standard of the Republic of Uzbekistan. [3]

Nowadays, the analysis of rhetorical knowledge shows how relevant this problem is and has not yet been sufficiently studied in the educational process.

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