

## **HIGHER EDUCATION INSTITUTIONS DEVELOPMENT OF LANGUAGE SKILLS OF STUDENTS IN THE PROCESS OF EDUCATION**

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### **ABSTRACT**

The educational process is based on the transmission and reception of linguistic information, mainly through language and speech. According to B.T. Likhachev, "Language in many respects provides the pedagogical process, the assimilation of human experience by children." R.P. Milrud, M. Polanin, K.V. Sedov emphasizes the need to have a universal mechanism of transformation, which is possible due to the development of idol skills.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

The study of language skills is the subject of study of various disciplines (linguistics, psycholinguistics, psychology, pedagogy, methods of teaching native and foreign languages). The fact that a note on language skills in pedagogy can be seen in the works of K.D. Ushinsky (he uses this concept as a synonym for children's language abilities), L.V. Zankov (when it comes to language and speech skills of students) shows that this concept can be used in pedagogical research.

Today there are many methodical works, which consider the possibilities of developing the studied phenomenon in Russian or a foreign language (A.A. Bondarenko, N.E. Bukrinskaya, N.A. Ippolitova, V.G. Marantsman, N.V. Miklyaeva, L.P.Noskova, E.N.Puzankova, T.A.Tkachenko, etc.), it became clear that in the general pedagogical plan this problem is not studied enough.

In order to reveal the essence of language ability, the concepts of "speech", "language", "ability" that are correlated with it were studied. First of all, concepts such as language and speech were considered. To do this, we refer to the data of related disciplines.

In philosophical works the problems of language and national consciousness are studied. The issues of the interrelationship of language, culture and personality are still studied in the works of ancient philosophers (Socrates, Plato, Aristotle). They emphasized the role of language in knowing scientific truths. M.M.Bakhtin, V.S.Bibler, E.M.vereshchagin, V.G.Kostomarov, V.V.Vorobev emphasized the sociality of language.

Language is a form of existence in which the human mind has an important set of meanings for life (A.N.Portnov, P.V.Chesnokov, E.V.Shorokhova, etc.). the elements of language form the system, which is the holistic, orderly, and dynamic language landscape of the world. Language is a description of the essence of man, because words express feelings, emotions, personal content, desires, and with it the language preserves the ideal spiritual system of human culture.

Modern linguistic philosophy studies language as a necessary component of human spiritual, cognitive, religious, aesthetic activity (LV Karasev, IB Levontina, VP Timofeev, VA

Saltikova). According to EV Shorokhova, the role of language in the development of human consciousness is that "the word differs from other external stimuli in that not only individual experience, but also the success of all mankind in cognitive work is hidden."

"Speech" is considered in some philosophical studies as the language of the individual (N.F. Rakhmankulova. G.A. Chupina, etc.). in this case tilyana is generalized, abstracted, the abstraction of speech, its rules, structures, norms, and so on.

Thus, for our research, a philosophical understanding of language as a personal description of a person is valuable.

In modern linguistics, language is seen as a "naturally occurring and legitimately developed semiotic (character) system", a process of thinking and a means of communication. Language (speech) is a product of activity, that is, it is possible to observe language directly by observing speech. And if language is a tool of communication, speech is a type of communication through this tool. Speech is defined by context, and language is somewhat independent of the conditions of communication. Speech is also characterized by prosodic elements: speed, intonation, precision, timbre, and is a description of a person's individuality. Language is a means of transferring the objective (universal) to the subjective (personal). Language is a unit of phonetic, lexical, and grammatical means that can be used to express thoughts, feelings, will, and so on. serves to express Speech is a form of communication through language, a method of forming and formalizing ideas (A.A. Leontev, L.S. Vygotsky, I.A. Zimnyaya, etc.).

In modern linguistics there are three aspects of language: language ability (competence), - speech activity (speaking and comprehension) - language system (vocabulary and grammar) or pure language (L.V. Shcherba, V.A. Zvyagintsev, I.A. Zimnyaya ).

For pedagogical research, the principle of linguistics that language is a means of reality and self-reflection in the environment, a form of storage of knowledge about reality (i.e. serves as a nomination), as well as a means of acquiring new knowledge about reality (i.e. cognitive function) is important. It is important that language is inseparable from speech, or, in the words of N.I. Jilkin, that they are complementary structures. The Linguistic Dictionary states that "the internal structure of a language (i.e., the language itself) is not given in direct observation, and its activity and indirect evidence about it, i.e. the product of the language itself (or, in other words, speech) - by observing texts, i.e. learning to use specific languages in specific situations. you can think.

Thus, the fundamental principle of linguistics about the interdependence of language and speech, the complementarity of these structures, as well as the systematicity of language, is of great importance for our study.

Psychology studies language and speech as one of the higher mental processes of man. Speech performs two functions: mulot and expression of opinion (V.V.Davidov). the child learns speech and learns to apply it in speech, resulting in the succession of generations experience. In the process of language acquisition, speech becomes the main thinking mechanism of the child, the highest form of thinking - abstract - logical (abstract - logical) or verbal thinking is formed and developed, as well as other types of thinking are improved (R.S. Nemov, V. Petukhov, O.K. Tikhomirova et al.).

Language acquisition is also important for other mental processes such as memory, attention, and imagination. The psychological tradition is characterized by the study of language and speech in the context of an active approach (L.S.Vygotsky, A.A.Leontev, S.L.Rubinstein), in which they are embodied as forms of activity historically formed by mankind. In this regard, psychological research raises the problem of speech activity, which manifests itself not only in language and speech, but also in two main forms: oral and written.

In the concept of modern psychology, language is a product of society, it was formed throughout human history and continues to develop as a concrete mechanism for communication within society, rather than some abstraction (A.A. Zalevskaya, I.A. Zimnyaya, M.K. Kabardov, A.N.Leontev, G.G.Matveeva, G.V.Kolshansky and others). The achievements of psychology are (invaluable) in revealing the nature of language skills in the context of speech activity.

In pedagogical research, speech is presented as a form of communication through language, which "organizes the joint activities of people, helps them to know each other, is a serious factor in the formation and development of interpersonal relationships."

Researchers such as G.I. Volkova, B.T. Likhachev, G.I. Shchukina note that the general pedagogical problem, such as speech activity, language and speech development of students, is poorly studied, although it is very important for the development of personality, consciousness and cognitive processes. In the learning process, language provides communication, knowledge, education. Comenius and Ushinsky spoke about the role of language in the transmission of cultural values in the educational process. Therefore, the role of language in the formation of the foundations of language and communicative culture is constantly growing, because it is the only institution in which the direct participants of the educational process systematically engage in language and speech practice, interact in the process of learning social and cultural experience, - said N.E. Bulanina. OS Ushakova emphasizes that "language is the key to the knowledge of reality, knowledge, the true development of the mind: language is also a means of educating a comprehensively developed person."

Language and speech are part of the cultural context (A.A. Verbitsky). Language, on the one hand, is a ready-made knowledge, a means of expressing the acquired truths, on the other hand, a means of discovering new knowledge. Language integrates knowledge into the system zero cognitive activity is related to language.

S.A.Smirnov, I.B. Kotova, E.N. Shiyanov views language and speech as a means of skills formation. Language in one way or another enters into all methods and techniques of teaching and carries the main load. That is why it is considered one of the leading means of education, considered by some researchers (L.V.Zankov, L.Ya.Zorina, A.N.Ksenofontova, K.D.Ushinsky, etc.) as the ideal means of education.

Thus, the problem of language and speech is considered to be general pedagogical and is studied in terms of the impact of these structures on the student's personality, its development and educational process.

Summarizing the sources of philosophy, linguistics, psychology and pedagogy, we conclude that language is an integrated system of phonetic, lexical and grammatical means, serves as a tool of communication and thinking, speech is a form of communication through language, a

way of forming and formalizing ideas. In the process of learning, the student acquires this tool, makes it personal - active, so that it becomes the next means of self-education and self-improvement, which is achieved through the development of language skills of the student.

The description of language functions for our study is of interest. According to MR Lvov, all the functions of language are not abstract in themselves, but serve humanity and each individual, strengthened in the conscious activity of man, his abilities and competencies. Let's look at the functions of language in the educational process. This brings us closer to addressing the importance of developing language skills in the educational process.

In the process of learning, language and speech, as mentioned above, are inseparable, so we are talking about the unity of "language - speech."

Based on the study of pedagogical literature, the following functions of speech and language in the educational process were identified:

1. It is a means of speech and language learning (N.E.Bulankina, N.V.Bordovskaya, S.I.Grין, A.I.Elkina, L.A.Zankov, A.A.Rean, G.I.Ilina, P.I.Pidkasistiy, L.P. Fedorenko, G.I.Shchukina, etc.). it is well known that the child receives information about the surrounding reality through various sensory organs, which helps to raise knowledge to a higher, more conscious level. Many great educators (A.Disterveg, K.D.Ushinsky, A.S.Makarenko) did not emphasize in vain that the acquisition of knowledge is possible only if the student can express them verbally. B.T. Likhachev writes: "Thinking is inextricably linked with language and activity, so the understanding and mastery of the content of education takes place only when the acquired knowledge is re-created by students in one way or another." Comprehension of the learning material takes place in the process of listening to the teacher's story, reading a book, writing down facts, talking to the teacher.
2. Reflects the results of language and speech learning (B.T. Likhachev, I.F. Kharlamov, G.I. Shchukina, etc.). this task is reflected in the re-creation of the acquired knowledge by students in the form of oral or written responses, or in the completion of speech Practical work. Speech, according to G.I. Shchukina, "brings out" students' cognitive processes, making them more noticeable to the teacher and the students themselves. Repetition and testing students' knowledge contributes to language and speech development because they are more concerned with verbal reconstruction.
3. It is a means of teaching speech and language (V.V.Davidov, P.I.Pidkasistiy, S.A.Smirnov, I.V.Strakhov, etc.). speech will be a teaching tool (story, explanation) or will be accompanied by other techniques. Oral and written speech are considered by some researchers (along with material means) to be the ideal means of education. In this case, the teacher's speech activity (due to cognitive abilities, students receive learning information from the teacher's speech; the teacher's speech is oriented to the speech as an example of behavior) and students' speech activity (reading books, verbal communication with adults, pedagogical questions).
4. Speech and language are a means of education (V.A.Kan - Kalik, IBKotova, O.Kurova, S.A.Smirnov, O.S.Ushakova, K.D.Ushinsky, G.I.Shchukina and b.). through language and speech, the educator can influence the formation of the child's personality, have a positive emotional impact on his behavior and attitudes, cultivate attention to the speech of others. The teacher's speech can be informative, uplifting, persuasive, motivating, fulfilling tasks, this point can cultivate emotional - volitional, spiritual and other qualities in the student.
5. Speech is an indicator of language skills (N.E. Bulankina, B.T. Likhachev, P.I. Pidkasistiy, V.V. Sokolova, B.I. Korotyaev). In language and speech, a person shows

himself as a whole: intellect, feelings, will, character, temperament, level of upbringing. Depending on the verbal manifestation of the student, it is possible to think about some features of his behavior, for example, aggressive behavior in speech (verbal aggression), egocentrism (egocentric speech). Many researchers look at the level of language development as part of a person's overall culture, an expression of which is the ability to use the cultural norms of language.

6. Speech and language contribute to the recovery of the child as a subject of activity (B. Zeltserman, L.Ya. Zorina, A.N. Xenofontova, T.F. Krilova, G.I. Shchukina). the essence of this task is that the child should not become a passive "consumer" of information in the learning process. By asking questions, creatively altering the acquired knowledge and presenting it verbally, the student shapes his attitude to what is being received, forms his active position, he can "use his speech expressions more freely, and most importantly, test his power of speech" (308:55).
7. Speech and language activate mental processes (N.V.Basova, L.S.Vigotsky, P.I.Pidkasistiy, etc.). The importance of language and speech for mental processes such as memory, attention, imagination, is reflected in the fact that these processes are goal-oriented and understood. The best way to remember the material being studied is to actively recreate it: retelling, answering questions in the textbook, making a plan of what has been read, composing theses. Language is of special importance for the development of thinking. Issues related to the study of the relationship between speech and thinking, their impact on personal development are discussed in the works of V. Humboldt, L.S. Vygotsky, A.R. Luria, J. Piage, A.A. Potebnya and others. years abstract - logical thinking is actively developing, in which language plays an active role. Learning new terms, learning the laws of grammar serves to express ideas more beautifully and logically.
8. Speech and language provide interpersonal communication (N.E. Bulankina, V.A. Kan-Kalik, B.T. Likhachev, P.I. Pidkasistiy, L.P. Fedorenko, G.I. Shchukina, etc.) In the learning process, the student is not only in dialogue with the teacher, but also in constant communication with other students. the success of communication depends in many respects on an adequate understanding of the person-centered speech, the logical construction of thoughts, the aesthetic quality of speech, the ability to visualize the situation verbally, to be oriented to the interlocutor.

Thus, language as a system of signs and speech as a practical use of this system covers all aspects of the learning process, without which it is impossible to form knowledge, skills and abilities.

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