

FORMATION OF CULTURAL AND SPEECH COMPETENCE OF FUTURE TEACHERS

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The article deals with the theoretical and practical mastering of the level of speech preparation of future teachers, knowledge of the language is a key part of the general cultural competence and the ability to communicate in Russian both written and oral. The article analyzes the problem of the formation of speech preparedness, didactic, linguistic, communicative, cultural-educational, linguistic competence of future teachers, the system of tasks aimed at mastering the lexical norm and formation the level of lexical competence.

Keywords: General cultural competence; language competence; communicative competence; cultural competence; linguistic competence; lexical competence; lexical norm; task system.

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Speech development is the most important task of the lessons, so constant systematic work in this direction is required. Speech is the most complex human activity, which includes observation, thinking, imagination, and the skills of hearing and listening; First of all, this is a creative activity, a person who has something to say learns to speak, so it is necessary to teach future teachers not technical formalization of thoughts, but speech creativity, speech thinking, appropriate perception of someone's speech.

Improving solid skills of oral and written communication:

1. In the lesson;
2. After school (through various forms of extracurricular work);
3. Individual, independent work of future teachers is carried out.

Improving speech competence, of course, under the conditions of the general speech order, a higher education institution can also be recognized with higher competence in the subject that needs to be improved in the process of studying all academic subjects.

Recently, special attention is being paid to the improvement of speech competence, because it is seen as a guarantee for the successful formation of a person who is socially active with justice. It is no coincidence that these concepts are included in linguodidactics. It is located in the current of the competent approach, which is recognized as one of the foundations of modernization of education in Uzbekistan today. It is assumed that the core competencies will be included in the framework of the updated educational content, which will be considered as defined learning objectives.

Confirmation of the aforementioned concepts is conditioned by the achievements of modern psychology and linguistics: the theory of speech activity, communicative linguistics, which studies the laws of general speech communication and the use of language tools in real communication actions (speaking and perception), and cognitive linguistics, which organizes the systematic presentation and explanation of the mechanisms of speech acquisition.

In order to improve speech competence, it is also of practical importance to develop a comprehensive concept of language education in educational institutions, general approaches and to a certain extent, attempts to implement a common understanding apparatus. Taking into account the importance of a foreign language in the development of a future teacher's personality, the general and perceptive culture, the most important direction is the attitude to the Russian language, the improvement of speech competence is not only a mandatory and necessary condition for mastering speech activity, but also the development of speech, a characteristic system and social phenomenon, ultimately, it is appropriate to consider language as a means of perception with them as an improvement of the personality. Thus, in order to achieve a high level of development of speech competence, the goals and tasks that must be implemented first of all are distinguished:

1. Creating conditions for the development of cognitive activity of future teachers through the use of new pedagogical technologies, forms of active teaching;

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2. To help develop oral and written speech of future teachers by means of active teaching forms;

3. To reveal and help realize the creative potential of each future teacher;

4. Improving language competence, including acquisition of language wealth, mastering all literary language standards, including spelling standards (orthographic and punctuation).

The current stage of the development of the theory and practice of Russian language teaching describes new approaches to the definition of teaching goals and the selection of specific technologies and methods. Language, communicative, linguistic and speech, cultural competences are distinguished in the components of the State Education Standard as special goals of Russian language teaching in educational institutions. According to the above, within the framework of this dissertation research, we tried to independently define the speech competences of future teachers, speech competences mean acting with language material, step-by-step presentation of methods of work, presentation of knowledge, reproduction of methods of actions, knowledge and methods of actions in a familiar situation strengthening and application of knowledge in non-standard conditions is understood.

According to scientists, improving speech competence is the most important aspect of Russian language teaching, because speech competence is the ability of future teachers to use words, their form, syntactic constructions according to the standards of the literary language, and ultimately, as a condition for successful speech activity. The existing system of teaching the Russian language does not fully solve the tasks of improving the functional skills of future teachers on the use of acquired knowledge. The practice of professional teaching of the Russian language ensures the formation of important educational and speech skills, such as defining linguistic concepts, determining their defining and variant signs, and understanding the structure of the classification of learned language units. The tasks of a competent approach to teaching, in which a future teacher can master a certain method of activity with language material, if:

- if the scientific vision of the strategy for the development of the system of improving the speech competence of future teachers has been clarified;

- in the process of working on the theory and practice of development of speech competences, the structural features of competent training of future teachers have been determined;

- to identify the specific features of the studied language units, to compare them with external similar phenomena based on their differentiation; if there is a theory and practice of developing speech competences of future teachers by setting educational-cognitive tasks that require changing acquired knowledge, using them in new educational situations;

- Pedagogical conditions that help future teachers to improve their speech competences have been identified;

- if the purposeful and step-by-step acquisition of actions in the knowledge of language phenomena by future teachers is carried out;

- if a system for improving speech competences of future teachers is created according to the algorithm (presentation-activation-communication-control);

- it can be successfully implemented if the indicators for evaluating the effectiveness of the system for improving speech competences of future teachers have been developed.

The specificity of the competent training of future teachers consists in the acquisition by them of methods of action that allow future teachers to perform non-algorithmized (not new for them) actions in the presence of clear methods of expression of the theory and practice of the development of speech competences, competing components, syncretism phenomena, assimilation of new technologies. The educational process organized on the basis of competent teaching forms an active approach to the acquisition of speech concepts. However, there is a conflict between the traditional approach to learning speech concepts and the competent approach.

The characteristics of the competent approach are the process of mastering a certain amount of knowledge and skills and the integration of technologies, theoretical evaluation of language units in the consideration of the process of acquiring a certain amount of knowledge and skills by future teachers from the point of view of the determination of the set of properties of language units, their specific characteristics and the application of the acquired knowledge to the analysis of non-standard cases of the manifestation of language units. . The system of improving speech competencies of future teachers based on the ideas of a competent approach to teaching should help to resolve this conflict.

The future teachers' work with language phenomena requires the acquisition of a certain set of activity methods. The knowledge acquired in the process of teaching with them should be directed to their independent use even in the changing conditions of the educational process. The formation of knowledge is related to the rational interconnection of the process of acquiring the necessary knowledge and the process of acquiring the methods of their acquisition, which is the study of grammatical theory and the cognitive powers of future teachers, the practice of language analysis and knowledge in speech creation (improvement of language competence), the set of language units by future teachers, their own It provides a unit of development of abilities to creatively use the technologies of theoretical evaluation of language units when considered from the point of view of their application to the analysis of non-standard cases of identification and manifestation of their characteristic features. A competent approach to the improvement of speech and cultural abilities allows to determine the level of language acquisition with a student, which is an indicator of the development of a language personality (the level of special knowledge, the acquisition of language material knowledge, the ability to use the acquired knowledge in non-standard situations as speech competences), namely, a multifunctional phenomenon: a means of communication , referring to teaching language as a tool of perception and reflection of existence, intellectual and spiritual personality development; in the theory of speech activity is considered to be the achievement of modern psychological and linguistic science. The next strategic didactic tools for the implementation of the theoretical and practical system of improving the speech and cultural competence of future teachers (the setting of tasks taking into account the difficulties of mastering speech concepts, the complexity of their independent application in non-standard situations; the differentiation of external similar phenomena, the use of tasks to classify what has been learned) are selected. The implementation of the system of formation of speech competences of future teachers is aimed at mobilizing knowledge, being able to manage one's own activities, mastering a new method of action with educational material, and improving the skills to acquire knowledge based on this. The criteria for the formation of speech competence are the ability to know a language unit, to be able to compare it with externally similar units, to acquire methods of action and to acquire new knowledge based on this. During the training period, the task of checking the effectiveness of the recommended tools for improving the speech competence of future teachers is set: tasks and exercises, reminders, systems of instructions that facilitate the acquisition and application of knowledge, skills and skills with algorithms of future teachers' activities in the process of learning to improve their speech competence in future teachers.

Optimal correlation of theory and practice in Russian language teaching by ensuring the understanding of the material studied by future teachers in the conditions of successful acquisition of concepts and the introduction of definitions and rules.

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