

IMPROVING THE LEVEL OF CULTURAL AND SPEECH COMPETENCE OF FUTURE TEACHERS

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Annotation

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.

Increasing the level of cultural and speech competence of future teachers

Modern life has a high speed in various areas of human activity every day, and a modern teacher should not lag behind the given pace of development of society. The educational system of Uzbekistan is also trying to keep up with the times, which is the reason for the emergence of new educational standards.

The state educational standard focuses on the new goals and values of education and reflects not only today's educational needs of individuals, society and the state. The growing interest in learning new forms and methods of training skilled teachers is connected with the current process of reforming the higher professional education system of Uzbekistan.

The formation of speech competences has a direct impact on the development of the student's personality, allows to deepen the intellectual abilities of the subject, to expand his cognitive resources, and to improve general professional competence. Due to the urgent need to form a new linguistic picture of the external world, the subject has the opportunity to evaluate the reality that surrounds him from many angles, and as a result of learning a foreign language, he has at least two types of linguistic pictures: the world - domestic and foreign.

The starting point for the formation of speech competences is the development of the skills of expressing one's thoughts in order to solve communication problems. Speech (oral and written; external and internal, i.e. to oneself, without speaking out loud) consists of speech actions and is manifested in speech activity. The act of oral speech is a two-way process, on the one hand - speaking, on the other hand - perceiving and understanding what is heard.

Thus, in a short period of time, a shift towards the so-called human factor took place during the development of the concept. This increased the problem of the origin and development of speech competence.

Speech competence is more defined as a specific set of skills needed by a member of a language community to communicate with others and acquire language as a learning subject. The list of competencies distinguished by different authors is inconsistent and not clearly defined in all of them, which is due to the objectively large number of these competencies and the lack of their correct hierarchy (for example, the ability to acquire vocabulary, grammar, and the ability to understand and create a text). Many researchers do not use the term "speech competence", but replace it with the expressions "language knowledge", "language acquisition" and do not mean a set of certain skills, but their entire large blocks, which in a number of cases correspond to representatives of various specialties.

Therefore, certain approaches to the further development of the concept of cultural speech competence and the study of the phenomenon itself have emerged. However, until now, the psychological problems of its content, development and measurement have not been studied systematically. Here we indicate only the main ones from a psychological and pedagogical point of view..

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The first of them is the psychological "fabric" of this phenomenon. Speaking competence remains an enigma until it is defined as innate knowledge of language or relative language proficiency. Bringing it to a non-hierarchical (or ranked) set of skills, it is promoted as the result of one or other processes connected either with training, or with the level of education of the existing subject, or with his professional, national, age affiliation, or with some other environmental factors. These are certainly valid points. But let's define some aspects that limit these ideas:

- first, based on the result, it is possible to draw a conclusion about the processes that led to it;
- secondly, the level of education, profession, nationality, age, environment - these are general conditions for improving speech competence, their action is indirectly expressed by a number of original psychological factors, but there is no direct connection between the conditions and results of this educational development;
- thirdly, one cannot fail to take into account the complexity of human competence in various systems and how much training opportunities and time are limited as one of the powerful factors for its improvement in future teachers. Therefore, the issues of psychological content of speech competence and psychological-pedagogical factors of its development remain extremely important. The second problem is to determine the factors and stages of the ontogenesis of speech competence.

On the one hand, the science of psychology has a huge material about the early stages of the development of human speech, the first years of language learning in elementary school, psychological mechanisms and features of educational work in middle and high grades; on the other hand, the problem of development of speech competence was not the object of special development in many authors, it is mainly connected with the problem of human speech development and language teaching. If the results of studies of early speech ontogeny are accepted as information about the factors of language competence, then we return to the question of what speech competence is in contrast to speech as a higher mental task and speech activity as one of the forms of human interaction with others and perception of existence. Related to this issue are the difficulties in learning speech competence during school education: should it be considered more likely to arise at the beginning of education and improve only later, or, on the contrary, should its development begin during education? Hence the ambiguity of the question about the stages of its development: where to look for the starting point?

The third problem is united by a number of issues about the possibilities and limitations of the assessment of cultural speech competence. There are two mutually exclusive views on this problem as applied to the Russian language. According to one of them, there is no need to measure competences in the Russian language, since all its owners have approximately equal competence. This is a controversial view, and, importantly, it does not consider competence in terms of different childhood stages, its individual variation in adults and children. According to another point of view, it is necessary to develop methods of objective measurement of competence both in the mother tongue and in foreign languages; it requires a reasonable comparison of the data obtained by some methods. We agree with the last point of view with one clarification: first of all, it is necessary to develop the principles of creating methodological tools that allow to get a view of holistic language competence in some representatives or groups of the language community. Comparison of data, in our opinion, is appropriate if this issue is put in the development of whole theory blocks from the beginning. As a next step, the theoretical perspectives on which these blocks of methodologies are built and the data obtained on each of them can be compared. Even a simple grouping of blocks from existing theories and practices is complex not only technically, but also meaningfully. We emphasize that the amount of theories and practices for measuring competence in foreign languages currently exceeds the amount of them for measuring competence in the mother tongue. The study of the specified problems requires the implementation of two main tasks: a) defining the structure of the language, that is, its components and connections; b) observation of changes in ontogeny of isolated components and connections. Implementation of these issues allows to answer questions about the content, development factors and stages of speech competence. This, in turn, makes it possible to implement questions about the means and methods of determining the level of its development at different ages. We see two possible approaches to defining the structure of cultural speaking competence, one based more on a linguistic basis and the other on a psychological basis.

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Turning to the linguistic foundations of cultural speech competence, it should be noted that language means the unity of all its levels (subsystems): phonetic, morphological, lexical, phraseological, syntactic. Therefore, in the formed speech competence, all these sub-systems should be provided simultaneously and interdependently. From here comes the opportunity to study speech competence as a structural whole - a unity of all the mentioned sub-systems in the human language mind. Such an approach is correct, but, in our opinion, it inevitably implies a projection of the structure of language on the structure of speech competence; Can the last one be a copy of the first one?

Another presented approach is based on the results of our research, which is based on the collected materials about speech ontogeny in psychology, psycho- and sociolinguistic.

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