

## LINGUISTIC TASKS OF SPEECH COMPETENCE OF FUTURE ENGLISH TEACHERS

Dusboeva Aliboyeva Zarnigor

JSPI, 2<sup>nd</sup> Year Master's Degree Student

E-mail address: aliboyevaz@gmail.com

Almamatova Zarina

JSPI, 2<sup>nd</sup> Year Master's Degree Student

E-mail address: n.zarina2311@gmail.com

### ABSTRACT

This article is dedicated to the nature of speech competence, linguistic tasks, as well as the specific nature of speech ability and the structure of speech competence of future English teachers are discussed. The essence of speech ability cannot be determined without describing its structure. In determining the competence in the components of the linguistic phenomenon we are studying, we have tried to determine by summarizing the comments of the research methodologists in the scientific and methodological literature.

**Keywords:** speech, competence, linguistics, ability, knowledge, thinking, speech activity, speech competence.

### INTRODUCTION

The question of the phenomenal nature, description and definition of its functions of speech competence are relevant today. In linguistics, A.N. Ksenofontova initially recommended her observations to the scientific community. Then we observed that M.P. Manaenkova also distinguished the following functions of speech competence: knowledge acquisition (expression), information (message, expression), communicative (influence), motivating (motivational).

We accept the scientific views of A.N Ksenofontova and M.P Manaenkova, recognized in language education, as a theoretical basis. At the same time, we emphasize each of them separately, and classify the relevant tasks based on the author's approach, emphasizing that in the real process all tasks are interrelated and interchangeable.

a) Since the function of speech competence in acquiring knowledge is, on the one hand, a means of thinking and, on the other hand, a product of mental activity, it is closely related to the role of speech, especially in the realization of higher mental functions. Speech is a key tool in teaching activities, allowing the teacher to organize and implement it both in the classroom and outside of school.

b) The informational function of speech competence is related to the transmission and transmission of information in the educational process (knowledge, acquisition skills) and the creation of a favorable environment for the success of the pedagogical process. The informational function of speech activity also includes the informational function of speech competence, which is to make the information received by students. The value of data increases depending on how important it is in specific life situations and circumstances. The vital evidence of this view was fully confirmed in the pedagogical practice of future English teachers

in the experimental fields, during the pedagogical period, students not only applied their knowledge and skills in practice, but also wrote theoretical and practical information in lectures and seminars on psychological and pedagogical disciplines. use it orally in analyzing classroom activities Thus, the information function of speech competence consists not only of the ability of students in the field to obtain information, but, most importantly, the competence approach - the application of the information obtained in their work.

c) The communicative function of speech competence is to be able to adequately select the means of speech for the current pedagogical situation. First of all, this is due to the diversity of the arsenal of speech skills and the adequacy of their choice in relation the current situation.

d) The motivating function of speech competence is determined by the value-oriented attitude to the profession. The style of professional activity chosen by the teacher is also reflected in the speech activity. Speech competence determines the orientation of the teacher's personality, that is, the set of needs and motives that determine the main direction of an individual's behavior. The motivating function of speech competence is manifested in speech behavior. The direction of speech behavior depends on the level of formation of the teacher's speech competence. Depending on the values of the teacher in pedagogical activity, he chooses the means of speech that put the student in a certain position. If the importance of the teacher in pedagogical activity is to place the student in a subjective position using speaking skills, then this will be a high indicator of his or her speaking skills.

## MATERIALS AND METHODS

The essence of speech ability cannot be determined without describing its structure. In determining the competence in the components of the linguistic phenomenon we are studying, we have tried to determine by summarizing the comments of the research methodologists in the scientific and methodological literature. The structure of speech competence, in our view, arises as a sum of the following three main approaches components: a) characterized by a motivational and purposeful approach related to the socio-practical direction of the activity; b) is characterized by the presence of a set of knowledge and skills that are meaningful, focused on the speech of a particular activity, in which case a competency approach leads; c) is determined by the potential of the individual, professionally important psychological qualities of the subject, implies an acmeological approach.

It should be noted that in the scientific and methodological literature, many researchers have also expressed certain views on the content and individual components of the speech competence we study. The following points are evidence of the presence of a motivational-targeted component in the structure of speech authority.

For example, J. Raven reports that I.A. Zimnyaya lists 39 types of competencies that characterize core competencies as a new paradigm of modern learning outcomes, including a greater understanding of values and attitudes toward a specific goal, indicating a tendency to problems with goal achievement. According to Yu.V.Vardanyan, the formation and development of professional competence are characterized not only by the acquisition of strategic, tactical and operational skills by the specialist but also by giving them an important professional direction as a person, object, subject of professional activity.

## RESULTS AND DISCUSSIONS

Thus, the ability to design and integrate their professional development perspectives becomes one of the foundations of competence formation.

A number of foreign scholars, in particular A.A. Derkach, V.G. Zazikin, E.V. Selezneva, listed the skills that are most important and significant for a professional, the scope of their competence, the field of professionalism, as well as “must, want, can, do I will achieve, I will achieve” shows the need to set goals, set goals and know how to achieve goals. According to A.B. Khutorskoy, “component is always characterized by personality” ... Such qualities can be a whole circle: from spiritual and worldview (why I need this authority) to reflexive-assessment (how successfully I use it in life”).

Speech competence is manifested, on the one hand, as a result of mastering speech activity by a particular person, and, on the other hand, as the basis of human activity in speech activity. It is no coincidence that Socrates said, "Speak so that I may see you." Students of pedagogical higher education institutions learn the basics of a teacher's professional activity in the educational process. In our opinion, the specificity of speech ability is very important in the personal and professional components of any higher education graduate, especially from a pedagogical point of view. The specificity of a teacher's work determines the specific requirements for her speaking activities in the learning process. According to the DTS requirement, a competency approach in the education system involves the formation of a teacher's speech competence.

The peculiarity of speech competence is that, on the one hand, it is the result of the learning process, on the other hand, it is the most important learning tool. The dual nature of speech ability is also manifested in interpersonal communication: it is the basis of communication and develops in the process of communication.

Speech activity is a special type of independent activity and is a necessary part of any activity performed in conjunction with other people. The essence of the teaching profession is clarified in its interaction with students in the pedagogical process.

The learning process is carried out through communication and knowledge in speech activity, so students need to understand and comprehend the importance of speech acts as the basis of pedagogy: by embracing it and being active, they become competent, i.e. able to solve specific pedagogical tasks.

The learning process of training a future teacher is directly based on speech activity. All of its features are reflected in this activity: comprehension of someone's speech, expression of one's speech by teachers and students, influence on learning and extracurricular activities partners using logical and expressive forms of speech activity, and so on. Speech activity covers the whole educational process in pedagogical higher education institutions and determines the nature of the future pedagogical activity because: a) students' knowledge is a specific tool; b) the student's educational activity is its expression; c) the basis of various interpersonal relationships is speech activity; d) contributes to the formation of the student as a subject of professional activity.

Hence, the factors highlighted also have some impact on students' speech competence. In this regard, we have some suggestions, some of which we emphasize: a) the educational process in

pedagogical universities should be organized in such a way that the process of forming the student's speech competence is more effective; b) the successful formation of speech competence should be one of the main tasks not only in the study of special subjects related to speech activity, such as the subject of "teacher speech culture", but also in all other subjects studied by students in accordance with the curriculum; c) Any academic discipline in the professional training of a future teacher should be aimed at developing students' speaking activities.

According to Methodist L.M Makarova, the task of every teacher is to form the most important personal formation of students from speech activity in the learning process, to lead them to the active position of the subject in educational activities. Thus, there is a need to use this function of speech activities in their future learning activities.

### CONCLUSION

Today, it is clear that more attention should be paid to the formation of students' speech competence in the vocational education system, especially in the philological areas of pedagogical higher education institutions, because it determines the personal development of pedagogical graduates on the one hand and society in general. Speech competence of future English teachers is manifested as a set of interrelated characteristics of the student, in particular, knowledge, skills and abilities, methods of activity, defined in relation to a particular component of speech teaching.

### REFERENCES

1. Манаенкова М.П. Речевая компетентность личности: содержание и структура. - Социально-экономические явления и процессы. - Т. 9. № 10, 2014. – с.223-231.
2. Варданын Ю. В. Строеие и развитие профессио-нальной компетентности специалиста с высшим образованием: дис. ... д-ра. пед. наук. М., 1998. С. 123.
3. Хуторской А. В. Ключевые компетенции // Народное образование. 2003. № 2. С. 58-65.
4. Макарова Л. Н. Развитие стиля педагогической деятельности преподавателя вуза // Педагогика. 2005. № 6. С. 72-80.
5. Общеввропейские компетенции владения иностранным языком: изучение, обучение, оценка/ Департамент по языковой политике, Страсбург. М.: МГЛУ, 2005.-107-108
6. Гальскова Н. Д., Гез Н. И. Теория обучения иностранным языкам. Дидактика и методология. М.: Академкниги 2006. 280с.
7. Махмурян К. С., Лекции по методике преподавания английского языка.
8. Temirov J. Means and methods of forming lexical competence in future English teachers. ACADEMICIA: An International Multidisciplinary Research Journal. Vol. 11, Issue 2, February 2021.
9. Sodiqov Kh. Developing Communicative and Speech Culture and Communicative Competence of Future Teachers. // Eastern European Scientific Journal. Germany. 2018. Issue 3. -B. 224-229
10. Aliboyeva Z. Stages of formation of grammatical competence in future English teachers. Asian Journal of Multidimensional Research (AJMR) Vol 10, Issue 6, June, 2021. -286-291.