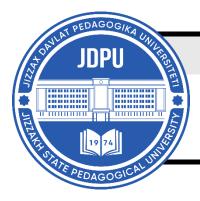# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL

MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL
http://mentaljournal-jspu.uz/index.php/mesmj/index

DEVELOPMENT OF PROFESSIONAL-COMMUNICATIVE COMPETENCE OF FUTURE ENGLISH TEACHER

Zarifa Kh. Shamirzayeva
Phd student
Chirchik State Pedagogical University
Chirchik, Uzbekistan
E-mail: zarifashamirzayeva@gmail.com

ABOUT ARTICLE

Abstract: This article is devoted to study the relevance of the problem of development of professional communicative competence of future teachers of a foreign language due to an increase in the modern requirements of society for professional preparation of a future teacher of a foreign language who knows how to conduct a dialogue, showing flexibility in communication, to the level of development professional communicative competence of future teachers of a foreign language, and also by the insufficient level of their readiness for the implementation of a productive communicative interaction in a foreign language; insufficient theoretical elaboration of measures that contribute to its effective development. Some techniques of developing communicative competence are also spoken in this article.

INTRODUCTION

The development of communicative competence is becoming modern purpose and learning outcomes; foreign language. However issues related to the composition of the professional communicative; the competence of a foreign language teacher, modeling the process of its development, determining the conditions for effective the functioning of the model did not receive proper justification; and unequivocal solutions. For unambiguous understanding; problems of professional development competence and further research process development of professional communicative competence in future teachers of a foreign language, it is necessary to analyze such concepts as "competence", "competence", "professional competence", "communicative competence".

.Language is the creator of the human soul, the basis for spiritual, moral, mental and civic qualities personality. The language has several functions:

cognitive (language as a means of cognition, tool of thought);

accumulative (language as a guardian national culture);

communicative (language as an instrument of communication, a spokesman for attitudes, emotions, influences, etc.);

personality-forming (language as a tool development and education).

V.N. Vvedensky as components of a professional competence-teacher calls:

1. Communicative competencies: orientation in social situations, determination of personal characteristics and emotional state other people, the choice of adequate ways of dealing with them and the implementation these methods in the process of interaction, distribution and concentration attention, acting in a public situation, drawing attention to oneself, establishment of psychological contact, culture of speech.

2. Information competencies: the amount of knowledge and the ability to acquisition in the following areas: about yourself, about students and their parents, about the experience of other teachers, in the scientific and methodological plans, as well as worldview.

3. Regulatory competencies: goal setting, planning, mobilization and sustainable activity in achieving results, evaluation performance results, reflection.

4. Intellectual and pedagogical competence can be considered as a complex of intellectual-logical and intellectual- heuristic pedagogical competence. The following stand out intellectual and pedagogical competencies: analysis and synthesis, comparison, abstraction, generalization and concretization (intellectual-logical); generating:; ideas; analogy; fantasy; overcoming inertia, thinking;, critical thinking. (intellectual-heuristic) [1].

As the author notes; competence data; interconnected; have a double direction and form the basis for developing operational competencies. According to L.ML Mitina in the structure of pedagogical competence. The teacher has three components:

- activity competence (knowledge; skills, skills; ways, independent; and responsible implementation - pedagogical; activities);

-communicative competence (knowledge, skills; ways of creative implementation: pedagogical communication);

-personal competence (need for self-development;, and also: knowledge, skills, self-improvement skills) [2].

MATERIALS AND METHODS

Analyzing the presented views of different authors into components professional competence in; areas of pedagogy, we note that; having different angles: considerations, researchers focus on

those or other components of professional competence. However, in general;, in our view, we can identify the following components of professional teacher competence: cognitive, professional and technological, socio-pedagogical, socio-psychological, informational, communicative. Let`s define communicative competence, it is necessary to formulate what such a concept includes; How "communication". In the domestic literature, the concepts of "communication" and "communication" is often used as; synonyms, although ".with more. A careful approach reveals some differences between them. Analysis of reference literature - allowed: to determine the following approach to the formulation of the terms "communication"; "communication"-: Communication? [lat. Communicatioi, communicare to make general;. bind; communicate]? - communication; between two; or more individuals based on mutual understanding; communication of information by one person, to another or a number of people Communication;-message; communication; - Communications (from lat. communication - connection, message), with the same, which communication; processes of social interaction; taken in: their sign aspect. Communication: - interaction. of two: or more people;. consisting: in exchange between them cognitive, or emotional information; ... experience; knowledge; skills. By definition, T.N. Peach; communication is dynamic exchange of ideas, opinions, knowledge and information between people, taking place at various levels: formal or informal, intellectual or emotional. [3]

Communication can be seen from scientific positions in two perspectives: theoretical, that is, as a category, (concept), and practical, empirical, i.e. as a technology. From the first perspective, we consider communication as an initial methodological category, having a methodological status. This category determines the need to build a process foreign language education as a model of the communication process. With these positions all sorts of terms, such as: "consciously communicative", "system-communicative", "activity-communicative", "functional-communicative", "the principle of active communication" Teaching speaking begins with the basics, i.e. since formation pronunciation skills, the formation of lexical and grammatical skills, listening skills. At the initial stage of training, separate the process of developing these skills is impossible. The teacher introduces students with a new structure. E.N. Solovova subdivides speech situations into real, conditional and problematic [4]. G.V. Rogova gives his classification of speech situations and highlights real, conditional, imaginary, fantastic (fabulous), concrete, abstract, problematic. The main thing is that they all correlate with the age psychological characteristics of students, be personally significant for them [5]. Thus, G.V. Rogova highlights the most important conditions for the generation and speech stimulation:

the presence of a motive for the statement

situationality

personal orientation.

All this together gives the speech a communicative character [6]. Speaking can proceed in a dialogic or monologue form, or in a complex interweaving of dialogue and monologue. Each of these forms has psychological and linguistic features, accounting required for learning to speak. This is due to the fact that the formation of the skills of monologue and dialogic speech involves differentiated organization of material and different working methods with him. Dialogic speech is the process of speech interaction two or more participants in the communication. Monologue speech is the connected continuous presentation thoughts with one face, turned to one or more persons. Psychological characteristics: the presence of feedback speech creation: speech behavior of one partner is determined by speech behavior of another (other) participant (participants) of communication; bilateral character [7]. Lack of opportunity to plan the development of the dialogue; spontaneity, impromptu speech actions, often bright emotional coloration. Lack of a closed act communication, direct feedback; unidirectional character. Subsequence, logic, coherence, structural clarity (intro, theme development, conclusion). Emotional coloration. Contextuality: monologue speech can be understood from itself, i.e. interpreted through speech context.

RESULTS AND DISCUSSION

Based on the methodological requirement for isolating difficulties when teaching oral speech, S. F. Shatilov proposed aspect classification of speech training exercises. Yes, the goal grammatically directed communicative exercises is the formation of speech grammatical skills on a familiar lexical material [8]. The purpose of lexically directed speech exercises, in turn, consists in training vocabulary in speech in familiar grammatical forms and structures. One of the possible ways to solve the problem of the system exercises in teaching foreign languages in secondary school is the approach that was once proposed by E. I. Passov, who singled out four levels of assimilation of foreign language material. Let's take a look at these levels [9]. Level 1 is the level of assimilation of private language material (phonetic, lexical and grammatical). 2nd level - the level of assimilation of any side of the speech activities such as pronunciation, grammar or lexical in speaking. Level 3 is the level of application of language material in any kind of speech activity (listening, speaking, reading or writing). Level 4 provides for the acquisition of a foreign language in general (simultaneous use of all types of speech activity).As a rule, the following types of exercises are distinguished: exercises for differentiation and identification, development of contextual guessing, forecasting training, expansion and reduction of sentences/mini-texts, equivalent substitutions, expansion of associative links, and others. Exercises aimed at identifying lexical units may include the tasks below. Find in the text words related to one word-formation model, one synonymous series (to produce, to generate) or one topic (e.g. power generation, transmission, distribution, electricity consumption, etc.). Group words according to the proposed feature (renewable energy sources: wind power, solar power, biomass; non-renewable energy sources: fossil fuel). Find antonyms in the text (benefit -

disadvantage). List situations in which these speech formulas can be used. The development of word-formation and contextual guessing. The development of word-formation and contextual guessing. Determine the meaning of unfamiliar lexical units formed from these roots and affixes (root: - therm= heatthermostat, thermometer, diathermy; -helio= sunheliotrope, heliostat; prefix: - semi= halfsemiannual, semiconductor). Determine the meaning of international words from the text (e.g. generator, transformer, relay). Complete the sentences using the given patterns. Think of a context for using the suggested terms. Forecasting training. You can invite students to name words, ideas, positions that are combined with the proposed word. (e.g. environmental - problems/pollution/issues, etc.). The following exercises will also be a good task for teaching forecasting: find an ending for an idea from a list of suggested options, or come up with an ending for an idea / mini-text. (e.g. Uranium is extracted from…, crushed into a fine powder, purified…, 'yellow cake' is enriched to increase the proportion of uranium 235…, transformed into pallets….). Effective exercises are also exercises in expanding or reducing sentences and mini-texts according to a given sample or without it, exercises for equivalent substitutions, exercises in expanding associative links or using other emotional-evaluative words, based on visual or verbal support [10].   Situational preparatory exercises form, activate and improve the skills of using lexical and grammatical structures in speech. Four types of such exercises can be distinguished, based on the nature of the students' actions. These exercises are imitation, substitution, transformational and reproductive. Exercises are developed based on certain situations in which the use of lexical and grammatical constructions being worked out is natural. Grammatical preparatory exercises should form the skills of using a given grammatical form in speech. In order to form a correct statement in situations of pedagogical communication, students must master by the first pedagogical practice the necessary and sufficient number of speech formulas of professional pedagogical communication to express the intentions of a foreign language teacher. They will ensure the adequacy of professional speech to the purpose and conditions of communication, make students' speech emotionally colored, that is, they will ultimately contribute to the development of the communicative competence of the future teacher of a foreign language. It is well known that in accordance with the nature of the relationship between communication partners (officially/informally), those who communicate form a certain speech intention in different ways. Let us give as an example dialogues that illustrate the use of speech formulas related to the communicative intention "Request". The choice of phrases in the dialogues is adequate to the communicative task, the situation of communication, the nature of the interaction of partners, ethical rules. For students of language universities, the choice of phrases (speech formulas), due to these factors, is a significant difficulty. The same language form can be associated with different communicative intentions. So, for example, a phrase like "Why don't you close the door?" can perform various functions in different situations, namely: 1) requesting information (the speaker wants to know why his friend does not

close the door), 2) orders (if, for example, a teacher addresses a student who did not close the door behind him).In other situations, this phrase can be considered as 3) an offer to do something, 4) a complaint, 5) a request. But on the other hand, the same communicative intention can be expressed by a number of linguistic forms [11]. Thus, a speaker who wants someone to close the door can express the request as follows: Close the door, please. Could you close the door? Would you mind closing the door? Excuse me, could I trouble you to close the door? You can say "Shut the door", which is possible with close relationships between socially equal interlocutors, for example, a student addresses his friend, with whom he lives together in a hostel. However, when referring to a stranger, it would be more correct to use the phrase Excuse me, could I trouble you to close the door? The use of a formal style phrase to a friend and, conversely, an informal style phrase to a stranger will sound offensive in both cases. Therefore, the preparation of a competent speaker (in our case, a teacher of a foreign language), who is able to say the planned speech impact on the interlocutor, involves the formation of his skills to correlate communicative intention with various forms of their expression and vice versa to correlate one form with various communicative intentions, which, in turn, involves familiarizing students with the social meaning of alternative forms.

CONCLUSION

Thus, we can conclude that the problem of the formation of professional speech communication in relation to various situations that arise in the classroom remains relevant to this day and requires systematic, purposeful work. The development of young teachers' skills to use speech formulas to express the intention of a foreign language teacher in certain situations of pedagogical communication will contribute to the formation of their skills as professional speech communication, and communicative competence, since speech formulas and communicative intentions are not assigned only to the range of situations in which students master them, but can be used creatively, can be transferred to other situations. Studies of linguists in the field of communication, in relation to a person's ability, the concepts of "communicative competence" or "speech competence" are used. So, I.A. Bizhova sees speech competence as "the development of skills in four types of speech activity: listening, reading, speaking, writing [12]. Yu. N. Emelyanov considers speech competence as "such a degree of development of interpersonal experience, that is, learning to interact with others, which a person needs in order to successfully function in a given society within the framework of his abilities and social status" . [13]. V. I. Kashnitsky, exploring the concept of "speech competence", presents it as a set of qualities: cognitive, emotional, behavioral. These qualities affect the area of professional activity of a person, his ability to communicate [14]. The concept of "speech competence" in the situation of using foreign speech implies the ability of a person to organize and communicate with others. In order to maintain communication between people, it is necessary for them to understand the issue raised by them, which will lead to a more effective resolution of it in a short time. For a

more intensive formation of speech competence in English lessons, a number of pedagogical conditions and methodological means, forms and various teaching methods are used. The most important pedagogical condition for the success of the formation of speech competence in English lessons is the methodological skill of the teacher. W.U. Shamuratov and D.B. Masharipova believe that "using active learning activities such as "think, pair up, share", attack, work in small groups, discuss, solve problems, recommendatory text, project, role-play, encourage the participation of students and let them do practical exercises on their own, which is very important in interactive learning" [15]. An effective pedagogical condition in the formation of speech competence is the modeling of a communication situation. Prokopenko believes that in the situation of modeling in the formation of communication skills, "situations artificially created in the classroom can be divided into 2 groups: probable and improbable. Probable situations contribute to the mastery of the social side of communication" . Incredible cases bring students to exceptional, extraordinary situations, i.e. where, in fact, they may not be. "They transfer the action to other countries and other planets, put the participants in unusual conditions for them, endow them with strange, magical and supernatural qualities". The pedagogical condition for the formation of speech competence is the organization of collective work and communication of students. Thus, the analysis carried out shows that the communicative competence is understood by researchers as:

- human ability (0.I. Matyash, N:A. Moreva, N.D. Ealskova and N.I. Gez, I:A. Winter, etc.);

- possession of skills and habits (V.B; Kashkin, G.O; Chanyshevashdr;):;

-willingness and ability to carry out, communication (ZhShch. Bim, Ivanov and others).

REFERENCES:

[1] Введенский, В.Н. Компетентность педагога как важное условие успешности его профессиональной деятельности на курсах повышения квалификации [Текст] / В.Н. Введенский // Инновации в образовании. - 2003. -№4.-С.21-31.

[2] Митина, Л.М. Психология труда и профессионального развития учителя [Текст] / Л.М. Митина. - М.: Издательский центр «Академия», 2004. - 320 с.

[3] Лурия А.Р. Язык и сознание. — МГУ, 1979. — С. 267. См. также: Коростелев В.С. Основы функционального обучения иноязычной лексике. — Воронеж, 1990. — С. 18-19.

[4]Соловова Е.Н. Методика обучения иностранным языкам: Базовый

курс лекций. М., 2002.

[5] Рогова Г.В., Верещагина И.Н. Методика обучения английскому языку на начальном этапе в общеобразовательных учреждениях. М., 1998.

[6] Рогова Г.В., Верещагина И.Н. Методика обучения английскому языку на начальном этапе в общеобразовательных учреждениях. М., 1998.

[7] Балыхина, Т. М. Содержание и структура профессиональной компетенции филолога: методические проблемы обучения русскому языку: дис. … д-ра пед. нау

[8] Пассов Е. И., Кузнецова Е.С., Формирование лексических навыков,

Воронеж: Интрелингва, 2002 – 40 с.к [Текст] / Т. М. Балыхина. — М., 2000. — С. 71–74.

[9] Пассов Е.И. Программа-концепция коммуникативного иноязычного образования. Концепция развития индивидуальности в диалоге культур. 5-11 классы. М., 2000.

[10] Машрабекова, А. М. Современные подходы в формировании коммуникативной компетенции будущего преподавателя иностранного языка / А. М. Машрабекова. — Текст : непосредственный // Молодой ученый. — 2014. — № 1 (60). — С. 557-559. — URL: https://moluch.ru/archive/60/8609/ (дата обращения: 04.02.2023).

[11] Kozmina, N. A. Preparatory exercises for teaching speaking on professional topics to students of the specialty energy management in English classes / N. A. Kozmina, L. V. Gureeva. - Text: direct // Young scientist. - 2014. - No. 5 (64). - S. 521-524. — URL: https://moluch.ru/archive/64/10418/ (date of access: 04.02.2023).

[12] Скалкин В. Л. Основы обучения устной иноязычной речи. – М.,1981.

[13] Лурия А.Р. Язык и сознание. — МГУ, 1979. — С. 267. См. также: Коростелев В.С. Основы функционального обучения иноязычной лексике. — Воронеж, 1990. — С. 18-19.

[14] Ковалева; О.И! Основные тенденции развития университетского образования на современном этапе в процессе модернизации образования [Электронный ресурс]. - http://conf.stavsu.ru/conf.asp?ReportId=272

[15] Персикова, Т.Н. Межкультурная коммуникация и корпоративная культура [Текст]: Учебное пособие / Т.Н. Персикова. - М.: Логос, 2004. - 224с.