

DEVELOPMENT OF SPEAKING COMPREHENSION IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES

I. T. Rustamov*; Z. X. Mamaziyayev**

*Assistant Professor,

PhD,

Jizzakh State Pedagogical Institute,

UZBEKISTAN

Email id: ilhom.rustamov.1982@mail.ru

**Lecturer,

Jizzakh State Pedagogical Institute,

UZBEKISTAN

Email: zoxid.mamaziyayev.@gmail.com

DOI: 10.5958/2249-7315.2022.00099.5

ABSTRACT

The article considers general tendencies for developing of speaking comprehension in national education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university. The article views some essential issues of this comprehension including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behavior; pedagogical technology, its essence, structural components, understanding of innovative components of professional activity, requirements for the design and engineering of pedagogical technologies.

KEYWORDS: *Speaking Skill, Developing Speaking Comprehension, Teaching Foreign Language, Pedagogical Process, Language Teaching, Communicative Competence, Foreign Language For Professional Purposes.*

I. INTRODUCTION

Radical transformations of the socio-political structure of society and the formation of a market-type economy have necessitated the modernization of the education system, the main task of it is to train high-class professionals - specialists of a new formation, capable of independent highly qualified activities and focused on further increasing professional competence. The particular importance in this regard is the problem of effective business communication, which began to be considered in society not only at the end of the twentieth century in connection with changes in the internal and external political but also economic, social, and legal situation [1].

The study of foreign languages in modern society is becoming an integral part of the professional training of specialists in various fields, and their further career growth may largely depend on the degree of their language training. Consequently, the university must provide a certain level of foreign language proficiency [2], however, one should not forget that the success of training largely depends on the methodology of the foreign language teacher in the context of solving specific educational problems. Learning a foreign language contributes to the development of communicative competence, forms the student's ability to use it as a communication tool, which is especially appreciated today among graduates of universities [3].

At the center of the educational process should be activities aimed at developing the skills and

abilities to communicate in a foreign language in a professional context [4]. Its goal is to form and improve the communication skills and abilities of students studying business English, that is, the ability to communicate through a foreign language in various situations in the process of professional interaction with other participants in communication, for example, on topics such as Job Interview, Presentations, Business Meetings, Negotiations [5]. This will allow, due to a plausible context and strengthening the problem element, which contributes to the development of the mechanisms of thinking and reasoned discursive skills of the student, to enable students to put into practice the formed communication skills to solve specific problems in real business communication [6].

For high school students, a foreign language should become a reliable means of introducing them to scientific and technological progress, a means of satisfying cognitive interests. Therefore, in the upper grades, naturally, there is an expansion and deepening of topics due to regional studies, general humanitarian or technical material, focused on the future specialty of students. Knowledge of foreign languages, in particular at least one of them, is an indispensable condition for a person's success in modern society. Proficiency in foreign languages contributes to the understanding of culture, tours, customs, and mentality of other people. It is easier for a person who speaks at least one foreign language to adapt to another society, which is important with the ever-expanding cultural and business ties in the modern world [6]. Today, it is much easier to realize oneself professionally by speaking a foreign language, as employers prefer workers who already have the necessary knowledge, rather than those who need to be trained. The opportunity to know another world while traveling and relaxing also increases when a person speaks a foreign language.

In the sphere of interpersonal relations in the dialogue of cultures, English, in particular, being the language of international communication today, plays an important role, which is due to the needs of social and working life and the informatization of society as a whole. Learning a foreign language, students overcome the cultural, linguistic distance, reach a new level of intercultural development. The language - English, being one of the most popular in the world, is the international language of scientific and technological progress, knowing which you can feel extremely comfortable in any country in the world. Knowing English, a person can safely travel around different countries without fear of being without an interpreter, communicate with their foreign business partners without any problems, make new acquaintances, work and study in educational institutions of absolutely any country in the world

In the learning process, it is possible to single out some tasks that ensure the formation and improvement of professional communication in a foreign language:

Updating the knowledge of units and grammatical rules;

Formation of the ability to choose and use adequate language norms depending on the purpose and situation of communication;

Improving the ability to understand various types of communicative statements, as well as to build coherent, coherent and logical statements;

Development of abilities to choose verbal and non-verbal means in case of communicative failure;

Expanding knowledge about the socio cultural characteristics of the representatives of the countries of the studied language, their traditions and norms of speech behavior, as well as the formation of the ability to understand and adequately use them in the process of communication, while remaining the bearer of their culture [7].

II. LITERATURE REVIEW

It should be noted that according to the idea of Zamyatina N. A., Zbarskaya A. V., Tsunaeva Yu. O - "The development of students' communicative competence in the process of teaching

business communication while studying a foreign language in a non-linguistic university”.

One of the main requirements of a modern program in foreign languages for non-linguistic universities is the implementation of communicative competence in the learning process. The goal of teaching a foreign language is not only business communication in four interrelated types of speech activity (listening, speaking, reading and writing), but also mastering the language as a means of expressing one's thoughts. At the same time, the modern concept of teaching foreign languages at a university is to comply with the requirements of the basic standard and is communicative in purpose and technology.

The scientific and theoretical foundations for the communicative-activity approach were laid in the works of domestic and foreign scientists (I.L. Bim, I.A. Zimnyaya, G.A. Kitaygorodskaya, A.N. Leontiev, Yu.I. Passov, V. L. Skalkina, H. Douglas, Jack C. Richards and others). The communicative technique provides for the maximum immersion of the student in the language process, the main goal of this technique is to teach the student to speak English fluently first, and then to think in it. The possibilities of implementing a communicative approach in a specialized university are significantly higher than in a non-linguistic educational institution.

Each language is so rich that in different situations, a person uses only a certain part of its capabilities, and their choice that limited by the form of speech, the conditions of speech, the purpose and objectives of communication. The successful solution of these problems largely depends on the ability to use language, i.e. master the language and its rich possibilities. In progress speech communication, people use the means of language (its vocabulary and grammar) to build statements that would be understandable addressee. However, knowledge of vocabulary and grammar alone is not enough to successful communication in this language. It is necessary that knowing more terms for using of certain language units and their combinations. Otherwise speaking, in addition to proper grammar, it is necessary to learn "situational grammar", which prescribes the use of language not only in accordance with the meaning of lexical units and the rules of their combinations in a sentence, but also depending on the nature of the relationship between the speaker and the addressee, on the purpose of communication and on other factors

knowledge of which, together with proper linguistic knowledge and constitutes the communicative competence of a person. With considering situations of communication, social, psychological, information circumstances, the choice of communication means, communication activity are made. Naturally, communication assumes that the partners have a certain stock of common prior knowledge of the world and communication skills.

III. MATERIALS AND METHODS

When teaching a foreign language to students of a non-linguistic university should be guided by the technologies of a professionally oriented and student-centered education. At the core of cognitive orientation of the personality is a system of motives, which is generated by cognitive needs. One of the incentives acquiring knowledge, expanding horizons, increasing cognitive activity is interest. Professionally oriented in teaching a foreign language is designed to maintain students' interest in subject, opening up opportunities for further professional growth. Student-centered teaching of a foreign language should meet a number of requirements: to be dialogic, to be of an activity-creative nature, to be aimed at supporting the individual development of the learner, to provide learning with the necessary freedom for making independent decisions, freedom of creativity, choice Content and methods of teaching and behavior [8,9].

Individual research work of students can be conditionally divided into two groups:

1. Work of the abstract plan;

2. Independent scientific projects involving surveys, questioning; conducting experiments; instrument design, etc.

Works of the first category, as a rule, are presented by first-year students who do not yet have knowledge in specialized subjects. Abstract work is an important stage in the formation of communicative competence, as it includes reading, translation, analysis and preparation of a summary (brief summary, generalization) of authentic texts, which contributes to immersion in the language environment, forming various elements of the ICT. To achieve this goal at present, work with text should be carried out in the classroom, since with the development of technology, translation becomes a matter of several “clicks”. The actual research activity includes a comparison of different points of view on the problem, the development and formulation of one's own position. The topics of such essays are diverse: the culture of countries or the language being studied, environmental problems, prospects for the development of new energy sources, etc. Special attention is paid to the competencies associated with the preparation and conduct of presentations in a foreign language, including the competence of self-presentation, understood as “the ability to choose and implement the necessary technique for forming and broadcasting one's own positive image in a specific communicative situation”.

Independent projects necessarily including in abstract part, however, the core of the work is the result of scientific research, most often associated with the direction and profile of student learning. The curator of such activities is a teacher in the leading discipline. As a rule, the role of classes in a foreign language is to form communicative competence based on experience with authentic texts, preparation for a presentation in a foreign language, and design of scientific articles [10]. In our opinion, students of technical universities should be given the opportunity to develop communicative competence at a new level and offer linguocultural problems related to business and personal intercultural communication as a subject of study. Such an experience is especially interesting in a university where students from different countries of the world study.

It is no secret that in a non-linguistic university, when studying a foreign language, a number of difficulties arise due to the following factors:

1. The emphasis of teaching is on professional disciplines to which a foreign language does not belong. When studying a foreign language, as well as other non-core disciplines, most students have only external motivation;
2. The students with different levels of foreign language proficiency often study in the same group, as a result of which the motivation of strong students decreases, and there is a lack of interests of the weak ones;
3. The limited number of hours allocated for the study of a foreign language in a non-linguistic university does not allow mastering it at the proper level.

The scientific novelty of the research is that:

- Such concepts as "communicative competence", "communicative skills", "components of communicative competence" are concretized;
- The formative and developing potential of communicatively-oriented teaching of foreign languages, interactive forms of education that increase the level of motivation in learning a foreign language and activate the process of forming the communicative competence of high school students have been proven;
- The didactic principles aimed at the formation of communicative competence in the conditions of communicatively oriented teaching of a foreign language are defined;
- A methodology for the formation of communicative competence of students in the conditions of communicative-oriented learning is presented, practical recommendations for

teachers on the formation of communicative competence (on the material of the English language) are presented;

- The pedagogical conditions are presented that contribute to the formation of the communicative competence of high school students in the process of teaching a foreign language [11].

The theoretical significance of the study is as follows:

- The structure of communicative competence (components of communicative competence) is determined;

- The levels of development of communicative competence are determined;

- The features of the development of communicative competence are revealed;

- High school students in the process of communication-oriented teaching of a foreign language;

- The pedagogical conditions for the formation of the communicative competence of high school students are determined and disclosed [12].

The practical significance of the study lies in the fact that the results obtained can serve as the basis for the creation of textbooks, teaching aids, built on the basis of communication-oriented teaching of foreign languages [13], for the creation of fundamentally new models of teaching high school students; in diagnosing the communicative competence of students; in the preparation of scientific and methodological literature containing recommendations for the formation of students' communicative competence; the set of pedagogical conditions developed by us for the formation of communicative competence can be successfully introduced into the practice of teaching foreign languages. [14]

IV. RESEARCH RESULTS

The teacher of a university should determine ways to solve the above difficulties. To stimulate students' intrinsic motivation, the teacher can:

- Influence direct behavior in relation to specific goals (career prospects);

- Stimulate perseverance in learning activities (additional bonuses);

- Increase cognitive activity (students interested in professional activities use information from foreign sources, professional websites), which in turn will lead to the development of communicative competence.

The solution to the problem associated with the difference in students' knowledge can be carried out through a tiered approach to the formation of groups, which involves:

- Formation of student groups according to the level of knowledge (group A, B, C);

- Planning the educational process through the degree of activation of the student's speech activity;

- The possibility of subsequent transfer of the student to a group with a higher level of knowledge.

The solution to the third problem can be proposed directly using the elements of the communicative technique. The communicative approach to language has various characteristics that distinguish it from previous methods:

- Understanding occurs through the active interaction of students in a foreign language, with the involvement of such methods of activating communication skills as video, interactive whiteboard, game simulations;
- Learning takes place with the help of authentic English texts;
- Students not only learn the language, they also receive additional linguistic and cultural knowledge in the process of mastering the language (the information they are interested in should be contained in the material they study);
- The organization of group work in foreign language lessons is a very important stage in the development of students' communicative skills (discussion).

V. DISCUSSION AND CONCLUSION

The communicative development of learner by means of languages of international communication is aimed at:

- The formation and development of bilingual communicative competence (speech, socio cultural and linguistic) necessary for communicatively acceptable communication in a foreign language with foreign guests, providing communicative assistance to compatriots when communicating with foreigners in educational, everyday - household, administrative spheres, employment and business organization, leisure activities;
- Cultural enrichment of learners on the principle of an expanding range of cultures (from ethnic and super-ethnic cultures, social subcultures of the countries of the language being studied to the cultural layers of geopolitical regions and world culture);
- The development of the language culture in students of describing the realities of life in a foreign language; the formation of students' ideas about the dialogue of cultures as a non-alternative philosophy of life in the modern world, which should be characterized by a readiness to comprehend the sociocultural portrait of the countries of the language being studied as part of civilization, cultural self-development, ethnic, racial and social tolerance, speech tact and sociocultural politeness, a tendency to the search for non-violent ways of resolving conflicts; preparing schoolchildren to perform international tests to determine the level of foreign language proficiency.

In conclusion, we want to note that attracting students to the art of business communication aims not only to form their verbal culture, but also contributes to the development of activity, initiative, and the ability to effectively defend personal interests using speech. To solve this problem, it is expedient, in our opinion, to use a foreign language as an academic discipline as a means of developing business communication skills. The personality and professional competence of a specialist is the "cumulative product" of all pedagogical systems that operate and interact in higher education. Each of them, fulfilling its special purpose, is a component of an integral system for the formation of a student's personality as a future professional.

REFERENCES

1. Gorbatova TN. Communicative-activity approach in the process of teaching a foreign language in a non-linguistic university. In: Gorbatova TN, Kudryashova AV, Rybushkin SV. (Eds). A young scientist. 2015;10(90):1139-1141.
2. Galskova ND, Gez NI. Theory of teaching foreign languages. Linguodidactics and methodology: textbook. 3rd ed., Moscow: Publishing Center "Academy"; 2006. 336 p.
3. Formation of communicative competence in teaching written speech in a foreign language at the middle stage. [Electronic resource] / Access mode: <https://studsell.com/> [date of access: 07/12/2015].

4. Filatova LO. Competence-based approach to the construction of the content of education as a factor in the development of the continuity of school and university education. Additional education. 2005;(7):9-11.
5. Folomkina SK. Learning to read in a foreign language in a non-linguistic university: study guide. Allowance. 2nd Ed., Moscow: Higher school; 2005. 253 p.
6. Grushevitskaya TG, Popkov VD, Sadokhin AP. Fundamentals of intercultural communication: a textbook for universities. Moscow: Unitidana, 2002. 352p.
7. Golovanova IA. Ways of formation of intercultural communicative competence at the faculty of improving linguistic qualifications. Actual problems of intercultural communication. Moscow: MSLU; 1999. pp. 32-38.
8. Kalney VA, Shishov SE. Technology for monitoring the quality of education in the system "teacher-student": a manual for the teacher. Moscow: Pedagogical Society, 1999. 86 p.
9. Petkov VA, Pokhilko AD, Gubanova MA. Dialogue as a means of developing the pedagogical culture of the subjects of the educational process of the university. Bulletin of the Adyghe State University. Series 3: Pedagogy and psychology. 2015;1(157):82-87.
10. Palaeva LI. Using the method of projects at the middle stage of learning foreign languages in secondary school. On a material of English language: PhD thesis, Moscow, (in Russian). 2005.
11. Pashina AV. Self-presentation in the English language classes at a technical college. Obshchestvo: sotsiologiya, psikhologiya, pedagogika, (in Russian). 2016;(6).
12. Shermazanova SV. Formation of communicative competence in teaching a foreign language in a non-linguistic university. Modern science-intensive technologies. 2010;12:103-104.
13. Tayurskaya NP. Foreign language communicative competence: Foreign and Russian Experience. Gumanitarnyy vektor. Grani professional'nogo razvitiya, 2015;1(41);83-87,
14. Pchelintseva IG. The implementation of competence approach in teaching foreign languages in technical colleges. Vestnik Sibirskoy gosudarstvennoy avtomobil'no-dorozhnoy akademii, 2010;15:31-35, (in Russian).