

THE FORMATION OF PROFESSIONAL SPEECH OF STUDENTS IN THE LEARNING PROCESS AT THE UNIVERSITY

Xalilova Ruxsora Raupovna

Lecturer of the department

"Methodology of primary education", Bukhara State University

ABSTRACT

The article is devoted to the main problems of professional communication at the university nowadays. It is quite understandable that in modern society the process of information transmitting becomes one of the most valuable knowledge. According to that modern university teacher has a great possibility not only to form the students' intellect, but also to influence the process of their thinking, the process of information obtaining. Consequently, the ability of proper verbal communication can determine the future career of an engineer, even his whole life. The article also shows the research results, achieved by the scientists and the opinion of famous people on the point. The authors also describe the demands to a modern university teacher's speech, the ways of teachers' training to achieve the high level of speaking culture and the possibilities of such skills application.

Keywords: Professional speech, professional communication, verbal activity, verbal culture.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The specifics of pedagogical activity is in constant active contact with other people. The work of the teacher is aimed at shaping the personality of the growing person, the development of certain rules of behavior, intellectual development. The teacher must possess not only psychological, special knowledge, but also professional communication skills.

The teacher's speech is the main instrument of pedagogical influence and at the same time a model for pupils.

Speech is an essential component of pedagogical mastery, it is a tool for transferring educational material and a means of educational influence.

The problem of the culture of human speech behavior is included in the concept of "communication culture", and the most fully defined definition of the culture of speech behavior I.A. Winter: "The culture of human speech behavior is its essential social characteristic. It is determined by the measure, the degree of correspondence of the individual's actual speech behavior adopted in the given linguistic community (in the language culture), the norms of verbal communication, behavior, the rules of speech etiquette at a particular stage of social development. The culture of speech behavior is determined by the general norms of the culture of communication and the specific special role of a person. Moreover, it is obvious that the culture of speech behavior is inextricably linked with the general culture of a person, manifested both in his appearance (clothes, hairstyle, etc.) and in his manner of holding (gait, manner of sitting, standing in front of an audience). In other words, the culture of verbal behavior is a manifestation of a person's behavioral and general culture, correlated with his inner culture, education, upbringing "[7].

It is well known that a teacher of a higher school today is not just a carrier of complex information, an expert on methodological subtleties and an educator of a new generation. It represents a special kind of service: a public organizer, speaker, leader, conductor of any presence, capable of involving even passive students in the learning process. He who explains, carries away, removes indignation of inhabitants by irresistible arguments, convinces of necessity of new knowledge. These attractive abilities provide the teacher of higher education with his talent for eloquence, command of the expressive language and secrets of public speech, which is an integral property of his professional development. And this, in turn, makes special demands on the formation of specialists who are dedicated to teaching. It is written for a university teacher to serve all spheres of life, to know the laws of economics, culture and life, management and leisure, to speak about them simply and excitingly, without giving reason to doubt the good supply of knowledge and ideas that are present in the lexical variety of speech. He literally feeds his tongue. The richness of speech for him is not a general cultural desire, but an indispensable professional imperative. Let us add, by the way, that the Russian academic dictionary of 1789 contained about 50 thousand units, and after two centuries - already about 150 thousand [3].

It is appropriate here to give a convinced judgment of A.I. Galicha: "That eloquence does not come, which is proved: a) by the natural tendency of man to ennoble, perfect and decorate all his works ... b) by the need for clear and vivid contemplations, which are mainly promoted by all rhetorical decorations ... original comparisons, cunning hints ... c) the need to admonish a person in dubious and confusing situations of life, d) by the power of a victorious word over the movements of passions, which contain our soul in relentless activity and lead to new ideas, to bold enterprises yatiyam"[4].

"A verbal word is always more fruitful than a written one," A.F. Horses. And he was right: the listener, unlike the reader, becomes an accomplice in the formation of lively speech focused on his response. The art of public speech is based on the fact that its forms are more liberal than writing. Hence its brilliance and attractiveness, special emotional infectiousness, but these advantages depend on the ability of the rhetorician.

Until now, however, Chekhov's sorrowful observation that "bunnies and whispers are sitting in the departments, whom you can listen and understand only by adapting to them," has not lost their urgency [1]. Reflecting on the culture of language in the use of a teacher of higher education, a famous researcher of eloquence P.S. Porokhovschikov wondered: "But where is the reason for the shameful decline of a rich language? The answer is always ready: the school, the classical system, inept teaching are to blame ... No, not only the school and literature are to blame, every competent person is guilty, allowing himself to be inattentive to his colloquial and written speech"[4].

"Poets are born, they become orators," said Cicero. And although it is impossible to exclude a natural gift as a condition of the higher art of eloquence, any graduate of a modern university can master oratorical skills, techniques of competent, logically convincing speech and the culture of the word. He can be taught public speaking skills, put a voice, provide confidence. At the same time, there must be a public need for oratory, and it must be properly paid. There are qualified teaching staff for this, there are capable techniques, finally, the students themselves clearly show a desire to succeed in rhetoric, in the oratorical syllable. It is in our power to organize a system of training for the formation of the language culture of future university teachers.

According to A. Boyko, the basis of language polishing are the following components [2].

1. The curriculum of the specialty. In this national standard, there was no place for disciplines directly intended to just form the student's oral speech. Objects such as logic, Latin, rhetoric are assigned to the first, general section. Thus, the bet is made only on the worldview foundations of these objects, and not on the practical mastery of them.

In relation to the modern features of teacher training A. Boyko offers the following requirements:

a) mandatory for the language culture of the teacher should be mastery of the synonymous wealth of the language; A.F. Koni in his book recommended "not to use the same expressions in speech, even the same words at close range";

b) it is advisable to at least occasionally turn to poetry, indulge in reading poetry, because "poetry most develops the language" (Likhachev);

c) knowledge of historical episodes, persons, events, helps to decorate speech, strengthen the persuasiveness of arguments, cause the location and sympathy for the erudition of the teacher [2].

A high school teacher who is fluent in speech is able to achieve the greatest professional success. There is no doubt that such a person is a cut above the rest. It is no coincidence that the well-known psychologist C. Delawe argued that no other human ability would give him the opportunity to make a career with such speed and gain recognition as the ability to speak well. The professional speech of the university teacher is focused on understanding by other people with the aim of influencing their consciousness and activity, as well as social interaction. In this regard, his speech in quality should satisfy the general requirements for speech activity.

Based on the specifics of pedagogical activity, we formulate some requirements for the professional speech of a teacher of a modern university.

Firstly, his speech must be definite, i.e. clear, with clear language and concrete conclusions. It is impossible to use vague thoughts, vague reasoning, ambiguous remarks and unreasonably move from one thought to another.

Secondly, the professional speech of the teacher must be consistent and consistent. It should be neither opposed nor contradictory statements. The whole logic of speech should be aimed at convincing listeners of the truth of the propositions put forward.

Thirdly, his speech should be reasonable, reasoned. Logical evidence must be based on real facts, scientifically proven truths, reliable sources of information.

Only if these requirements are met, a higher education teacher can correctly, logically competently build his speech and bring the necessary knowledge to citizens, bring them to the necessary logical conclusions and convince them to accept the formulated theses with the power of thought [6]. A modern university teacher should have an idea of the basics of sociological science in order to clearly understand the nature of social difficulties associated with social transformations, their consequences in the specific circumstances of education [1].

Given that the entire learning process is a process of transmitting, processing, and storing semantic and emotional information, we can say that management effectiveness depends on the way the management body processes and transfers control information. Therefore, to improve the management of the formation of knowledge and skills of students, the teacher

must continuously improve his professional and scientific qualifications, which will allow him to apply his own innovative developments within the framework of this system [7].

In communication, along with verbal, nonverbal means are also widely represented: visual, kinetic and symbolic, which play an equally important role in communication. And the better people learn to use these non-verbal means in communication and understand them, the more fruitful the communication process will be, because by facial expressions, gestures you can understand a person's attitude to any phenomenon, you can judge a person's desire and his condition at the time of communication. Posture, for example, gives the figure a look, and gait can tell a lot about a person's condition. Thus, expressive movements and expressive actions create the image of the actor, revealing its internal content in the external action [8]. Therefore, no matter how expressive movements arise, they perform a certain function - the function of communication. They are a means of communication as well as exposure. People whose professions belong to the category "person-person" (according to Klimov E.L.) need to own the means of non-verbal communication.

The result of the analysis of the state of the problem of the formation of professional communicativeness is the following conclusion: professional communicativeness is a close interaction of informative and regulatory functions of communication. Professional communicativeness can rightfully be considered as a high level of intellectual communication in the process of training various types of professional activities with their adequate speech design. The formation of professional communicativeness is realized in the process of mastering the necessary communicative skills of a professional orientation. Mastering these skills is possible on the basis of the development and application of a special work system for the formation of professional students' communication skills.

Modern civilization entered the era of informatization in the period of its development, aimed at ensuring the full use of reliable, comprehensive and timely knowledge in all socially significant areas of human activity.

In the context of the spread of global computer networks containing huge amounts of scientific and technical information in a foreign language and accessible to almost every specialist, there is a need for a graduate of a technical university to understand and be able to single out professionally important information [5].

The process of generating data of communicative skills is based on specially designed models of professional communicative activity. Modeling of professional communication situations allows us to solve the following tasks of forming professional communicativeness: work out types of professional communicative activities element by element with adequate speech design; to teach students to use the modeling technique for practical mastery of the motivational-objective and substantive-procedural aspects of teaching communication.

Person-oriented communication allows you to identify the level of interaction of the individual with the nature and types of professional activity; make a choice of the priority style of professional communication in accordance with the target setting of professional communicative activity.

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