

IMPROVING THE METHODOLOGICAL PREPARATION OF FUTURE PRIMARY CLASS TEACHERS TO DEVELOP SPEAKING COMPETENCES

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ABSTRACT

The object of this article is one of the main problems of secular education, which is the problem of forming the speech competence of future primary school teachers. The article discusses a number of pedagogical, methodological and social aspects of the implementation of this process. A number of scientists' opinions on the problem are compared and suggestions are made.

Keywords: Speech, primary class, competence, teaching, lesson, methodology, communication.

INTRODUCTION

Problems and issues of developing the professional speech competence of a future primary-level teacher are becoming increasingly relevant at the present stage of society, since this approach strengthens the practical orientation of education, emphasizes the importance of acquiring practical experience, and the ability to put acquired theoretical knowledge into practice. According to N.E.Kasatkin and others: "... a new result of professional education in modern conditions is competence, connecting knowledge, abilities and skills with ways of carrying out educational and professional activities" [3].

In the modern world, professional verbal communication occurs in all spheres of public life. As you know, success or failure in every business: production, science, as well as in education, is directly related to the ability of each participant to engage in professional speech communication, and the level of development of the participants' professional speech competence. The professional and speech competence of not only teachers, but also people involved in management, production organizers, etc., is a "calling card" that allows them to determine their professional competence. It is known: "In the modern world, good command of speech, the culture of persuasion becomes for a person one of the main conditions for professional success and psychological comfort" [1].

MATERIALS AND METHODS

Foreign and domestic scientists and methodologists highlight professional speech competence as one of the essential components in the professional activity of a teacher. Professional speech competence and speech culture were widely considered by outstanding teachers, linguists, scientists: K.D.Ushinsky, L.N.Tolstoy, I.Yakovlev, V.Sukhomlinsky, T.A.Ladyzhenskaya, K.Nasyri, V.A.Slastenin and others.

The importance of professional speech competence of a primary school teacher is also increasing in connection with the conditions of growth and complexity of information and the expansion of sociocultural ties.

Today, the Law on Education brings an educational organization into the service sector, respectively, into the market system. In this regard, the educational organization becomes part of the market system, which must live according to the laws of the market system. Therefore, attention is increasing to the problem of developing competence among future primary school teachers, including professional speech competence. The successful activity of a teacher largely depends on his mastery of professional speech culture of communication.

Therefore, in communicative competence as a whole, three most important components can be distinguished:

- cognitive – represents a set of knowledge in the field of language and speech;
- technological – is a system of skills and abilities (reproduce, analyze, select, predict, vary, model);
- reflexive – is based on understanding one's own professional personal capabilities, developing skills for self-analysis, self-correction.

In this process, great importance is given to verbal communication, using human speech as a sign system. Speech is a universal means of communication: when transmitting information using speech, the meaning of the message is largely preserved. Therefore, the basis of communicative competence is linguistic competence, and the language education of future teachers contributes to the formation of their general and professionally significant skills and abilities of speech behavior.

RESULTS AND DISCUSSION

Researchers define the number and name of the components in the structure of communicative competence differently (Danilova, 2021; Izarenkov, 1990; Litvinko, 2009; Moskovkin, 2006; Sturikova, 2015). Paying special attention to the speech aspect, we will consider those components of communicative competence that are formed in the process of language training of future teachers in the process of studying linguistic disciplines at the university, namely:

- normative;
- discursive;
- rhetorical;
- ethical.

We conducted a survey of students, future teachers (56 people), on the subject of understanding the essence and structure of communicative competence and its verbal form of expression. We present the results of the survey in the table:

Table 1. The essence and structure of communicative competence and its verbal form of expression.

The essence of the CC and its verbal form of expression	Component CC	Number of students (in %)
The choice of language and speech means for communication with people	Rhetorical	72%
Of different ages, status, gender, etc.	Normative	50%
Literate speech, compliance with language norms	Ethical	39%
Compliance with the norms of speech etiquette, politeness	Discursive	21%

Thus, future teachers associate communicative competence, first of all, with the speech (communicative) situation and taking into account its main components, the choice of language means in accordance with the communicative goal. The discursive component in the structure of communicative competence is least of all realized by future teachers: as we can see, only 21% of students noted the need to develop the ability to work with texts, to comply with stylistic

norms. Therefore, it seems important to work on the development of all components of communicative competence in future teachers, the development of communicative skills in two planes: speech perception and generation (addressee, addresser). Let us determine the features of the development of each of these components in the process of language training of future teachers.

Proficiency in one's native language implies the ability to consistently and correctly formulate and express one's thoughts orally and in writing in various situations. Consequently, familiarization with the basics of speech culture includes mandatory practice of speech correctness, which forms the basis for the formation of communicative speech qualities (accessibility, accuracy, logic, purity, expressiveness and relevance).

Good command of the literary language is an integral quality of a professional teacher, whose speech is intended to serve as a model for students and their parents, therefore, much attention in students' classes is paid to mastering correct pronunciation, spelling, word and form usage, and the construction of syntactic structures. F.M. Litvinko calls compliance with the norms of all levels of language in the process of speech activity normative skills (Litvinko, 2009).

The development of normative skills goes in two ways:

– familiarization with exemplary speech works. It is carried out with the aim of mastering language norms. Printed, audio and video materials, multimedia tools are used. The involvement of the students themselves in the process of mastering their native language, practical proficiency in it, in connection with this, various forms and methods of work are used in classes. It is necessary to analyze units of various language levels, find and correct errors, edit texts (recordings of speech of representatives of various social groups). This work can be both in the classroom and at home. In practical classes, it is possible to combine all types of work: group analysis of the analyzed material, microgroup work, individual. Such work sets the tasks of not only studying linguistic material, developing normative skills, but also communicative skills themselves, such as hearing and listening, selecting language tools, expressing your thoughts with sufficient completeness and accuracy in accordance with the tasks set, etc.

The study of various units of textual organization of speech and functional styles, their features allows you to work with texts used in various areas of communication: business, scientific, journalistic, colloquial, and thus develop discursive skills. The following skills are important for a teacher: the ability to analyze, create and correct educational texts; use verbal and non-verbal means of transmitting information; present educational information in different forms; the ability to improvise depending on the educational situation (explain, clarify, argue educational material), etc. (Demidova, 2021). Making presentations, mind maps, analyzing language units and their stylistic features, business games, making questions and assignments on the topic being studied by the students themselves, discussions, composing their own speech works, searching for and correcting errors, “say it differently” (retelling one thought or topic in different styles, genres, using language units of different types), using linguistic “guessing games” – these are some of the techniques that, in our opinion, are effective for developing these skills.

Communication skills are developed in the process of pair, micro-group and group work and in a remote format: group discussions using the Zoom, Big Blue Button system, individual and group analysis of situational tasks based on the content of the International Economic Relations, project defense using the resources of the MIRO platform, Power Point, Canva

presentations, etc., web quests and practice-oriented tasks using Google resources: Google Jamboard, Google Hangout, etc.

In classes on mastering the basics of speech culture, the ability to work with scientific texts is laid, their specific properties, rules for formatting links and literature are considered. This professionally significant work, combining proficiency in scientific language and the ability to present material in an accessible, informative manner, is the key to successful professional activity of a graduate, a future teacher. Attention is also paid to the creative presentation of the same material in the form of texts of various styles (for example, telling fairy tales in the form of genres of official business or scientific style). Working with texts of different types and genres, with various learning tasks, helps develop the skills of interaction and cooperation in a microgroup: listening to the interlocutor and correctly understanding his thoughts, formulating your own judgment in response, asking questions, coordinating your actions and opinions with the needs of other participants, applying your individual skills when solving joint problems, etc.

The ability to correctly and consistently present your speech is also formed in the process of writing individual messages that students present in class. In this case, it will be useful to analyze such speeches, including the audience (student group) in it:

- what was the purpose of the speech, did the speaker achieve it;
- is the speaker's speech literate and informative;
- is the selected material accessible, interesting;
- are expressive means used in the speech;
- how rich is the speech;
- was there contact between the speaker and the audience;
- what impression did the speech make on us, etc.

It is important not only to evaluate the communicative qualities of the speaker's speech, his ability to control the audience, but also to pay attention to the educational component of the activity: what can we praise the speaker for, what we liked, what would we advise him, maybe it is worth learning something, etc. Such work lays the foundations for public speaking of future teachers, develops the ability to correctly perceive (evaluate and control) one's own and others' speech behavior, to feel the audience. The leading role is played by the organization of professional and personal experience. The main requirements for the linguistic training of future teachers include mastering the ability to create written and oral statements of a professional nature. Thus, in his work, the teacher has to build interaction with various categories of people of different ages, statuses, etc. in a variety of communicative situations that arise in the educational process in class and extracurricular work. The ability to organize joint activities and interpersonal interaction of subjects of the educational environment is an important skill that must be developed in students. Therefore, another area of work is the implementation of creative written assignments: summaries, mini-compositions (monologues), dialogues, essays. An obligatory component of all assignments is the definition of the goals of certain texts, a preliminary analysis of the speech situation and the definition of the strategy and tactics of speech interaction. As is known, speech is not only a means of communication, an indicator of the development of the personality as a whole, but also a "mirror" of the moral and intellectual sphere. Therefore, it is no coincidence that the issue of morality (including the morality of speech acts, speech deeds) of future teachers becomes important (Kurtseva, 2010). The teacher, like no one else, is responsible for creating an atmosphere of communication, and therefore, for every word that he says in a particular pedagogical situation. The principle of harmonizing communication is the main principle implemented by the teacher in the

communicative process. Harmonization of communication implies not only intellectual contact associated with the transfer and understanding of factual information, but also emotional and aesthetic. In this case, the participants in the communicative situation must have a high degree of common understanding of the situation.

It can be assumed that participants in the educational process have a need to improve their skills in building professional speech communication taking into account the requirements of the education system, as well as to carry out targeted, systematic work to improve their professional speech competence. As our long-term observations of the educational process at school show, a certain part of teachers exhibit an insufficient level of professional speech competence.

The basis of a teacher's professional activity is speech activity, with the help of which the exchange of information with students and colleagues is organized. These relationships should be built in such a way as to facilitate the effective work of the team: the class team in which the teacher works, the teaching team of which he is a member, and also contribute to the achievement of the goals set for the educational organization as a whole.

The development of professional speech competence of students - future teachers, the level of which will determine, as we emphasized above, the successful pedagogical activity of teachers, is one of the main tasks facing university teachers. Working on the correctness of speech and its compliance with language norms is of great importance. This work is carried out by teachers who, in one way or another, consider the problems of becoming a teacher as a professional in various disciplines, such as educational rhetoric, pedagogy, etc. Much work on the development of speech culture is carried out in the study of the discipline Russian language and speech culture.

The professional speech competence of a teacher presupposes, in our opinion, a high level of speech culture or speech culture (defined differently due to the fact that it has an extremely large number of basic and related scientific disciplines).

Future teachers must realize that the basis of professional activity is speech and communicative activity, with the help of which he transfers knowledge and organizes the exchange of information. It is important for a student-future teacher to understand that: "Anyone who is unable to select the appropriate words and put them into a clear logical form, who finds it difficult to correctly present the information received, undoubtedly loses in front of colleagues with serious speech training" [4].

The difficulties of a teacher's professional speech activity are associated not only with the fact that in his immediate professional activity he must find solutions to many problems in every lesson or extracurricular activity he conducts, but also with the fact that he needs to create an atmosphere of competent speech in the team among his students. The ability to correctly formulate questions and tasks is one of the main skills that determines the methodological skill of a teacher. The living word still remains the main means of teaching. In addition, his manner of holding himself, speaking, and responding verbally to what is happening in the classroom is every time a demonstration of fluency in speech. As you know, a teacher should not make mistakes either in the pronunciation of words, or in the norms of word usage, or in the construction of sentences, etc., since his speech is a role model for students. It is a generally accepted opinion that the speech culture of younger schoolchildren is primarily determined by the state of the teacher's speech. Constantly having a model in front of him, the student

involuntarily begins to imitate it, thereby subconsciously and consciously assimilating the norm of the literary language.

The development of professional speech competence among future teachers is given special importance also because the implementation of this direction is quite rightly seen as the key to the successful formation of a socially active personality.

Thus, it is legitimate to say that the level of professional speech competence of future teachers largely determines the level of speech culture of their students - the younger generation and, ultimately, society as a whole. V.A. Slastenin rightly notes: "...a teacher, first of all, with the help of words, can form the positive motivation of children, the cognitive orientation of the individual, create a comfortable psychological environment, overcome personal barriers..." [2].

That is why it is so important from the first days of training for a future teacher at a university that work should be carried out with a clearly defined goal - to build a learning trajectory in such a way that students master one of the basic professional skills, namely: expressive, rich, pure, accurate and correct (from the point of view of view of the modern literary Russian language) speech.

Let us highlight the main, in our opinion, conditions that must be taken into account when organizing work to develop the professional speech culture of a future primary school teacher at a university. We believe that it is advisable to organize targeted, systematic, and effective work to instill in students the necessary professional and speech skills if:

- first of all, the teacher knows the speech disorders characteristic of students and systematic work is carried out on these speech disorders;
- the knowledge that determines the professional and speech competence of the future teacher is clearly defined;
- methodologically well-chosen methods, ways, technologies and techniques that develop professional speech competence in future teachers;
- modern technologies are widely used (projects, brainstorming, syncwine, quests, testing, group work, trainings, discussions, etc.), optimizing the process of becoming a professional teacher with a high level of speech culture. "The most relevant for the implementation of the system of developing students' readiness for professional activities are: problem lecture, lecture-visualization, lecture together, lecture with pre-planned errors, lecture-press conference, etc." [3].

Communicative and speech competence is the basis of a teacher's practical activity in any area of life. The role of owning your speech is difficult to overestimate. Professional, business contacts, and interpersonal interactions require from a modern teacher a universal ability to generate a wide variety of statements, both oral and written. Teaching primary school students oral and written communication is of particular importance in the modern situation, when the level of national language culture as a whole is steadily declining: in the media, in fiction, in journalism and in everyday communication of native speakers.

Currently, the main tasks of the formation of speech creativity are the construction of free, correct, appropriate and successful oral statements, as well as the ability to create written texts of adequate styles and genres. This should be taught by a university, which, unfortunately, does not have alternative targeted educational programs that guarantee high results in the formation of communicative and speech skills of students, and also does not have methodological and scientific-practical research that solves the problem of analyzing the "relationship between

thought and word” (L.S. Vygotsky), which is so necessary for a modern teacher who ensures the formation of new genetic levels of thinking and speech.

Communicative-speech competence is one of the most important categories of pedagogical ethics; it is a cumulative (initially collectively distributed) action of value in its own right. The source of activity is the motives of the subject, its goal is the image of the possible (as a prototype of what will happen), its means are individual actions in the direction of intermediate goals and, finally, its result is the experience of the relationship that the subject develops with the world. Thus, the communicative and speech activity of a primary school teacher is a cumulative, self-valuable action based on pedagogical ethics, which has a collective and distributive nature and is aimed at children with a specific purpose. An important characteristic of a primary school teacher is his professional culture, an integral part of which is communicative and speech competence. The formation and development of the professional potential of the future primary school teacher occurs, among other things, on the basis of communicative and speech skills.

Communicative and speech competence, according to V.V.Kuznetsova, is an evaluative category that characterizes a person as a subject of a certain society in the system of social labor. It presupposes a deep understanding of the essence of communicative tasks, knowledge of the content of the topic of communication, the presence of experience in this area, its active use, the ability to choose communicative speech means and methods that are adequate to the specific circumstances of the place and time, a sense of responsibility for the results achieved; the ability to learn from mistakes and make adjustments to the process of achieving communicative goals [3].

An analysis of the works of M.S.Kagan and scientists who insist on separating the terms “communication” and “communication” made it possible to identify two main differences between these terms: communication has both a practical and spiritual nature, while communication is a purely informational process; b) communication is an intersubjective interaction, and its structure is dialogical, while communication is an information connection between a subject and a particular object [7]. The above allows us to conclude: to identify the essence of a teacher’s communicative and speech competence, a detailed analysis of the concept of “communication” is necessary. According to L.A.Radzikhovsky “communication has many faces: it has many forms, types; Pedagogical communication is a particular type of communication, which has both general characteristics of this form of interaction and its specific manifestations in the educational process [4].

Pedagogical communication simultaneously implements communicative, perceptual and interactive functions, using the entire range of verbal, visual, symbolic and kinetic means.

“Pedagogical communication by function can be contact and remote, informational, incentive, coordination, establishing relationships of interaction between all subjects of the educational process. It is characterized by a dual focus, multi-information content, and a high degree of representativeness. Pedagogical communication forms a specific synthesis of all the main characteristics, expressed in new qualitative content and determined by the nature of interaction between subjects of the educational process” [9]. With common features inherent in all types of communication, pedagogical communication is also characterized by a number of specific features determined by the features of the system of relations in which the subjects of the educational process or “pedagogical system” are located.

Of particular interest are the provisions put forward by E.V. Bondarevskaya. Pedagogical culture is an essential characteristic of a teacher's personality and includes the following components: pedagogical position and professional and personal qualities; high level of pedagogical knowledge and culture of professional thinking; professional pedagogical skills and creative nature of teaching activities; culture of behavior, communication, the individual's ability to self-regulate [1].

Communicative and speech competence is a set of interrelated personality qualities (knowledge, abilities, skills, methods of organizing communicative activities) necessary for high-quality and effective communication with students; this is the possession of communicative and speech competence, which includes a personal attitude towards it and the subject of communicative activity [2]. There is no doubt that the effective development of communicative and speech competence in a primary school teacher is also facilitated by the possession of a high level of general culture - possession of the spiritual and moral foundations of human life and humanity, individual nations, family, social, public phenomena and traditions, ways of organizing work and free time, realize the role of science and religion in human life, their influence on the world, etc.

One of them is communicative competence. The following components are distinguished as part of communicative competence.

1. Cognitive – having the knowledge necessary for effective communication.
2. Activity - the use of linguistic means in interaction when there is an exchange of information; an active position in relation to communicative activities.
3. Personal – personal qualities that are formed in the process of professional training, determining the success of a teacher's professional development.

Each component that makes up communicative competence has its own criteria, on the basis of which it is possible to determine the level of formation of this quality in a student – a future primary school teacher. The criteria for the cognitive component are: the presence of knowledge necessary for successful communication (knowledge from linguistics, psychology and pedagogy), and the degree of its mastery (reproductive, productive or creative mastery). The degree of proficiency in communication skills and the level of creativity are indicators of the activity component. As for the personal aspect, three points can be distinguished:

- level of cognitive motivation;
- level of communicative inclinations;
- mastery of feedback mechanisms (decentration, identification, empathy and reflection).

The school of the 21st century requires radical changes from us, allowing us to adapt to the conditions of a rapidly changing world and creatively realize ourselves in professional activities. The main goal of modern education is to meet the current and future needs of the individual, society and the state, to prepare a well-rounded personality as a citizen of his country, capable of social adaptation in society, starting a career, self-education and self-improvement. And of course, a professionally competent teacher is the guarantor of achieving such goals. That is why at present there has been a sharp increase in the demand for a qualified, creatively thinking, competitive teacher who is capable of educating an individual in a modern, dynamically changing world [2].

The need of society for an individual who is respectful of the opinions, views, and behavior of other people poses the task of education today to deeply study and generalize scientific,

pedagogical and methodological research on the problem of developing communicative competence.

Taking into account the humanitarian nature of the teaching profession, in order to ensure strengthening of the practical orientation of methodological training of students, special attention should be paid to the formation of communication skills in the educational process. This is also due to the fact that many teachers experience difficulties in communicating with students because they do not always remember that this is an art that requires not only knowledge of verbal influence methods, but also their practical application. Each phrase of the teacher, to one degree or another, anticipates perception, directs the movement of creative search, and establishes a certain style of relationship with students.

In the context of our study, we have defined the criteria for the development of communicative competence of future teachers in the process of their language training. Let us present the criteria we have identified:

- knows the structural elements of language necessary for communication,
- constructs oral statements in monologue and dialogic forms of speech taking into account the language norm and communicative situation,
- uses the necessary speech means and models of speech behavior in accordance with situations of speech communication,
- perceives and creates a speech work on a given topic,
- retells information orally and in writing without distorting the topic, idea, genre,
- maintains communication in their native language, observing professional ethics,
- defends their opinion in a reasoned, constructive and correct manner, conducts a dialogue,
- works with literature, primary sources, presents research results in the form of various works,
- selects and adapts original texts for primary school students.

Thus, the formation of communicative competence within the framework of language training of future teachers is aimed at synthesizing various professionally significant aspects of pedagogical activity in order to develop an optimal strategy for its implementation, ensuring a reflexive attitude to speech behavior in general and professional-pedagogical behavior in particular, and the formation of experience in the speech organization of communicative-speech behavior within the framework of pedagogical activity. The basic quality that forms communicative competence is the ability to implement language competence in various conditions of speech communication, taking into account the standardized, ethical and communicative aspects of speech culture, compliance with social norms of behavior and communicative expediency of the statement. All this will contribute to the formation of the personality culture of the future specialist, successful self-realization in society, responsibility for their actions (including speech), the desire for development and self-improvement.

CONCLUSION

Thus, communicative and speech competence is an important component of a teacher's professional culture, implying the ability to effectively and expediently build a teacher's speech behavior in various situations of professional communication. To understand the essence and content of this competence, we analyzed theoretical approaches to the formation of communicative and speech competence of a future primary school teacher. The preparation of a modern teacher is impossible without improving his professional speech culture, which determines one of the main tasks of teachers in the educational process of a university - the

formation of an exemplary linguistic personality, a highly educated professional teacher, whose speech corresponds to the accepted modern norms of the literary language, distinguished by richness, accuracy, expressiveness, imagery and correctness.

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