

SPECIFIC FEATURES OF SPEECH COMPETENCE OF FUTURE ENGLISH TEACHERS.

**Jumanazarov Umid Umirzakovich, JSPI, foreign language and literature
department, PhD**

Aliboyeva Zarnigor, JSPI, 1st year master's degree student

***Annotation.** The formation of speech competence in future English teachers, its characteristic essence, as well as speech ability and skill, types of speech activities were discussed.*

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

Today, it is clear that the formation of students' speech competence should be given more attention in the system of vocational education, especially in the philological areas of pedagogical higher education institutions, because it determines the personal development of a graduate of pedagogical higher education. On the one hand, It shows the level of development of society. 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.

MP Manaenkova considers the formation of speech competence in the social activity of students as an important task of the modern education system, in part, higher education. The scholar emphasizes that speech competence is an integral part of a person's culture, the ability to speak fluently in a particular language, to speak correctly, fluently and, dynamically in both dialogue and monologue, to have a good understanding of audible and read speech, including the production (speaking, demonstration) and comprehension of speech in any functional style[1].

In our view, the characteristic essence of speech competence is that it has a discursive character and reflects the qualities of verbal behavior of learners. Speech competence simultaneously serves as a reflection and triggering mechanism for internal experience in professional activities. A person's conceptual and emotional experience is mainly manifested, transmitted, and received through sign, sign communication.

In linguodidactics, two groups of terms related to the formation of speech competence are used: a) skill and ability; b) speech (linguistic) operation which together constitutes speech activity and linguistic influence. We considered the need to clarify the content of these concepts due to the uncertainty of interpretation of these terms in the linguistic, pedagogical and, methodological literature, as well as the lack of a single and holistic description of skills and abilities. Given this situation, we found it necessary to briefly describe our observations on speech skills and abilities, speech operation, and linguistic impact, identified and observed during the research, based on the author's approach.

Speech skills mean the automated use of language (grammatical and lexical) tools as components of communicative skills. Speech skills are automated (speech) operations that include ability as an integral part, and ability as a unit of creative activity is a comprehensive speech movement.

Grammatical speech refers to automated grammatical operations for selecting the structure of syntactic-morphological sentences, as well as their implementation in accordance with the norms of communication and speech, for example, in the methodology of teaching foreign languages. Depending on the main types of speech activity, four main abilities are distinguished in the methodology of foreign languages: a) the ability to speak in dialogic and monologue forms; b) ability to write; c) ability to listen; g) ability to read. Each skill relies on its group of skills, working on a synthesized ability. Shared speaking skills and abilities ensure proper construction and implementation.

Speech operation is a unit of the speech-thinking process, characterized by unconsciousness, automation, and stability in the process of its implementation.

According to A. Leontiev's definition, speech operations that lead to perfection are referred to as speaking skills [2].

Types of speech activities (reading, writing, listening and, speaking) - these are different types of speaking skills and abilities that need to be formed and developed in parallel on the basis of the text.

Thus, based on the above considerations, we should emphasize the following:

a) speech competence of future English teachers - interrelated personal qualities (knowledge, skills and, abilities, methods of activity) established in relation with a particular component of speech training, including language, communication and, methodological components is a set; b) We came to the unanimous conclusion that the formation of speech competence in the social activity of each student occurs through the expansion of vocabulary, development of a grammatical structure of speech, mastery of speech culture, mastery of polemics and critical thinking.

So, based on the above considerations, we come to the following conclusions:

1. Speech activity serves a binary function in relation with a person: as an integral part of speech-thinking activity serves as a linguistic factor in the development of the individual.

2. For full communication, each person effectively uses the ability to speak to express their intentions, thoughts, inner experiences for specific purposes. The same linguistic factor develops a person's communicative ability.

3. Speech competence, according to its content, performs the functions of acquiring certain knowledge, receiving and transmitting information, communicative communication and, motivation. These tasks are interrelated and may even overlap in a particular speech process.

4. The structure of speech competence occurs as a set of three main approaches components: a) characterized by a motivational and purposeful approach related to the socio-practical direction of 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; c) personal, determined by the potential of professionally important psychological qualities of the subject.

REFERENCES

[1] Манаенкова М.П. Речевая компетенция в контексте личностно-профессиональных компетенций студента // Психолого-педагогический журнал Гаудеамус. – 2014. - № 1 (23). – 30 с.

[2] Леонтьев А. Язык, речь, речевая деятельность. – М.: Просвещение, 1969. – 214 с.