

“FORMATION OF STUDENTS’ SPEAKING SKILLS IN THE PROCESS OF TEACHING ENGLISH AT HIGHER EDUCATIONAL ESTABLISHMENTS”

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ABSTRACT:

In this article, the authors consider the main problems of forming speaking skills of learners in the process of English language learning at higher educational establishments and speech communication as the basis of cultural and linguistic knowledge. To solve the problem of learning a foreign language in higher educational establishments, the authors describe it in unity with the educational objectives of the characteristic methods of foreign language teaching, which includes, along with the absorption of a specific language, increase language literacy necessary for every person, a deeper familiarity with the cultural values of the countries of the languages studied and their achievements in various fields of science and technology.

Key words:

speech communication, cultural and linguistic knowledge, formation of speaking skills, foreign language, teaching English at higher educational establishments.

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INTRODUCTION

Political, socio-economic and cultural changes in the Republic of Uzbekistan in recent decades have significantly expanded the functions of a foreign language as a subject. The inclusion of the Republic of Uzbekistan in the world market and the expansion of cooperation with foreign countries have significantly increased the possibility of contacts for representatives of various social and age groups. There are real conditions for getting education and working abroad, for promoting Uzbek goods and services

to the world market, for exchanging students, schoolchildren, and specialists. In accordance with Presidential Decree No. PD-1875 on December 10, 2012, special attention is paid to the improvement of the complex system of teaching foreign languages aimed at the formation of a harmoniously developed, highly educated, creative young generation, as well as further integration of the Republic into the world community. As a result, the role of a foreign language in society has changed dramatically, and it has become a basic element of the modern

educational system, a means of achieving professional realization of the individual.

Foreign language proficiency is a part of training highly qualified specialists, participants of cross-cultural communication based on the content of their activities in society, at the higher educational establishments. Teaching a foreign language involves getting acquainted with the culture of other countries, with the existing political, business, moral, religious, aesthetic ideas of representatives of other ethnic cultures, with the psychology, history, and literature of other peoples. All this implies a high intellectual and socio-cultural level of a specialist. It is necessary to note the positive role of a foreign language in the field of professional training, which can be explained by the fact that it can be used outside the national framework of its functioning as:

1) one of the means that provides access to any type of information, its dissemination regardless of state borders;

2) a means of understanding and studying the diversity of cultures and civilizations, ways and results of their interaction in the world community of culture;

3) a means of interethnic and international cooperation in culture, science, social activities, that contribute to finding joint solutions to universal problems, ways out of conflicts, situations in the relationship between man, society and nature;

4) a means of overcoming national and cultural limitations in various spheres of society (politics, economics, sociology, culture, technology);

5) a means of preserving, spreading and developing world culture, traditions, customs, habits;

6) one of the means of removing the linguistic barrier while ensuring the right of people (especially young people) to free movement in the world, choosing a place, forms, types of education and work, leisure, participation in various international organizations.

MATERIALS

However, the current practice of teaching a foreign language cannot be considered satisfactory due to the negligible percentage of citizens who speak a foreign language, as well as low level of proficiency in it. Meanwhile, there are serious prerequisites for positive changes in the field of language education. The cultural and personal orientation of modern education has also determined the general approaches to learning. Such approaches have become socio-cultural and personality-oriented approaches. As E.I. Passov notes, a new direction of thought begins with a new understanding of the object of language acquisition, which is a connected with regarding foreign language understood as a system of formal language as a means for serving the purposes of communication, which is transformed, expanded and becomes a repository, part, medium, form and condition of culture. [6, p.23]

From the above-mentioned interdependence of language and culture, it follows that these are organically connected, integrated phenomena, and the existence of one in isolation from the other is only theoretically conceivable. In practice, teaching only the system norms of the language is impractical. New strategy of teaching a foreign language is the one, which is connected with the simultaneous learning of a language and culture transmitted through the target language in a dialogic interaction. There are a number of factors that affect the specifics of teaching a foreign language, they can be divided into five groups: socio-economic and political, socio-pedagogical, socio-cultural, methodological, and individual. Socio-economic and political factors determine the social order of society in relation to the level and quality of citizens' foreign language proficiency.

Tactical actions to implement the social order and, consequently, the language policy in the field of foreign language education are determined by socio-pedagogical factors.

Socio-cultural factors imply consistent consideration of the socio-cultural context of foreign language teaching. The system of foreign language education in each historical period of its development is designed to fully reflect the main trends of the state's educational policy at a certain stage of its development and to transfer them into reality, first of all, the general educational goals of the educational system as a whole. The level of implementing this provision is determined by the action of methodological factors that embody the social order of society in relation to a foreign language in the categories of methodological science proper. As for the last, fifth group of factors, their effect affects all levels of consideration of the training system, including the level of material means of training. Achieving effective results in implementing the requirements of society in relation to the level of foreign language proficiency depends on the individual characteristics of all subjects of the educational process, and first of all – on the trainees and teachers, who directly implement the program settings into reality. [9, p.7]

Taking into account the variety of goals of teaching a foreign language in modern society, it should be borne in mind that at present, teaching a foreign language is most closely connected with the presence of a real access to different cultures and their representatives. In these conditions, a student is required not just to know the language, but to be able to use the language being studied in real life situations and to be ready to be engaged in this communication. Moreover, the educational aspects of teaching a foreign language are further developed due to the orientation of teaching the subject to situations of intercultural communication and, consequently, to the knowledge of other normative, value positions, opinions, assessments, etc.

In this regard, we can state that the main goal of teaching a foreign language is to develop the ability to communicate cross-culturally, the ability not only to build their speech behavior with native speakers of a foreign language (correctly in

language terms), but also to achieve mutual understanding with them. In this case, not only a practical goal is achieved (full communication, accurate and adequate understanding of the behavior of speakers of another culture), but also educational (formation of an evaluative and emotional attitude to the world; understanding the importance of language knowledge, etc.), developmental (development of creative, search activities; awareness of common features and differences; development of the ability to further self-education, etc.) and educational (formation of knowledge, skills, ways of thinking, expanding horizons, etc.) goals. [8, p.27]

METHODS

Modern domestic and foreign didactics and methodology consider the content of training not as static, but as a constantly changing and developing didactic category. The content of training is related to such categories as interrelated activities of teaching (activity of a teacher) and exercises (activity of students), drawn on the training material, or, in other words, on the contents of the subject. Orientation to the final result of training, which is manifested in a certain level of development of the student's ability to communicate at the intercultural level, dictates the need to talk about the multicomponent content of training.

According to I.L. Bim, it includes both subject and procedural aspects, as well as the existing and acquired emotional and evaluative experience of participants in the educational process of foreign language learning.[1, p.41] Consequently, the content of training includes the following main components: 1) areas of communicative activity, themes, situations and programs for their deployment, communicative and social roles, speech actions and speech material (texts, speech samples, etc.); 2) language material, rules for its design and skills for operating it; 3) a set of special (speech) skills that characterize the level of practical mastery of a foreign language as a means of communication,

including intercultural situations; 4) knowledge of national cultural characteristics and realities of the country of the target language, a minimum of etiquette-but-spontaneous forms of speech and the ability to use them in various areas of speech communication; 5) training and compensating (adaptive) skills, rational methods of mental work, leading to a culture of language acquisition in the educational conditions and culture of communication with native speakers.

The subject side of the content of training (what to talk about, read, write, listen to) reflects the typical areas of communication for students: everyday, socio-cultural, educational and professional. The spheres of communication, that is, the spheres of practical use of language in which the corresponding types of speech are implemented, exist within the state as a typical territorial-political entity, which is characterized by stable economic, political, cultural and linguistic ties. Areas of speech communication have informative specificity and represent a set of topics that make up the subject of discussion in the relevant areas of social interaction. This makes it possible to define the range of topics and sub-topics that can be considered in the training process within the framework of the above-mentioned areas. Speaking about the professional training of future specialists, it should be noted that the content of their training should include materials of a professional and scientific nature; so much attention should be paid to reading professional foreign-language literature.

Identifying the specifics of the process of formation of students' speaking competence in the process of teaching a foreign language, it is necessary to note among the important factors of its forming speaking skills at the cultural and language space for professional training of future specialists in a higher educational establishment. Speaking skill is currently interpreted as such activity of interacting people, during which they, acting on each other with the help of signs (including language), organize their joint activities.

RESULTS

The study of the daily practice of teaching foreign languages at higher educational establishments shows that the focus is on the formation of skills and abilities necessary for professional communication, mainly in an indirect form. Little attention is paid to familiarizing oneself with the culture of the countries of the language being studied, with existing cross-cultural differences that create difficulties due to a number of objective factors. The practice of mastering speech foreign language activities at higher educational institutions shows that developing speaking skills presents specific difficulties due to a number of objective factors. [5, p.11]

These usually include:

- lack of language environment;
- lack of vital need to use a foreign language as a natural means of communication outside of an educational institution;
- limited speech practice in a foreign language;
- the collective nature of foreign language teaching as opposed to individual acquisition of the native language;
- interference of the native language;
- the complex structure of foreign language speaking skills and skills that a student must master to use a foreign language.

Questions of substantiation of the principles of teaching foreign languages are reflected in the works of P.B. Gurvich, A.A. Mirolubov, E.I. Passov, I.V. Rakhmanov, G.V. Rogova, I.D. Salistra, and others. On the issue of the content of the principles of developing speaking skills in the methodological literature, several points of view are presented. Some scholars in a single list call the general didactic and private methodological principles, naturally distributing them by teaching different types of speech activity (N.A. Galskova, N.A. Gorlova), modifying the names of the principles: cognitive value, frequency, system, thematic orientation, concentricity, syntagmatic

and paradigmatic conditionality. N.A. Gorlova specifies the communicative situations that determine the topic of classes, considering the principle of thematic orientation. [3, p.21] G.V. Rogova believes that the communicative orientation of foreign language teaching should always be linked to the principle of differentiated and functional-situational approaches. [7, p.34]

E.I. Passov states that the activity-based nature of communication is modeled in the learning process itself. Language material of a communicative orientation assumes its use in educational situations that are as close as possible to the processes of real language communication, which is necessary to ensure active speech-thinking activity. [6, p.52]

The principle of communication determines the relationship between theory and practice, the choice of methods, techniques, tools and content of training. The principle of differentiated approach in teaching a foreign language involves: taking into account the psychological, linguistic and methodological features of each type of speech activity (speaking, listening, reading, writing) and their complex interaction; correct choice of methods and forms of activities that meet the individual characteristics of students (features of thinking, memory, interest, attention) and situational features of speech activity in a foreign language; taking into account the peculiarities of the study group; differentiation of tasks by complexity in order to achieve the final goals of forming speaking skill in the process of teaching a foreign language. This principle is described in detail and justified in a number of works (I.A. Zimnaya, R.P. Milrud, I.L. Bim, R.K. Minyar-Beloruhev, A.A. Mirolyubov, E.I. Passov, etc.). The principle of functional-situational approach is aimed primarily at situational training of language and speech material when mastering the language as a new means of communication.

Private methodological principles: the principle of the dominant role of speech exercises in mastering language as a means of

communication (I.A. Zimnaya, I.L. Bim, S.F. Shatilov), the principle of oral speech and oral basis in teaching reading and writing (A.P. Starkov), the relationship of the main types of speech activity (I.L. Bim, A.A. Golotlin, K.I. Salomatov, S.F. Shatilov, E.P. Shubnik) in didactic and methodological literature are associated with psychological and linguistic patterns of mastering speaking skills in a non-native language.

Professional orientation of foreign language training for future specialists, in our understanding, means reliance on didactic principles: didactic communication (involving the acquisition of didactic and communicative actions and skills of professional language proficiency, when the professional activity structure of communication is modeled in the process of training at a technical university); adaptability (expressing the idea of using methodological techniques by the teacher depending on the type of speech activity, the stage of training, individual characteristics of students and their ability to master a foreign language); subject-subject relations in the process of pedagogical communication between teachers and students (assuming an active attitude of students to the educational process, joint activities with the teacher); communicative-pedagogical situativeness in the formation of communicative skills and didactic speech skills (which determines the set of speech and linguistic-methodological conditions that determine the dynamics of the educational process, its personal and functional nature, its heuristics); the dominant role of exercises at the stage of improving foreign language speech (aimed at performing various actions by the student – motivational-stimulating, didactic-communicative, etc., characteristic of his/her future professional activity); parallel improvement of speech and professionally significant skills (which is implemented in the purposeful performance of a student's speaking skills in the practice of learning a foreign language, when communication skills acquire

functional qualities of professional activity); taking into account the orientation of exercises and language material to students (involving training students in determining the methodological feasibility of exercises, in differentiating language material, in the distribution of vocabulary by topic and situation, in the preparation of exercises and their distribution according to the tasks and stages of the lesson, etc.; positive reinforcement by the teacher of the results of mastering a foreign language (which plays an important role in the student's self-assertion and thus in the formation of a stable interest (motives) to the formation of professional skills in practical classes).

DISCUSSION

In our opinion, the specificity of a foreign language as a subject and as a new means of communication can be attributed to the following methodological principles to the fundamental principle of communicative orientation of foreign language teaching; the principle of a differentiated approach to the selection of material; the principle of functional-situational approach in the lesson structure; the principle of communicative adequacy; the principle of concurrent speech and the formation of professionally significant skills. The latter principle is implemented in the targeted students of foreign language speaking skills, who acquire functional quality of professional activities: adaptive-variable, adaptive simulation, i.e. the quality of the adaptive-modeling level of proficiency in a foreign language; in turn, vocational and communication skills are qualities inherent in the speech of future professionals studying in the philological sphere.

The methodology of system analysis makes it possible to consider speech communication from the side of functional connections and relationships. The process of forming speaking skills of future engineer with the means of verbal communication in a professional educational institution is a verbal interaction of teachers and students, delivering information and

communication (transmission – reception of information), regulatory and communicative (regulation of behavior in the broad sense of the word) and affective communication (determining the emotional sphere of a learner) functions in terms of foreign language communication. Each function reflects different ways a specialist can solve professional, innovative, research, and other professional tasks. The recognition of the diversity of functional components emphasizes the multidimensional content of the professional activity of the future specialist and the variety of forms of its implementation. Therefore, functions reveal the procedural side of the specialist's culture. [2, p.25]

All over the world, English is recognized as the universal language of cultural, business and scientific education communications. Global integration and innovation processes affect various areas of the world economy. On this point, critical understanding of the material studied by students contributes to the formation of necessary skills and abilities for them, forms linguistic, socio-cultural, communicative, and professional competencies [4, p. 1080].

CONCLUSION

In the course of professional training aimed at developing students' ability to communicate, it is necessary to teach them the ability not only to build their speech behavior with native speakers of a foreign language (correctly in language terms), but also to achieve mutual understanding with them, with a foreign culture. Achieving the main goal of teaching a foreign language – the development of the ability to communicate cross-culturally – is possible only in the conditions of this communication. This means that speech communication is a means of achieving the goal, a means of forming speaking skill as a component of the professional competence of a future specialist. Therefore, in the course of teaching a foreign language, it is necessary to develop a strategy for speech communication in

the cultural and language space of a higher educational establishment.

It should be noted that the system-forming factor in the formation of students' speaking skills by means of a foreign language is the synthesis of the principles and ideas of higher school pedagogy, theory and practice of mastering speech foreign language activities in higher education and professional and personal development of a specialist. The future specialist in the process of synthesized knowledge realizes the world and his/her profession in the context of the culture and history of the Uzbek people and the peoples of the countries of the studied languages. The decision of tasks of professional training in unity with educational objectives is characteristic for the methods of teaching a foreign language, which provided along with the absorption of a particular language increase language literacy necessary for every person, a deeper familiarity with the cultural values of the countries of the languages studied and their achievements in various fields of science and technology, etc.

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