



## USE OF SPEECH SITUATIONS AS ONE OF THE METHODS OF FORMING PROFESSIONAL COMPETENCE

**Baymanov Khabibullo Abdullaevich<sup>1</sup>**

Associate Professor of the Department of Languages of the Tashkent Institute Textile and Light Industry, Doctor of Philosophy (PhD) in Philology.

**Alimova Nigora Sunnatulaevna<sup>2</sup>**

Senior teacher of the Department of Uzbek Language and Literature TAI.

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### ANNOTATION

*The teacher's speech is the main instrument of the university teacher's activity. It is the quality of the lesson that depends on the rich and beautiful speech of the teacher.*

*This article discusses issues related to the development of the speech of university teachers, as the main teaching tool.*

**KEY WORDS AND PHRASES:** *educational system, speech actions, the situational-thematic principle of linguodidactics.*

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## ИСПОЛЬЗОВАНИЕ РЕЧЕВЫХ СИТУАЦИЙ КАК ОДИН ИЗ ПРИЁМОВ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ КОМПЕТЕНЦИИ

**Байманов Хабибулло Абдуллаевич<sup>1</sup>,**

*Доцент кафедры Языков Ташкентского института текстильной и легкой промышленности, доктор философии (PhD) по филологии*

**Алимова Нигора Суннатуллаевна<sup>2</sup>,**

*Старший преподаватель кафедры Узбекского языка и литературы ТАИ.*

### Аннотация

*Речь преподавателя – это основной инструмент деятельности преподавателя вуза. Именно качество урока зависит от богатой и красивой речи преподавателя.*

*В данной статье рассматриваются вопросы, связанные с развитием речи педагогов вуза, как основной инструмент преподавание.*

**Ключевые слова и фразы:** *образовательная система, речевые действия, ситуативно-тематический принцип лингводидактики.*



## DISCUSSION

As practice shows, the orientation of the transition to the new educational system to improve the education of students and its final result has caused the need to use new teaching technologies and select the most optimal teaching methods and techniques.

Currently, both in theory and in teaching practice, there is no unambiguous understanding of the term "speech situation". Most scientists (V.A. Skalkin, G.A. Rubinstein, K. Gunter, V.D. Arakin, etc.) believe that language is needed in certain situations, so the starting point of learning should be situations. All new words and constructions should be demonstrated to students in situations or contexts that clearly show their meaning. A.A. Leontiev understands by the situation "a set of speech and non-speech conditions, necessary and sufficient to carry out a speech action according to our plan - whether these conditions are set in the text or created by the teacher in the classroom" [1, p. 168].

Not every situation, however, contains a stimulus for speech, i.e. is speech. Many situations can and should be solved only by non-linguistic means (actions and reactions). In other cases, the circumstances of reality may not cause a speech reaction, either because information about the situation is not of interest to a person, or because there are no conditions for a speech reaction (for example, there is no interlocutor). Speech situations, according to D.I. Izarenkov, have the following structural components: initial conditions and circumstances, new conditions and circumstances.

New circumstances come into conflict, conflict with the initial conditions and circumstances, and give rise to the need for speech action. The nature of the interaction between the initial and new conditions determines the model, the structural type of the speech situation [2, p. 38]. A speech situation, in our opinion, can be considered a situation of reality that causes a speech reaction.

According to M.G. Voinova, any speech, both dialogical and monologic (but more often dialogical) is a certain speech action (or speech act), which is based on some kind of speech situation. A speech situation is a psychological category and is defined by psychologists as "a set of conditions of circumstances in an act of activity of a person, while one part of this activity poses a problem for him (a person) - the task of action, and the other - the possibility of solving this problem with the help of an interlocutor, to to whom the speech action is directed" [3, p.39].

I.A. Zimnyaya notes that speech actions at the same time include a complex of substantive and formal characteristics, namely: motivation (i.e. motivation, a reason for speech utterance), attitude to the content of a speech utterance (i.e., emotional

coloring), readiness of the addressee (recipient) to the perception (understanding) of the speech utterance and the corresponding speech behavior" [4, p. 121].

In addition to the term "speech situation", the methodological literature contains the term "conditional speech situation". Speaking about the speech situation, we note that following EI Passov, we classify them into conditional speech and speech. "A conditioned speech situation is a communicative exercise designed mainly for acquiring listening and speaking skills, conditioned, on the one hand, by a specific environment (which determines the content of an utterance), which is supplemented by stimuli for communication, and, on the other hand, by purposefully developed language material (necessary for the implementation of this statement), including prompting remarks" [5, p.128]. Both types of situations are used in the educational process. The first type is natural situations that constantly arise in the classroom in the process of verbal communication between the teacher and students - situations related to the organization of work, relationships between students, understanding of the material, educational assignments. Experienced teachers skillfully use them in their work and involve students in verbal communication. These situations are good material for the development of speech, but they cannot provide systematic work on the development of speaking skills using a variety of lexical and grammatical material. This explains the interest in the use of conditional speech situations in the classroom.

The main advantages of using conditional speech situations in the classroom are the following: conditional speech situations allow you to activate the studied language material; with their help, students' speech guess develops; conditional speech situations contribute to the contextual assimilation of vocabulary; thanks to these situations, students are placed in conditions close to real ones.

The speech reaction should not be "given" ready-made. You can offer basic, key words, expressions of Russian speech etiquette, so that the response to the stimulus is close to real. In the classroom, you need to achieve not knowing the situation, but creating it. When creating a situation, one must bear in mind the general pedagogical, methodological, general psychological and individual psychological factors, which determine the success of mastering speech in a foreign language.

Thus, conditional speech situations put students in conditions similar to natural ones, activate students' imaginations, force them to formulate their thoughts in the studied language, promote contextual vocabulary assimilation and thereby allow students to prepare for natural, real situations. Depending on the degree of the teacher's participation in the disclosure



of the situation, the following types of situations are distinguished, used in the lesson:

1. Situations fully or partially controlled by the teacher (the topic is reported, the conditions of the situation are given, keywords are given, the teacher "creates" incentives, participates in the work).

2. Free situations (speech content of the situation is provided to students, the teacher monitors the thematic purposefulness of communication, speech norms, etc.).

All of the above types of speech situations can be encountered in Russian language classes. At the middle stage, partially controlled situations are most justified and most often partially controlled situations are played out, since students do not have enough speech experience to create free situations. The work on the organization of conditional - speech situations can be divided into several stages. First of all, select the material: choose a topic for speech communication, select factual information on the topic, select language material, group the material. When activating the material in training exercises aimed at the formation of speech skills, staging tables should be used; work by analogy; lexical and grammatical rephrasing.

Let us consider in more detail the listed steps in creating conditional speech situations:

1. The selection of material should be considered taking into account the following points:

what contains a textbook, manuals, dictionaries; what students know from their own speech experience; what factual information is needed to introduce the situation; when choosing a basic vocabulary, you must ensure that there are enough verbs, names (nouns, adjectives ...), etc.; how to make basic language material available to students even before classes.

2. When introducing and initially activating new material, it is advisable to use a functional approach so that students understand the significance of certain grammatical phenomena. In doing so, it is desirable to use lookup tables based on structural models.

3. Learning to speak begins with dialogue. The following sequence of operations is recommended here: listening to the dialogue recording; the dialogue is read in pairs, by two participants; the moving parts of the dialogue are replaced with components that are real for students; the dialogue is discussed "in pairs"; a dialogue is created by analogy; new dialogue is "negotiated" in pairs; the dialogue is staged.

In the course of a conversation, the initiative can pass from one interlocutor to another. The correct use of replica-stimuli and replica-reactions, as well as taking into account the peculiarities of Russian speech etiquette, is important. The use of communication exercises aims to show that language

is a means of communication and not material for exercise. Therefore, it is extremely important to construct psychologically correct question-answer exercises, while avoiding formal questions.

To instill in non-Russian students the skills of exemplary dialogical speech, it is necessary to activate the expressions of Russian speech etiquette, to educate them to be observant of the speech behavior of people of different ages and different professions. Show that people write differently about the same event to friends, teacher, officials. It is useful to start this work with exercises of observation of the oral speech of different people.

After the observation exercises, tasks for reproducing a dialogue are recommended, then composing similar and, finally, independent dialogues based on a given situation. It is desirable to determine the addressee of the statement.

The methodology of conducting classes using speech situations depends on a number of factors: on the objectives of the lesson (the formation of what skills and abilities the lesson is devoted to); from the topic of the lesson (the significance of the topic for oral speech. Not all topics require a situational approach. Speech situations should be used when mastering topics that are relevant for a given contingent of students); from the teaching stage; from the stage of the lesson at which the situation applies. Preparing for the lesson in which the situation will be used, the teacher identifies the following questions: in what communicative situation is the teaching material relevant? What new information can the student receive in this lesson? What should be paid attention to in terms of the development of students' cognitive activity? How to "connect" the material with the life experience of students? What training exercises will help develop grammar skills and abilities? What incentive must be created to implement the situation?

The situational-thematic principle of linguodidactics is intended to implement a system for the development of free (i.e. unprepared) speech based on a sufficient minimum of educational and natural situations, basic thematic vocabulary and phraseology, taking into account all the main levels of speech activity (listening, speaking, reading, writing, translation) of students.

**Больше информации об этом исходном тексте. Чтобы получить дополнительную информацию, введите исходный текст**

When selecting communicative-situational topics and the selection of speech material for each of them, it is necessary to evaluate each topic and each phrase from the point of view of their use in natural acts of communication, i.e. take into account whether the educational material worked out in the classroom prepares students for participation in real communication or not. Each phrase practiced in the



lesson should be included in the fund of "ready" linguistic signs for speech services in natural communication.

Consequently, the tasks of increasing the effectiveness of teaching the Russian language as a means of communication involve the widespread use of speech situations.

## LITERATURE

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