

THE TYPES OF PROFESSIONAL AND SPEECH COMPETENCES OF STUDENTS OF HIGHER EDUCATION INSTITUTION

Kadirova D. F.

Researcher, Tashkent State Pedagogical University Uzbekistan

Annotation:

It should be noted that subject competencies, on the one hand, are the indicative basis of educational activities, and therefore are designed as expected results, and on the other hand, they are the product of the process of internalization of the content of language education. This article gives information about the types of professional and speech competences of students of higher education institution.

Key words: speech competence, national language personality, language proper, speech and communicative competences.

If we consider language competence as a generalized concept of an integrated personality trait, then the structure of this competence includes three main (specifically subject) blocks: language proper, speech and communicative competences. It is clear that within the framework of native language education, students also acquire sociocultural and activity competencies, which, in fact, are associated with the peculiarities of not only language education: other disciplines are also directed to the formation of these competencies.

Given the above, it is advisable to single out three groups of subject competencies proper, each of which has its own varieties. Consider the main varieties, taking into account the social demands and needs, primarily of the French society.

The proper linguistic competencies include:

- knowledge of basic linguistic concepts, basic information from various sections of linguistics, provided for by the program in the French language in the professional direction;
- basic lexical, grammatical, stylistic, orthoepic, spelling skills;
- internal need to learn French (state language);
- understanding of the figurative and expressive possibilities of the language as a foreign language;
- the ability to internally penetrate the meaning of the educational text;
- the ability to carry out various types of language analysis;
- lingual-socio-cultural competencies (integration of knowledge of the linguistic and socio-cultural content line of the French language course, among which knowledge of the rules of French speech etiquette, expressed by folk wisdom);
- experience of independent objective activity - educational and cognitive, analytical, synthetic, etc.

Speech competencies include:

- knowledge of basic speech concepts;
- the ability to adequately perceive, understand, evaluate and reproduce what is heard or read;
- the ability to speech creativity;
- the ability to plan, prepare future statements in various genres according to interactive and transitive schemes, to speak with a message;
- the ability to realize the idea in the process of speech activity;
- the ability to associative speech-thinking activity;
- ability of listening, reading, speaking, writing;
- flexible ability to use the means of the French language, depending on the type, style of speech;
- eloquence skills;
- the ability to edit one's own and others' speech;
- the ability to control, self-control the results of speech activity.

Communicative competencies include:

- the ability to expediently use the means of the language in the practice of live communication;
- the ability to make persuasive arguments in the course of a conversation;
- the ability to navigate in a situation of communication, communicatively justified to select verbal and non-verbal means and methods for shaping thoughts, feelings in various areas of communication;
- the ability to establish and maintain contact with the interlocutor, change the strategy, speech behaviour depending on the communicative situation;
- experience of personal responsibility for one's own communicative behaviour, exactingness to one's speech.

Thus, language competence can be considered as a general complex concept that indicates the level of knowledge of the language and speech development of the student; in a narrower interpretation. It is one of its components (a kind of educational and subject competence in the French language), that is, the language itself, associated with the development of the linguistic content line of the French language course.

List of used literature:

1. Bogomazov G.M. Sovremenniy russkiy literaturniy yazik: Fonetika : uchebn. posob. [dlya stud. vissh. uchebn. zavedeniy] / Gennadiy Mixaylovich Bogomazov. – M. : Gumanitar. izd. sentr VLADOS, 2001.

2. Bogoyavlenskiy D.N. Nekotorie psixologicheskie problemi obucheniya grammatiki / D.N. Bogoyavlenskiy // Voprosi psixologii usvoeniya grammatiki i orfografii. – M.; L. : APN RSFSR, 1959.
3. Vinner N. Kibernetika i obshchestvo. M., Izdatelstvo inostrannoy literaturi, 1958.
4. Danilenko V.P. Lingvisticheskoe izuchenie terminologii i kulturi rechi / V.P. Danilenko // Aktualnie problemi kulturi rechi. – M., 1971. Zimnyaya I.A. Pedagogicheskaya psixologiya : [uchebnik dlya vuzov]
5. [Elektronniy resurs] / I.A. Zimnyaya. – [2-ye izd., dop., ispr. i pererab.]. – M. : Izdatelskaya korporatsiya «Logos», 2000.
6. M.V. Kitaygorodskaya, N.N. Rozanova. – M., 1995.
7. Kiyak T.R. Lingvisticheskie aspekti terminovedeniya : [uchebnoe posobie] / T.R. Kiyak. – K. : UMKVO, 1989.