



THE STRUCTURE OF THE FUTURE FOREIGN LANGUAGE TEACHER'S PROFESSIONAL SPEECH COMPETENCE

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Annotation. This article describes the concept of professional speech competence, the structure and components of the professional speech competence of future foreign language teachers. The article describes the priority of the condition of achieving the goal set in the speech for the methodological thematic alternative of professional speech competence.

Key words: professional speech competence, presentation, problematic, feedback, successful teaching.

Internal relations within professional speech competence should be stable and ensure the integrity of the object and its uniqueness. As part of speech competence, external relations are formed for a specific purpose. Goal-setting strategies are general didactic goals of teaching and educating students, as well as special methodological goals of teaching speech activities in a foreign language class. Unlike the taxonomic invariant model of professional speech competence, which is a strategy of professional behavior of a foreign language teacher, the structure of professional speech competence reflects the relationship of each meaningful component of directed action in the system of foreign language teaching. This structure depends on the difference in the working levels of the speech and speech processes. At the same time, the simultaneous connection of the components of speech competence ensures the achievement of the general pedagogical and specific goals of the foreign language lesson.

As a component of professional speech competence of a foreign language teacher, presentation is related to other components of the structure, for example, the component of speech message construction. In the foreign methodology, this component can be associated with the concepts of success and confidence building. The effectiveness of the presentation of speech messages by a foreign language teacher is determined by the degree of actualization of the final or intermediate product. It is the success of the presentation, as well as the success of the general interaction between the teacher and foreign language students. Difficulty. The



component of problematization of the speech message includes the development of the foreign language teacher's ability to recognize and solve problems in teaching and learning activities in a foreign language. Problematizing a speech message means putting the problem to the audience or to a particular communicative partner to solve it. A positive understanding of the problem allows you to abstract from the negative view of the problem. The problematic situations and tasks that can be divided into such a reclassification are as follows:

- the problematic situation is not as a result of new knowledge and contradictions between facts that destroy the theory for students, but as a means of restoring the connection between the known and the still unknown; not as a conflict between the lack of a theoretical basis, but as an opportunity for the scientific research work of a foreign language teacher;
- the problematic situation is not the diversity of concepts and the lack of a reliable theory to explain these facts, but the systematic thinking of the foreign language teacher in the integration of constructive educational results and the education of schoolchildren as an opportunity for manifestation;

Focusing on constructive activities from the point of view of successful teaching and upbringing means, first of all, mobilizing every opportunity to achieve the planned result. The reasons that can lead to failure on the way to the result can be the following: 1. A foreign language teacher may know some meanings of the word "result", but may not use the methodological possibilities of the concept of "result" in his practical work to plan, teach and reflect the work result:

2 A future foreign language teacher may accept unrealistic results that cannot be achieved in the conditions of professional activity. In this case, the temporal, spatial, algorithmic or content parameters of the educational problem are incorrectly calculated.

3. The motivation of the prospective foreign language teacher may not be strong enough to achieve the goal. In this case, the foreign language teacher is unable to consider his professional activity as a social role. Lack of sufficient capacity to abstract from the problem reduces the teacher's motivation.

4. The future foreign language teacher strives for certain results, the acquisition of which may be undesirable for him in a broader sense, for example, axiological, psychological, and managerial, etc. The "constructivism" component helps to turn the goal into a result. The development of the speaking competence of a foreign language teacher includes the formation of the following basic principles that lead to the realization of the result: - setting the goal in an affirmative form. Therefore, a



foreign language teacher can move in the direction he plans, and not deviate from what is unnecessary. The formation of negative results often turns out to be a "list" that the teacher consciously and does not strive to fulfill.

In the ideal approximate version of verbal and cognitive reflection of the results of social communication, the person of the foreign language teacher works as a teacher with professional speech competence, teacher-consultant, interprets the effectiveness of applying skills and acquired knowledge in a foreign language. For the methodological thematic alternative of professional speech competence, the condition of achieving the goal set in the speech is a priority.

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