

Characteristics of Speech Competence in Pedagogical and Psychological Aspects and Methods for Its Improvement

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ABSTRACT

This article highlights questions about the concept of “speech competence”, as well as gives the main characteristics of this concept. The list of modern requirements for improvement of speech competency in the field of specialization is provided in the paper. This work considers the present stage of education system and highlights the significance of university education. An essential role of the formation of the student’s ability to carry out professional communication at the intercultural level, through professionally oriented and subject-specific training in foreign languages is a crucial task of university education. Furthermore, the pedagogical and psychological aspects of the formation and improvement of speech competence are deeply considered. The issues of teaching foreign language speech to students, innovative educational techniques and methods for improving the speech competence of students are provided.

Keywords: *foreign languages, education system, speaking competence, professional communication, philology, speech action, linguistic consciousness*

1. INTRODUCTION

In modern society, knowledge of foreign languages is of paramount importance. In the era of globalization, as well as progress, observed in Uzbekistan, a necessity for qualified specialists significantly increases in all areas of knowledge that are proficient in foreign languages. Language and linguistic education has become the most important tool for the successful life of a person, a means of communication between specialists of different countries, part of the culture. For these reasons, there is a tendency to increase the status of foreign languages, in particular, the English language, which strengthens the motivation for learning it.

A special relevance is the knowledge of a foreign language acquired by students who develop specific skills and competencies in their chosen specialties. The mastery of foreign languages by young professionals guaranteed successful employment and competitiveness. This was the reason for the emergence in the early XXth century such a phenomenon as «English for Specific Purposes (ESP)» in the UK and America. Leading language schools in the UK, USA, Canada, and Australia provide special vocabulary training services for a wide range of professions. The peculiarity of American ESP programs lies in their close connection with professional development [1].

Such programs, for example, are organized by the language center IEP (Intensive English Program) at the National University of California at Riverside. One form

of training is the so-called internship. A student who has completed a language course for some time is determined to work in a specialty at an American company or institution, which contributes to the study of all the subtleties of a professional language.

1.2. Our Contribution

This paper presents several methods for the formation and develops speaking skills based on the use of innovative educational technologies. A system of tasks and exercises has been developed that contribute to the consolidation of communicative skills and knowledge. The importance of the results of the study is stated in the following terms is that theoretically justified and experimentally verified methodological recommendations for the use of methods for improving the speech competence of students can be used as the basis for creating an educational complex and a textbook on the practical course of English for various specialties.

2. BACKGROUND

2.1. The relevance of the work

Our state pays special attention to improving the continuing education system, training highly qualified personnel in accordance with the modern needs of the

labor market, as well as the increasing the availability and quality of educational services.

One of the main tasks of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan is to ensure the quality and high level of training of personnel who have deeply mastered modern information and communication technologies and foreign languages.

However, the teaching of speech skills in English, taking into account the professional orientation, is still unsatisfactory, and the level of professional foreign language competence of graduates is low, which does not meet modern requirements of society and the labor market, as evidenced by the results of studies on the state of teaching a foreign language.

In this regard, the improvement of speech competence among students of various fields is of particular importance. Improving the skills of speech activity can be achieved only through the interaction of encyclopedic, linguistic, interactive aspects.

The question of the formation of professional communicative and speech skills of students has not yet been the subject of a special study.

Thus, the relevance of the research topic is determined, on the one hand, by the state need to prepare a student with high speech competence, on the other hand, by the lack of research on this issue, the undeveloped practical approaches that form professional communication and speech skills.

2.2. The Degree of Knowledge of the Problem

The primary goal of the theory and practice of improving speech competence in the study of the English language in students is, of course, the practical application of the acquired theoretical knowledge. In the scientific world, on the topic of teaching ESP and the use of modern methods, worked such scientists as: N.D. Galskova, N.I. Gez, L.V. Minaeva, T. Hutchinson, D. E. Carver, S. G. Ter-Minasova, N. G. Alyavdina, I.I. Khaleeva, T.D. Margaryan, D. Carver, J.R. Latorre, L. Ever, L. Selinker, L. Trimble, J. Cooper, J. Ben-Haim, L.A. Artamonova, M.V. Arkhipova, E.V. Ganyushkina, L.K. Delyagina, M.V. Zolotova, T.V. Martyanova and others.

Based on the foregoing, it is possible to draw a conclusion that the relevance of the topic is due to the lack of theory and completely developed methods that have been used in a practical way.

3. PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF SPEAKING COMPETENCE

Knowledge of English language, improvement of speech competency in the field of specialization is required:

a) for the implementation of international contacts, such as in production, in science and technology (participation in

conferences, symposia, seminars, joint ventures with foreign partners, business negotiations);

b) for self-education, professional growth, informational knowledge of the latest achievements in the field of science and technology, knowledge of English in the field of activity;

c) the ability to navigate the international space of IT, to have terminology and to be able to communicate on topics of specialty, to understand the interlocutor.

The main task of this work is to give a light of importance of speech competence and improving the speech competence of students in the study of the English language.

In the list of modern requirements for a graduate of higher educational establishments, a set of skills related to social interaction and communication is one of the first places [2].

This complex is expressed in terms adopted in the countries that are members of the Council of Europe, as well as our country. It is defined as communicative competence, which in the works of domestic and foreign researchers is revealed as the ability to act adequately in specific diverse speech situations, i.e. flexibility in communication, ability to cooperate and overcome conflicts, the ability to "work in a team" [3].

From a psychological and pedagogical point of view, within the framework of an activity-based approach to organizing the educational process, the use of the concept of "competency" is quite legitimate: it means the highest level of proficiency for professional activities for this stage of development of the student, which is represented by a system of general and specific professional abilities acquired in the course of practical oriented training sessions.

3.1. Communicative Competence

Communicative competence implies the development by students of the ways of conducting professional dialogue in compliance with the requirements of a common and professional culture, and therefore - involves the mastery of appropriate language means. Thus, the concept of communicative competence as applied to the characterization of a specialist's activity indicates the professionally specialized nature of a person's mastering of various language means, which constitute the material basis of speech communication processes in a particular professional sphere.

During the preparation of the student and his subsequent activities in the field of the chosen profession, it is precisely the various language tools that provide high-quality communication both in the "intra-professional" communication of specialists and in contacts with the "external environment" - by customers and consumers of the results of their work. This means that mastery of certain linguistic means, which naturally specialize in the process of development of the student, is a necessary condition for the formation of professional consciousness [4].

However, to master the language of professional communication is possible only with the progressive identification and awareness of the subject content of the profession, since this process ensures the transformation of the consciousness of a future specialist from an ordinary state into the required professionally specialized form.

In this light, the communicative preparation of students appears as one of the most important tasks of university education. Universities in a number of countries solve this problem by introducing native language courses in their specialized aspects. We believe that in cases where this task is not posed directly, it should be purposefully and organically woven into the broader tasks of mastering the chosen profession.

An important component of this task is the formation of the student's ability to carry out professional communication at the intercultural level, which is acquired through professionally oriented and subject-specific training in foreign languages. We can say that the development of communicative competence takes on two dimensions, as it were: one is related to the movement "in depth" of the subject of communication from general to its special and subsequent professional understanding; and another, with a wider coverage of the subject at the intercultural level. A key role in the process of professionalization belongs to its initial (substantive) stage, at which the primary ideas and concepts associated with the future profession are laid. They must be immediately formed on an adequate basis. For this, students who are just starting to study should already have an "image of the goal" —a representation of those professional forms and methods of discourse that they will have to master. In addition, it is necessary to clearly identify the complex of communicative skills that should be assigned to students [4].

These, in particular, include the ability to ask questions and clearly formulate answers to them, listen carefully and actively discuss ideas, comment on the interlocutor's statements and give them the correct critical assessment, adapt their statements on general and professional topics in relation to the situation and to other participants in communication.

We especially note the skills associated with proficiency in professional terminology, which should be accumulated from the first course of training. Knowledge of professional terminology is a necessary condition for the implementation of future professional activities. However, a simple accumulation of terms, resulting in copying specialized "bird speech" with the help of both native and foreign languages, does not in itself solve the problem of forming the foundation of professionalization. It is important to understand that terms are necessary and important as a means of fixing the content of concepts. Their consolidation should logically complete the next segment of the process of mastering the subject matter, presented based on professional concepts. The study of specific subject content at a conceptual level implies the adequacy and flexibility of the use of appropriate language structures [5]. Students should not only understand what and how to say, but also understand why they say so. If the

first is connected with the presence of ideas about the ways of expressing any content characteristic of a given professional language culture, the second is with an understanding of the conditions of a professional communicative situation that must be taken into account when revealing the corresponding subject content.

3.2. Some Drawbacks in Teaching Speaking Skills

At the present stage of development of our society, the national training program provides the education system's the modernization of the content, associated with innovative processes in order to improve the quality of specialists.

Today, higher education faces the problem of higher purposeful training of students in the culture of professional communication, since it shows all the originality of the individual, especially his moral potential. In the present organizational models of educational interaction between a teacher and a student are also changing over time. The dominant trend in the development of education and an effective means of improving the professional training of students is personal-oriented training, in the process of which modern pedagogical technologies are also used. In this regard, the principle of professional orientation is of particular importance and priority. However, as it was mentioned before, in the practice of University training, not enough attention is paid to the training of speaking skills. Oral speech should be considered as the most important tool for the activities of a specialist in various industries. T. A. Ladyzhenskaya defines proficiency in professional speech as "the most important professional skill" [6].

Observation and study of the experience of teachers of various universities, as well as own experience; allow us to conclude that students experience certain difficulties when communicating on professional topics. In particular, students' statements often suffer from insufficient detail and logical inconsistency. They do not always take into account the situation of communication, find it difficult to express their own opinion, when formulating their point of view; they have a slow pace of speech, in addition, it is full of unreasonable pauses, moreover, inadequate vocabulary is used in speech, and words and phrases related to professional terminology are omitted and paraphrased.

In our opinion, this is due to the low level of language training of applicants, insufficient elaboration of the University's system of speech development (in particular, professional speech), based on the establishment of inter-subject relations in the study of all disciplines of the linguistic and literary cycle, the lack of special methodological studies on teaching professional speech on the material of artistic texts using modern pedagogical technologies.

The issues of teaching foreign language speech to students have always attracted the attention of a large number of

researchers, both representatives of "pure" Philology, and specialists in the field of teaching methods of German languages.

This is confirmed by a fairly large number of papers summarizing the theoretical and practical experience gained during the training of various categories of students for whom English is not the main subject. Speaking a foreign language is an important standard for the student's personal self-esteem, since it is a good speaking proficiency that is most often taken as a criterion, a standard for which the orientation of the educational activity of the future graduate of the University takes place. The ability or Vice versa, the inability of an individual to maintain adequate speech communication with representatives of a foreign language culture, colleagues in the chosen profile, becomes the basis not only for determining the educational achievements of the students, but also, a kind of assessment, rating of the University where they received their education.

At the same time, in oral speech there is a greater variety of vocabulary, the use of colloquial forms, idioms, etc. it is usually assumed that the lexical diversity of oral speech is a consequence of the variety of contexts that arise during interpersonal communication, sometimes quite spontaneously, without connection with what the participants of the dialogue said earlier [7].

4. THE MAIN CHARACTERISTIC OF SPEECH COMPETENCE

Oral speech is a process of exchange of opinions that takes place in different contexts, carried out using verbal and non-verbal symbols.

Speaking can be interpreted as the result of communication, and as a tool necessary for its implementation. If we consider this phenomenon as a tool for communication between two or more people, then the appearance of interactivity in the course of the dialogue is not in doubt.

As mentioned earlier, information is transmitted by verbal (speech) and non-verbal (facial expressions, gestures, etc.) means. Speech communication is communication through the word. A. S. Makarenko believed that a teacher can become a master teacher only when he learns to pronounce even the simplest words and phrases (for example, "Come here") with 15-20 intonation shades. The ability to use a word, to Express your thoughts emotionally is very important and relevant for a specialist in any industry, because by controlling his own speech, he manages, to a certain extent, the speech of other subjects of the educational process. This ability to manage is the competence.

Competence – a range of issues, problems and tasks in which a particular specialist is a knowledgeable person, i.e. has the appropriate knowledge and personal experience [8].

Speech competence means knowing how to form and formulate thoughts using language, as well as the ability to

use language in speech. This type of competence is also called sociolinguistic by some researchers, in order to emphasize the inherent ability of the owner of such competence to choose the necessary linguistic form and method of expression depending on the conditions of the speech production: the situation, communicative goals and intentions of the speaker.

The study of the content of sample programs created on the basis of the state standard of basic and secondary (full General education) showed that it was selected and structured on the basis of a competence-based approach to learning. In accordance with this in 5-9 grades all types of competences (communicative, language, linguistic and cultural) are formed and develop, and in high – they are developing and improving. All these competencies are inextricably linked, which provides an integrated approach to improving linguistic and communicative skills that solve the main task of modern education – the formation and development of a language personality that can analyze the information contained in the text, create your own speech utterance and apply the results of intellectual activity in practice, i.e. fluency in different areas and situations. Scientist and linguist V. V. Vinogradov states: "A person's culture of speech, good knowledge and flair for the language is the best support, the surest help and the most reliable recommendation for each person in their social and creative activities."

Speech competence is the knowledge, skills, and abilities necessary to understand others ' and generate their own programs of speech behavior that is adequate to the goals, areas, and situations of communication. To form speech communication skills, the following skills are required:

- ability to understand the topic and understand the logic of thought development;
- ability to make a plan;
- ability to extract the necessary information from an oral or written source;
- ability to collect and organize material.

5. METHODS FOR THE FORMATION AND DEVELOP SPEAKING SKILLS

For the formation and development of these skills in different methods of training, defined as "the system of sequential interrelated actions of the teacher and the student, providing assimilation of the content of education, development of mental powers and abilities of students, mastering their means of self-education and self-study. Training methods indicate the purpose of training, the method of assimilation and the nature of interaction between subjects of training."

5.1. The Method of Personality-Oriented Learning

One of the leading methods is the method of personality-oriented learning, in which the student himself determines:

- object of activity;
- form of activity;
- the form of submission of the received information [9].

5.2. The Incentive-Motivational Method

No less important is the method of pedagogical stimulation and development of communicative activity or the incentive-motivational method, that is, "a set of tools and techniques that encourage the pupil to certain actions". Among the forms of work that stimulate the development of students' speech competence in the classroom, we can name the following: conducting excursions, drawing up questions for interviews, protecting illustrations.

There are also various forms of extracurricular work of the incentive-motivational method: meetings and holidays with parents, role-playing games, writing articles in mass media, including School Newspapers, expeditions, working with archival documents and materials in district and regional archives, making crosswords, quizzes, etc.

In the process of working in any of the above forms, students make observations, recording interesting findings, their state and assessment of what they saw, and their feelings. These records help them understand their feelings, see their own mistakes in communicating with others, analyze their communication skills, since verbal and written speech, as types of speech activity are implemented in interrelated speech-making processes – the perception and reproduction of statements caused by the situation of communication.

5.3. The Design and Research Method

The design and research method, undoubtedly, based on the two above-mentioned methods, is widely used in independent activities. This method involves the formation and development of many speech skills:

- activity planning;
- search for material in literary and archival sources;
- selection and systematization of material;
- writing texts of scientific and journalistic style, essays;
- editing and improving texts;
- preparation of abstracts and reports (processing of previously created texts);
- public speaking in different audiences;
- answers to questions from opponents.

According to the number of participants, in obedience to the personality-oriented method, students' activities can be either individual or group. With this implementation, the interest of students, their psychological characteristics and mutual sympathies are taken into account, mutual assistance and mutual learning is organized, in which everyone can realize his abilities and try himself in a new quality.

5.4. Methods Based on the Use of New Information Technologies

New, but already well-established, are methods based on the use of new information technologies. Mastering these methods is an integral component of students' education, including its speech competence. The application of IT is carried out in two directions: as a form of illustrative and visual method and the creation of an independent electronic product. In the first case, students have the opportunity to comment on what they saw, make comments and additions, and with independent self preparation of presentations, such speech skills as understanding the text, highlighting the main, and planning also develop.

The creation of an independent product is a more complex work, requiring a lot of technical skills and a variety of speech skills for collecting material, its systematization and presentation. They are carried out on the basis of the design and research method.

As the means of activity providing communication, speech production are primarily the units of communicative activity in which the potential of meanings developed by a person is realized, which, in turn, are the "units" of communication and generalization [10] that naturally arise and are just as natural transforming in the course of joint activities.

According to A. A. Leontiev, speaking activity is a unit of activity equal to utterance. In a specific objective activity, a separate speech action "constitutes a special case of the action that is part of the act of activity" [11, p. 21-22].

Speech communication and objective activity are different forms of being of joint activity, but if there are common motives, they "interpenetrate": within the framework of speech activity, objective actions can be performed or, conversely, speech (communicative) actions can be performed within the framework of objective activity.

Their "divergence" is equally possible, and even isolation, which is often expressed in consolidating the moments of a single activity in the form of its individual professional forms or in the form of specialized forms of communication.

When communication comes to the fore that regulates the change in a person's relationship with others, joint activity also involves changing the methods of objective activity to more adequately ensure this communication. We are talking about a system of language tools used in different ways depending on the motive of joint activity and its subject content. The variety of forms of discourse is due to the rich content of the methods of objective activity, hidden behind its verbal expression. It should also be noted the communicative richness of the so-called "non-linguistic" means of communication, which are considered the object of paralinguistic. We repeat: the communicative process must be considered systematically, in its entirety, with the help of which the communicative awareness of object values is actualized [12].

6. FEATURES OF COMMUNICATIVE TRAINING OF STUDENTS

In the course of training, language is differentiated as a means of comprehending specialized subject content that is related to different aspects of future professional activity, and its specialization, corresponding to different levels of development of this content and the tasks of professional communication.

Mastering linguistic means, both general and specialized, involves training in communication methods related to the selection of adequate speech actions that ensure the transition from the speech purpose and purpose of the statement to its specific form: from what we want to say to how we do it we speak.

This process, according to A. A. Leontiev, implies a transition “to sequentially disaggregate and refine the speech intent with a help of given language and suitable for this purpose meaningful and formal categories and constructions - up to the final language design of the final product” [11, p. 234].

From the standpoint of the activity approach, the first and most important task of this transition is the search for landmarks in the conditions of action (P. Ia. Galperin). Obviously, in a situation of communication, an individual relies on his existing ideas about his own activity, which are taken the form of speech dictated by language as a practical consciousness.

In accordance with the concept put forward by P. Ya. Galperin, the reflexion of reality representations in the language is a specific form of being of various meanings, summarizing the psychological experience of implementing both the objective and communicative components of joint activity in which the individual participates. Revealing the concept of “linguistic consciousness”, P. Ia. Galperin pointed out that language is a necessary condition and a means of all activity, including cognitive. The scientist considered the features of linguistic consciousness, contrasting this form of reflection of reality with cognitive consciousness.

He believed that communicative and cognitive activities solve different problems, and precisely this, in his opinion, that distinguishes the cognitive reflection of reality from the “linguistic” one [3].

Developing and partially clarifying the judgments of P. Ia. Galperin, we believe that we should talk about the differences between cognitive and communicative consciousness. Cognitive consciousness is characterized by the objectivity and impartiality inherent in science, since science is based on a system of logical categories that generally reflect the diversity of the “subject” specifics of aggregate practical activity.

7. THE CONCEPT OF COMMUNICATIVE CONSCIOUSNESS

The concept of communicative consciousness, used in a number of linguistic works [13], more accurately

determines the form of reflection of reality, based on language as a means of expressing practical consciousness. Based on the relationship between objective (cognitive) and communicative activity, we believe that communicative consciousness is an individual's understanding of the significance of the objective content of joint activity in an existing or emerging system of relations and in a specific situation when it is necessary to ensure adequate participation of a communication partner in cooperation. Communicative consciousness does not exist as something separate from cognitive consciousness that “grasps” the subject specifics of the content of activity, it is only a particular form of presentation of its results, and its purpose is to reveal to the subject the essence of objective values in the interest of achieving the goals of joint activity. It is advisable to consider communicative consciousness as a system of mental representations of reality available to an individual — the communicative meanings mastered by him, in which historically established ways of representing objective content are accumulated, characteristic of the people of which the individual is a representative [14].

Thus, communicative consciousness reflects the specifics of the ways of awareness of objective reality that were historically formed among the native speakers of a given language, which, as applied to native speakers of different languages, means highlighting different “objectivity” while realizing the same reality.

The so-called “normal” communicative consciousness in general terms is a way of everyday consciousness existing, encompassing the entire system of human everyday activity, reflecting its everyday diversity in the absence of a reflection of how we say and why we say so [15].

However, we really understand something, or rather, we only realize our understanding after we have told others about it, which is well known, for example, to teachers, especially beginners. In order to “isolate” one or another fragment of reality, it is necessary to “ceremonize” one's ideas, due to which the system of representations will become more differentiated. The entire psychological phenomenology of the perception of “figures and backgrounds”, “dual images”, etc., is a confirmation of this [16].

The use of language as a means of servicing practical consciousness allows the subject to become aware of the “unreflected” previously ordinary view of the world.

In diverse reality, communicative consciousness, existing on the basis of the diverse possibilities of the natural language, which, in turn, have arisen and arise on the basis of various types of objective activity, is opposed not only to cognitive (scientific) consciousness, but in general to various forms of specialized consciousness. In this regard, we can talk about specialized forms of communication that arise on the basis of specific social and subject-specific types of activities. However, they always use only a small part of the capabilities of the “natural” language, which includes the whole range of means of expressing communicative content. That is why, between representatives of different social and professional communities, “misunderstanding” may arise within the

framework of a seemingly common linguistic culture for them.

The globalization of science and technology, expressed, in particular, in the emergence of a unified terminology in various fields of activity, facilitates going beyond the national framework and ensures a common communicative awareness of a certain subject content: it becomes easier for specialists working in the same field to understand each other in situations of intercultural communication [17].

In the process of verbal communication, the communicative consciousness objectively implements a specific orientational function, setting a psychologically determined range of specific possibilities for revealing the subject content corresponding to a specific task of activity, which the individual consciously or unconsciously solves together with other participants in the communicative act, which is only a moment in their joint activity.

Such an orientation is carried out as a process of choosing the form of speech action (utterance), adequate from the point of view of national-cultural, sociocultural and professional-cultural norms of the expression of objective content. This process is implemented on an individual psychological level, reflecting the methods of activity corresponding to the spontaneously formed individual preferences of building communication. When a communicator implements a speech plan defined by the motives and goals of joint activity, the form of speech

8. CONCLUSION

The development of society at the present stage sets the task of the educational system to make the educational process meaningful for students, representing a direct, vital interest that is associated with the humanization of education, and puts forward new requirements for the personality of graduates, primarily from the position of socialization and a high level of culture and citizenship.

Thus, communicative training, as the basis of professionalization, is comprehensive. It should be based on modern psychological ideas about the relationship of communication and objective activity and be of an interdisciplinary nature. Unfortunately, we have to admit a lack of understanding of the complexity of these tasks, which is expressed, for example, in attempts to solve them immediately at a methodological level. In the process of mastering the specialized subject content of future professional activity by students, attention should be paid to all spectra of language tools that will be in demand depending on the tasks of the activity and at the same time become a psychological "toolbox" of professional communication.

A high level of human culture, in turn, is inconceivable without a high level of speech culture. We will not make a discovery if we say that language acquisition is more successful if its study is organically connected with the tasks of speech communication, if conditions are created under which students successfully master the skills of

action is concretized taking into account the conditions of the communicative situation.

In reality, this is a one-step procedure, however, during professionally specialized training, students should realize how this subject content can be perceived and in what forms it can be expressed by a communication partner, including a representative of another national-cultural, sociocultural or professional-cultural community.

The comprehension of the methods of one's objective activity occurs with one or another completeness and adequacy in any form of communication [18].

The experiments systematically conducted by us with students show that only a few among adult subjects are able to perform quite accurately, for example, such a comic task: verbally describe the process of tying shoelaces, and describe so that it becomes an instruction for those who do not know how to do it. Awareness of what would seem to be understandable in the content of one's ability to carry out an action due to communication tasks is the highest level of knowledge of the subject content of a material.

Therefore, the conclusion is logical: the exact choice of linguistic forms through which communicative awareness of the content of one's own actions is carried out is a necessary requirement for the development of conceptual thinking.

speech activity. A person, who has been formatted to learn the skills of communicative communication in a foreign language, distinguishes discrepancy, ease of communication, natural behavior, and self-confidence. Consequently, the main thing in teaching foreign language, as well as other disciplines, is the achievement of development, self-development, and professional competence.

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