THE STRUCTURE OF PROFESSIONAL SPEECH COMPETENCE OF A FOREIGN LANGUAGE TEACHER

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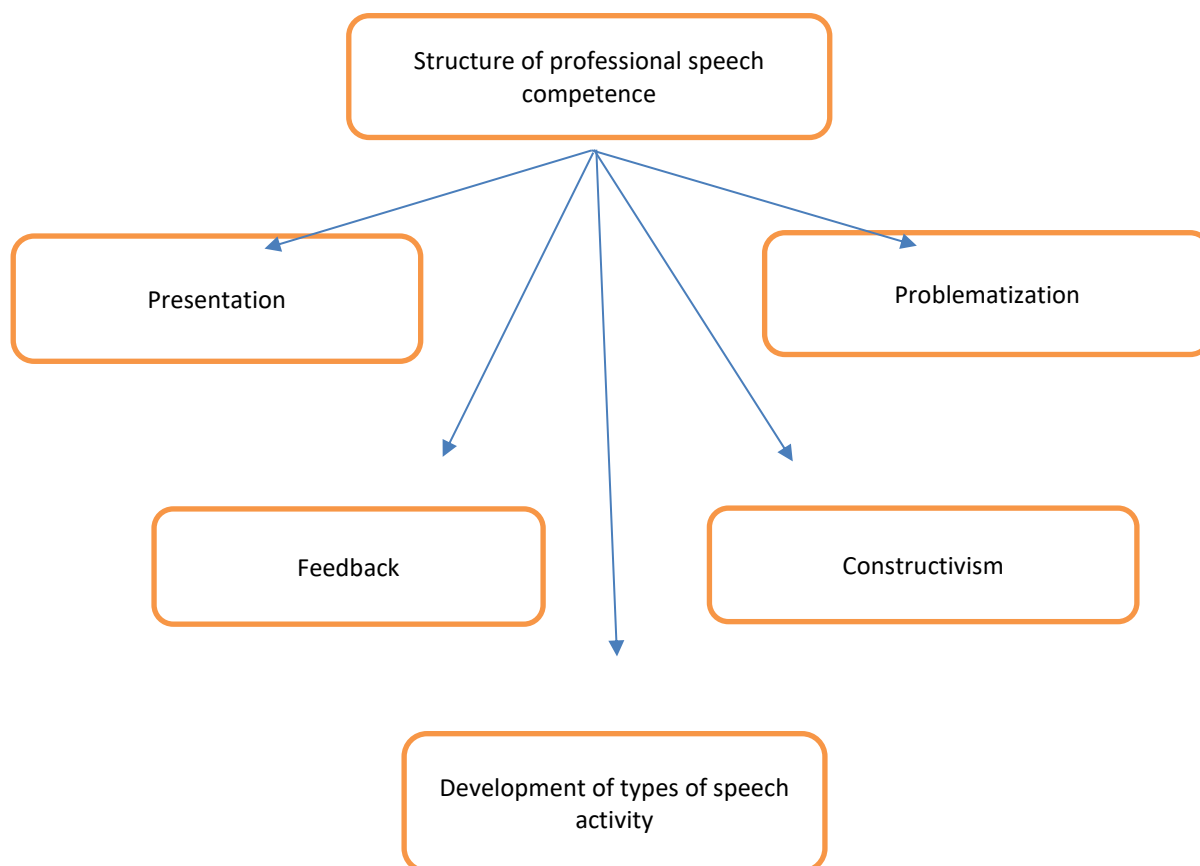Karshi Engineering- Economics Institute, Uzbekistan

Abstract
The article examines the features of the structure of professional competence of a foreign language teacher. A diagram of the component composition of professional competence is given, and the content of its components is described. The author comes to the conclusion that the professional competence of a foreign language teacher is a set of professional and personal qualities necessary for the successful teaching activity of a specialist. Considering in detail the component composition of communicative competence, he emphasizes the importance of the cultural component, since students during the period of professional training at a university must form an integral cultural and linguistic personality.

INTRODUCTION

The structure of professional speech competence of a foreign language teacher is characterized by an invariant connection of components. Internal connections in the structure of professional speech competence are stable and must ensure the integrity of the object and its identity with itself (autonomy). External connections in the structure of speech competence from are formed for a specific purpose. Goal-setting strategies are general didactic goals for teaching and educating students, as well as special methodological goals for teaching types of speech activity in a foreign language lesson. The identification of the structure of professional speech competence as a set of relations was carried out by identifying differences between the components of the structure, which were considered as concrete variants of a single abstract invariant transforming into each other.

In contrast to 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 content component of a directed action in the foreign language lesson system. Scheme 5.

This structure is due to the difference in perspectives and levels of functioning of speech processes. At the same time, the simultaneous connection of the components of the structure of speech competence ensures the achievement of general pedagogical and specific goals of a foreign language lesson.

Presentation. The presentation of the context of learning and upbringing occurs in socially determined communication. Communication itself is understood as a series of circumstances determined by the environment and goals of the participants in communication. Communication can and should be limited to these same two factors - environment and goals - in order to be able to illustrate *a complete* cycle of action, i.e., implementation of the goal in social conditioned environment. Presentation as a speech activity is subject to the law of the target

basis of educational communication. In this case, the discourse must be understood by all or the majority of students. As V.P. writes Konetskaya, "without mutual understanding, communication does not materialize" (Konetskaya V.P. 1997: 31). However, understanding is not the only criterion for successful communication [6].

The professional goals of a foreign language teacher are most often determined by the expected results. It is this image that presupposes - the expected result should include the presentation as much as possible:

Introducing a new idea or pattern or describing a skill being worked on or skill. But despite the obviousness of the thesis that goals are determined by results, it can be difficult for foreign language teachers *to present* the material for learning from a pragmatic point of view:

The most common explanation is that it simply meets the requirements centralized program in foreign languages or does it need to be done - thread. Identifying and defining the intended outcome is the key to creating a verbal and mental strategy for realizing a joint goal. The clearer the definition of the skill being acquired, the clearer the algorithm for its acquisition in a foreign language lesson.

In foreign methodology, the definition of the expected result is correlated with the concepts of "input" and "output", educational material "input " and "output". The expansion of foreign language speech experience occurs as a result of understanding the "input language", which contains structures more complex than the current level of competence. In general, speech experience is an acquisition, not a cause. If the amount of "input language" (material to be studied) is understood and sufficient, we understand the grammatical background of sentences automatically. "We acquire by understanding input language that contains structures a bit beyond our current level of competence. Speech is a result of acquisition, not a cause. If input is understood, and there is enough of it, the necessary grammar is automatically provided (Widdowson HG 1991: 144). These provisions are the methodological basis for communicative teaching of types of speech activity [7].

Presentation as a component of the professional speech competence of a foreign language teacher is associated with other components of the structure, for example, with the component of speech message construction. In foreign

methodology, this component can be correlated with the concepts of success - building 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. This is the success of the presentation, as well as the success of the interaction in general between the teacher and foreign language students.

We define the presentation of educational material primarily as *a cycle* of action. The cycle is constructed from a technical point from the point of view: beginning, continuation and completion, taking into account time, and from the content : argumentation of action. Instructions that a foreign language teacher gives in violation of the cycle status may not be followed by students.

In psychology there is the term "external locus of control", a term from Rotter's theory of social learning, according to which reinforcement depends on external factors" (Minutko V.L. 1999: 32)[3].

Understanding communication as *an external phenomenon of action,* as a situation with certain circumstances, a foreign language teacher can construct speech messages with the maximum presentation of external events: to whom, what, where, when, why, why this or that task needs to be done. Frequent switching of students' attention from an external locus of control to an internal one, which actualizes motivation and interest in action, can lead to the student's immersion into himself, into the inner world, were motivation.

I may be in doubt: is it worth doing, can there be or could there could be something even better, etc.

Problematization. The component of problematization of speech - communication involves the development of a foreign language teacher's ability *to recognize* and also *solve* problems in teaching and educational activities in a foreign language. Problematization of a speech message means posing a problem to the audience or an individual communication partner in order to resolve it. *Understanding the problem in a positive way makes it possible to abstract from viewing the problem in a negative way.* Problem situations and tasks that can be subjected to such recategorization are the following:

- a problematic situation not as a consequence of contradictions between knowledge and facts new to students that destroy the theory, but as a means of restoring the link between the known and the as yet unknown;

- problematic situation not as a contradiction between the scientific

importance of a problem and the lack of a theoretical basis for its solution, but as a possible I value for research work of a foreign language teacher;

- the problematic situation is not as a variety of concepts and the lack of a reliable theory to explain these facts, but as an opportunity for the manifestation of systematic thinking of a foreign language teacher for the integration of constructive results of teaching and upbringing of schoolchildren;

- a problematic situation not as a contradiction between a theoretically - possible solution and its practical inexpediency, but as the identification of "working" elements of the situation rather from the point of view of an axiologically "useful" rather than an axiologically "good" image of a foreign language teacher's professional action.

A problematic situation can and should be perceived as having pedagogical value. The problem helps to delimit, differentiate the known and the unknown and outline solutions. Thanks to understanding the epistemological importance of the problem, a foreign language teacher can quite accurately find out what exactly he does not know, what exactly he does not yet master.

The professional paradigm of a foreign language teacher "being - action - possession (possession) (see 2.2.)" can be completely restored due to the teacher's ability to quickly resolve the problem of action and possession of the results of work. Hence, understanding the problem at the level of speech-cognitive orientation in professional pedagogical communication can not only relieve the psychological stress of a foreign language teacher, but also allow constructive completion of the begun teaching and educational cycles using the means of a foreign language (see Table 2).

According to L.D. Stolyarenko and S.I. Samygin, "problematic tasks perform a triple function:

- they are the initial link in the process of assimilation of new knowledge;

- provide successful conditions for assimilation;

- represent the main means of control to identify the level of learning results (Stolyarenko L.D., Samygin S.I. 2001; 142).[4]

Statement of the problem is the initial step in the process of acquiring new knowledge. A foreign language teacher's positive attitude towards the problem can be reflected in the instructions. Having a certain cycle of communication, instructions and subsequent execution of the task must go through the stages of motivation, orientation, materialization and designation of the acquired skill or

skill. If a problem is presented by a foreign language teacher as something undesirable, the mentioned stages of the formation of mental action can have an unpredictable depressing character in the classroom. Statement of the problem from a positive perspective contributes to the clarity of external and internal speech formulation in mastering foreign language skills.

Training foreign language teachers to recognize communication problems is necessary for them to build an algorithm for professional action to eliminate problems. According to J. O'Connor and I. McDermott, "any problem is the result of the combined efforts of all participants, taking into account the circumstances in which other people and ourselves find ourselves" (J. O'Connor, I. McDermott 2000: 165)[5].

In sociology and psychology, this description intersects with game theory. Since games are based on "scripts" (R.P. Milrud, V.L. Minutko) with some unknown data and gaps, games can pose problems in both psychological and epistemological aspects. In the professional context of foreign language teachers, games are usually poorly understood and lead to psychological dependence. In particular, this is explained by the fact that foreign language teachers are not able to associate their teaching activities with a social plot (role) [3].

There is a psychological paradox: on the one hand, foreign language teachers take their professional duty *too seriously, which is manifested in the perception of the professional context as problematic and aggravated by destructive worries about the mood of students, salaries, lack of effective textbooks, etc.* On the other hand, professional problems cannot be considered by them as a problem of the social plot (game). Foreign language teachers often consider themselves as "losers" and cannot rise to the level of "professional players" due to self-blocking of their own awareness of themselves as "professional players". Awareness of the profession of a foreign language teacher as a social role-playing (job) game forms the ability to transform according to "desire", and not according to "order". As L.D. writes Stolyarenko and S.I. Samygin, "a game is a form of recreating the objective and social content of a specialist's professional activity, modeling such systems of relationships that are characteristic of this activity as a whole" (L.D. Stolyarenko, S.I. Samygin 2001: 147).[4]

Therefore, understanding the problem as a co-occurring cycle with the status "unknown" will contribute to the creative modeling of constructive situations in

a foreign language lesson.

The development of speech-thinking abilities in confronting problems and conflicts occurs due to the foreign language teacher's awareness of the effectiveness of metaphor in describing his work. The activity of a foreign language teacher can be described as a professional *role.* The perception of roles of any type is already a metaphor for activity, since the actor is able to abstract from the content of the activity in order to more effectively calculate the efficiency factor.

The training we have developed for the development of professional speech competence involves tasks like What might be the metaphor for your problem? What does your problem look like? The effect of the metaphor is manifested in the fact that by comparing, a foreign language teacher better understands his experience, abstracting from it. Answers to such questions and their argumentation help to activate verbal and mental *resources* in the search for solutions to general didactic and methodological problems.

Feedback. Speech communication between teacher and students is based on feedback between communication partners. Feedback tells you what exactly needs to be done at the next stage, the next step. "Feedback is often understood as a reaction as such, but the essential point is that in this case it is the response to an influence that influences the next step, and this is nothing more than a two-way communication. Feedback is precisely a cycle, so thinking in terms of feedback needs to be cyclical" (J. O'Connor 2001: 49-51).[4]

Conclusion

From this we can conclude that without developed self-educational competence, the professional development of a future foreign language teacher is unthinkable. Since, on the one hand, it is a tool for improving professional training, on the other hand, it mirrors almost all the content components of the professional competence of a foreign language teacher.

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