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Nilufar Babajanova
Tashkent Institute of Finance
Teacher
Uzbekistan, Tashkent

THE ROLE OF INFORMATION TECHNOLOGY IN THE DEVELOPMENT OF SPEECH COMPETENCE

Abstract: The article contains the analysis of approaches to definition of competence and professional integrity and their diversity.

Key words: language competence; language competency; language system; substantive aspects of the concept of competence; language competence's components

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Introduction

Modern society is experiencing an era of globalization. The closeness of states has almost disappeared, cultural and national differences are being erased, and communication is becoming limitless. Under these conditions, the role of a single world language as a means of uniting people is extremely growing. English has become such an international language. It is the world's third largest native speaker (after Chinese and Spanish), with about 1.5 billion people speaking English, and another billion learning it. It is the language of diplomacy, computers, science, media, medicine, aviation.

Formation and development of personality, its successful socialization is based on familiarization with universal and national values. Without familiarization with the speech culture of society, the formation and development of an educated person is impossible. The ability to correctly structure your oral and written speech is the most important part of any professional activity. Even Napoleon warned: "Anyone who cannot speak has no career will do". Process qualification requirements to graduates which are expressed in concepts competence and competence were developed is focused. Approaches existing in special researches to definition of concepts competency and competence are analyzed, their nonidentity is proved. Competency is basis for

formation and competence development. Competency is formed in purposeful process of education. Development of components of separate competency happens gradually, by means of specially organized integrated educational spaces. Competency is, first of all, the objective requirements imposed to professional personally level of the person, carrying out a certain kind of activity, this ability of the subject to carry out actions and functions of the certain kind of activity, based on necessary knowledge, skills, personal qualities and valuable orientations.

Role of implementation modern information technologies must be considered not just in the use of innovative means, but in how the way of life, thinking and behavior of a person under their influence. Innovative approaches to language learning should be considered in inextricable connection with a fundamental change in the entire educational process, with the revision of established norms and principles, the relationship between teacher and student [1]. Comprehensive reform of the education system provides for the search for new methods, forms and principles of teaching. And one of the necessary components of this process, which is already has confirmed its effectiveness, is the introduction into educational system, including the study of foreign languages, new information technologies. Information computer technologies (ICT) are now recognized as

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one of the most important directions of optimization of the educational process [2], which confirmed by the resolution of the President of the Republic of Uzbekistan No. PP-2909 04.24.2017 "On measures for the further development of the system higher education".

It notes a key role in the comprehensive reforming the higher education system modernization of educational process by updating curricula and materials, using the latest educational technologies, filling material and technical base with modern means and improving information support [3]. Without introduction to speech culture society, the formation and development of an educated person is impossible, therefore today the main task of all who organizes a humanitarian educational environment, is the formation of speech competence.

Speech competence - free practical command of speech in a given language, the ability to speak correctly, fluently and dynamically both in dialogue and in the form of a monologue, good understanding of audible and readable speech, including the ability to produce and understand speech in any functional style; is an integral part the culture of the individual. Speech competence determined by language competence, wide speech practice of communication, a large volume of reading literature of different genres and determines the communicative competence. Note that, in contrast to linguistic and communicative, speech competence is of a discursive nature and reflects the quality of verbal behavior requirements-oriented trainees profession. Speech activity performs a binary function in relation to a person: promotes, being a part of speech and thinking activity, the development of personality and mirrors its essence. It is no coincidence that a few centuries ago Socrates uttered a remarkable the phrase: "Speak so that I can see you."

Competence as an objective characteristic of reality must pass through activity in order to become competence as a characteristic of a person. Experience as an activity component of the competence-based learning model is the cementing basis the process of formation of competence: activity becomes the subject of assimilation. In the process performance by the trainee of a certain complex the goal of "learning by doing" is achieved: bridge the gap between what a person knows and by what he does. Competences are, in our opinion, met subject formations, so how are they formed through specially organized integral educational spaces. In the integral educational space, not a specific discipline or even their complex is studied, but some kind of scientific phenomenon, event, phenomenon technical activities, cultural or social life, recreated using a theoretical model. It is based on the content of several disciplines, but not equivalent to them. Integral space correlates with a group of educational courses, but not limited to it. In an integral educational space, a student takes center

stage, his consciousness acts as an integration factor. Competencies determine the personality-activity approach in education, since they are important components of modern personality and are identified in specific activities.

Thus, competence can be defined as a set of relevant knowledge, abilities and skills, some standard that will later be expressed in the competence of the individual, more specifically - in her practical activities. The content of the concept of competence involves the inclusion of the following aspects:

- a) motivational (readiness to display competence);
- b) cognitive (possession of knowledge);
- c) behavioral (experience of manifestation of competence in various standard and non-standard situations);
- d) value-semantic (attitude to the process, result and content of competence);
- e) regulatory (emotional-volitional regulation)

All of them are found in the linguistic competence. The place of linguistic competence in the existing classifications of competencies is determined quite accurately. According to most scientists, it is a component of communicative competence, which is one of the key, that is, "the most general (universal) abilities and skills that allow a person understand the situation and achieve results in personal and professional life in an increasingly dynamism of modern society". Depending on the main types of speech activity, the methodology of foreign languages distinguishes four basic skills: the ability to speak (in dialogical and monologist forms), the ability to write, listening skills and reading skills. Each skill is based on its own group of skills, which are synthesized by functioning in the skill. Taken together, speech skills and abilities ensure correct construction and implementation statements. Speech operation is a unit of the speech-thinking process, characterized by unconsciousness, automatism and stability in its implementation. According to A. Leontiev's definition, speech operations brought to perfection are called speech skills. The competence model of higher professional education assumes the following important target guidelines in the design of the educational process at the university:

- student-oriented orientation educational process;
- organic inclusion of educational the environment of the university in all types of life of its subjects, leading to the activation of the internal resources of the individual;
- personal development in professional becoming;
- focus on competencies as results education taking into account the requirements of the labor market and international trends;
- saturation with personal meanings and humanization of the content.

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New information technologies and modern means of computer teaching foreign languages can be used: for the formation of both receptive and reproductive skills; for the formation of skills in all types of speech communication; on any stage of training; based on various forms of work (extracurricular and classroom: individual, steam room, group, in the presence of a teacher and without him); for any level of training (from beginner to advanced); within the framework of various approaches to learning (from programmed learning with tight control to free navigation of the student in the educational virtual electronic environment).

Summing up the above, it should be noted that information technologies and the Internet have become an integral part of modern world culture. Therefore, it is natural that they have also become an important element of modern education. It is assumed that every person should be a confident computer user, understand the possibilities and technologies of electronic communication and the Internet. In this regard, teachers of foreign (English) language in universities can fully use the opportunities offered by combining language teaching and information and communication technologies, given that more than 50 % of Internet sites are presented in English, which is far ahead of the Russian language (6.3%), German

(6.3%), Spanish (5.1%), Japanese (4.2%) and French (4.1%) languages [10].

The author's teaching of a foreign language using modern information and communication technologies allows us to solve the following pedagogical tasks [3]:

- increase students' motivation to learn a foreign language;
- develop the ability and willingness to learn English independently;
- overcome the language barrier;
- develop speech competence: the ability to understand authentic foreign language speech or text, as well as the ability to convey information in coherent reasoned statements;
- increase the amount of linguistic knowledge;
- acquire cultural knowledge;
- to form the concept of a global worldview;
- develop creative abilities.

Thus, the author's involvement of various forms, methods and means of teaching using information and communication technologies and Internet resources in the educational process suggests that they provide more effective assimilation of educational material by students, as well as the communicative and professional competencies they need in their future work.

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