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Article



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TEACHING PROFESSIONALLY ORIENTED MONOLOGICAL UTTERANCE TO STUDENTS OF A NON-LINGUISTIC UNIVERSITY

Abstract: The article presents the experience of teaching students of a non-linguistic university professionally oriented monological utterance in a foreign language. The author classifies speaking skills in monologue form into three groups: formed on the basis of the text, in connection with the text and out of connection with the text, each group has its own specifics, its own exercises for their formation. The author comes to the conclusion that the use of a three-stage algorithm allows future specialists to form the skills of professionally oriented monologue utterance.

Key words: foreign language, higher education, non-linguistic university, professionally oriented utterance.

Language: English

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Introduction

The integration of Uzbekistan into the world educational space determines the increasing role of foreign language education, which is tasked with improving the effectiveness of mastering a foreign language in order to use it in future professional activities. That is why in recent years, a foreign language and an academic subject in non-linguistic universities has gradually become a basic element of the modern education system, a means of achieving professional realization of the individual.

In the standards of the second and third generation, the discipline "Foreign language" refers to the basic part of the bachelor's degree program and is mandatory for students to master "regardless of the orientation (profile) of training" [5,6], and to the variable part of the master's program, i.e. it becomes mandatory for mastering only after students choose the orientation (profile) of programs [7]. The State Educational Standard aims the university to train a graduate who is able to carry out business communication in the field of his professional activity, to solve complex tasks related to the use of a foreign language. Consequently, the knowledge of a foreign language by graduates at the present stage is considered as a working tool that allows a specialist to constantly improve their knowledge by studying and

rethinking foreign literature and foreign experience in the profile and related fields of science.

To learn a foreign language means to master a certain register of skills, in particular, the skills of speaking in monologue form. These skills will be considered in the article taking into account the stages of their formation at the stage of training in a non-linguistic university.

Teaching students to monologue in a foreign language is impossible without analyzing the nomenclature of those skills that students should master in accordance with the current program, and developing a system of adequate exercises. Only knowing the register of certain skills, it is possible to identify the appropriate methods of their formation, effective exercises that contribute to the formation of these skills, and develop criteria for assessing the level of their formation.

Familiarity with the literature on the problem of teaching professionally oriented monologue speech in a foreign language [1,2,3,4] showed that the training covers the ability to speak 1) on the basis of the text, 2) in connection with the text and 3) out of connection with the text.

The formation of these skills is preceded by careful work on the language tools selected on the basis of authentic oral statements of specialists.

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Students develop lexical and grammatical skills that serve a particular skill. Much attention is paid to the structures characteristic of the oral form of communication, namely, the formulas of speech etiquette: appeals, repetitions and clarifications, placeholders of silence pauses, which increase the degree of impact of speech and improve the perception of speech by listeners.

The development of the skills of each of the three groups, i.e. 1) based on the text, 2) in connection with the text and 3) out of connection with the text, has its own specifics, which is determined by the nature of this particular skill.

Communication The first group includes skills formed on the basis of text. Students should be able to:

- 1) to inform the main topic and subject of the narrative;
- 2) make a plan of the text orally;
- 3) list the facts of the text in chronological order or by degree of significance;
- 4) describe the phenomenon, process, technology;
- 5) make an oral abstract or text annotation.

In this regard, it is important to teach students to find a correspondence between the subject of the narrative and the topic, to pay attention (when drawing up a text plan) to the proportionality of the parts of the reproduced text, to the logical sequence of the questions of the plan, their correlation with each other.

Of all the above-mentioned skills, it is also relevant to teach students abstracting, i.e. mastering the techniques of text folding, as well as determining processes and phenomena, which contributes to an accurate reflection of reality, finding essential features that characterize objects of the real world.

The second group includes skills that are formed when discussing the problems of the text. In this regard, the task of the teacher is to teach students:

- 1) make an appropriate introduction or conclusion to the text;
- 2) define concepts;
- 3) compare several positions, i.e. establish their similarity and difference;
- 4) to contrast facts, phenomena;
- 5) draw conclusions from several provisions based on cause-and-effect relationships;
- 6) to argue your point of view (to provide sufficient arguments or counterarguments);
- 7) support a colleague's point of view;
- 8) refute his opinion on the issue under discussion.

When forming the skills of the second group, special attention should be focused on improving the content side of students' statements, i.e. on the formation of the skills of "mature" speaking: consistency, evidence, argumentation. The third group includes the most complex skills that are formed out

of connection with the text and characterize initiative, spontaneous speech. These include the ability to:

- 1) speak out on the proposed topic;
- 2) give a positive or negative assessment of the work of the scientific laboratory, the activities of a colleague;
- 3) express critical comments about the information received;
- 4) make suggestions on the issues under discussion.

The last skill, creative skill, is the most difficult, however, it is necessary for a future specialist, and therefore special attention should be paid to its formation.

Possession of logical operations contributes to the development of students' mental activity, research skills, prepares them for independent activity.

To develop such skills, active forms of training are necessary, for example, conducting debates, discussions, business games that simulate real communication situations - defending theses of work, analyzing the activities of the seminar, evaluating the equipment received for the laboratory, etc.

The generalization of the experience of teaching monological career-oriented speech in a foreign language, the study of available publications on this problem have shown that in a non-linguistic university, it is necessary, first of all, to select career-oriented texts that, according to their linguistic characteristics, approach oral monological speech. These can be letters that are sent to scientific journals, transcripts of speeches by participants of symposiums, round-table meetings, scientific and technical conferences, i.e. materials representing the oral speech of specialists. methods of comparison and opposition, finding sufficient arguments and counterarguments, and noting that specific linguistic means are used to express them. After such a conversation, the work is carried out with the help of a series of exercises.

Having familiarized themselves with the structural composition of texts and methods of conducting polemics, students are ready to perform creative tasks of the third group. As part of the exercises of this group, students can be offered the following tasks: 1) make a statement on the specialty in accordance with the following scheme: introduction, main part, conclusion; 2) justify the relevance of the topic you have chosen; 3) tell us about the most important achievements of Uzbek and foreign scientists in this field of research; 4) give a positive or negative assessment of the statement of a friend; 5) evaluate the work of the seminar; 6) express your attitude about the results of a fellow student's experiment; 7) tell us about your course (diploma) work; how do you assess its prospects; 8) make suggestions for improving the work of the university's scientific and student society.

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Thus, the exercises of all three groups simulate speech actions in conditions of natural communication. The first and second stages within the framework of the exercise system are the stages of

training the compositional structure of the utterance, mastering a variety of logical operations, preparing for creative utterance. At the third stage, initiative speech is carried out on the basis of the students' specialty.

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