

IMPROVING THE SPEECH SKILLS OF STUDENTS OF NON-PHILOLOGICAL DIRECTIONS OF EDUCATION IN THE CONTEXT OF SOCIOCULTURAL COMPETENCE

¹Ilhamova Iroda Nuritdinovna

ABSTRACT--*This article is written for the purpose of the study is to improve the speech skills of students of non-philological areas of education in the context of sociocultural knowledge. The following research tasks are defined and their solutions are developed: to improve the speech skills of students of non-philological areas of education in the context of sociocultural competence based on web-quest technologies; to improve the metacognitive components of innovative technologies aimed at the development of speech skills of students of non-philological areas of education in the context of sociocultural competence; to improve the model for the development of speech skills of students of non-philological areas of education in the context of sociocultural competence; to develop guidelines for the development of speech skills of students of non-philological areas of education in the context of sociocultural competence.*

Keywords--*speech culture, sociocultural competence, speech skills, non-philological areas.*

I. INTRODUCTION

On a global scale, within the framework of the United Nations World Declaration on Higher Education of the 21st Century: Approaches and Practical Measures, with the aim of bringing to the international level the Common European Framework of Reference for Languages (CEFR) speech skills of students of non-philological areas of education, increasing their level of sociocultural competence. The application of web quest technologies has been established. Of great importance is the introduction of modern teaching methods using pedagogical and information and communication technologies.

Scientific and theoretical research is being carried out in the world in the field of improving technologies for teaching foreign languages, developing sociocultural knowledge, skills and abilities of students of non-philological areas of education, developing the theoretical foundations of continuous improvement of language learning skills. Work is underway to introduce new models for the formation of speech skills in students, information retrieval skills for acquiring sufficient knowledge and skills, as well as systematizing their knowledge and skills for professional communication in a foreign language, introducing innovative teaching methods into the educational process. At the same time, improving foreign language speech of students of non-philological areas of education in the context of sociocultural knowledge, especially teaching English and speech skills as one of the priority areas of state educational policy, is an independent area of scientific research and one of the urgent tasks of pedagogical

¹ Senior Teacher of The Tashkent State Dental Institute, Tashkent city, Uzbekistan, .roda_19@mail.ru.

science. This approach determines the need for teaching students non-philological areas of foreign language education in the context of sociocultural knowledge.

In our republic, programs based on foreign experience and meeting international standards have been developed, the material and technical base has been strengthened, and trainers from among foreign language teachers have been trained. In the “Strategy of Action on Five Priority Directions of the Development of the Republic of Uzbekistan in 2017-2021” [15], the priority tasks are defined as “improving the quality and efficiency of higher educational institutions through the introduction of international standards of teaching and assessing the quality of teaching, stimulating research and innovation, creation of effective mechanisms for introducing scientific and innovative achievements into practice” As a result, raising the quality level of personnel training, expanding each higher educational institution's cooperation with leading scientific and educational institutions of the world, improving methods for developing students' speech skills, and raising the quality of higher education to a qualitatively new level is of particular relevance.

II. LITERATURE REVIEW

Scientists of the Republic of Uzbekistan Zh. Zhalolov [13], A.T.Mahmudov [8], A.Nurmanov [9] and others, the specifics of teaching foreign languages, effective teaching of the English language, psychological orientation, factors in organizing the process of communication in English, methodological support, and modern prerequisites for studying foreign languages are reflected in the studies of N.D. Galskova [4], N.I. Gez [4], E.G. Kashina [6], I.L. Kolesnikova [7]. The culture of personal communication, the importance of an innovative approach to the development of culture and the competence of communication between students and students, the tasks of increasing the effectiveness of teaching foreign languages using modern pedagogical technologies were studied by M.V. Andryunina [1], E.B. Batrakova [2], E. N. Voronova [12], V.V.Safonova [16].

Stable trends in written and oral communication in English, web-quest technologies that serve the intensive study of the language are considered as the main direction in the research works of Maximilian Berlitz [3], Henry Sweet [11], Francois Gouin [5], Harold Palmer [10], N. Rustamova [14]and others.

III. RESEARCH METHODOLOGU

The purpose of the study is to improve the speech skills of students of non-philological areas of education in the context of sociocultural knowledge.

Research Objectives:to improve the speech skills of students of non-philological areas of education in the context of sociocultural competence based on web-quest technologies;to improve the metacognitive components of innovative technologies aimed at the development of speech skills of students of non-philological areas of education in the context of sociocultural competence;to improve the model for the development of speech skills of students of non-philological areas of education in the context of sociocultural competence;to develop guidelines for the development of speech skills of students of non-philological areas of education in the context of sociocultural competence.

The object of research is the process of improving the speech skills of students of non-philological areas of education in the context of sociocultural competence.

The subject of the study is the content, forms, technologies and means of improving the speech skills of students of non-philological areas of education in the context of sociocultural competence.

Research Methods. In the research process, methods of comparative (comparative), critical analysis, pedagogical observation, sociometric methods (conversation, questioning, testing, interviews), experiment, monitoring, scaling, methods of mathematical statistics, synthesis were used.

The scientific novelty of the study is as follows: the content of students' sociocultural competence has been improved on the basis of the integration of learned phonetic, lexical and grammatical units of the studied foreign language of speech activity and the trends of innovative learning; creative, emotionally stimulating, variable means of individual and differentiated, web-quest technologies aimed at the formation of receptive and productive speech activity of students have been improved on the basis of highlighting foreign language speech competencies; the model for the development of students' speech skills based on the optimal ratio of independent and collective educational technologies has been improved: a collection of cases, web-quest in combination with problem technologies used in master classes of mastery classes; an algorithm has been developed for applying web-quest technology to expand pedagogical opportunities for the development of speech skills and the level of knowledge of English of students of non-linguistic faculties by coordinating the content of education, means, methods and forms of training.

IV. THEORY AND DISCUSSION

Foreign language communicative competence is an integral part of the general and professional competencies of a graduate of a non-linguistic faculty, and acts as the main goal of teaching a foreign language. The end result is the ability of a specialist to use knowledge and skills in the field of language in accordance with the norms of speech etiquette and social behavior in communicating with native speakers in communicating with native speakers. The model of foreign communicative competence, which distinguishes linguistic, verbal and sociocultural competencies in its composition, was taken as the basis, the latter includes linguistic, geographical, sociolinguistic and cultural competencies. As a basis for this was taken the model of communicative competence proposed by S. Safonova [16], in the structure of which the scientist identifies linguistic, speech and sociocultural competencies. Sociocultural competence includes competencies in the field of international linguistics, sociolinguistic and cultural competencies.

The choice of a model of foreign language communicative competence is explained by the teaching of a foreign language to students of a non-language faculty for special purposes and the special significance of foreign language communicative competence due to the specifics of professional specialization in sociocultural circles.

The theoretical analysis showed social competencies aimed at comprehension of texts on certain socio-political and journalistic topics, the difference in speech competencies in the native and foreign languages, communication with native speakers, on the basis of linguistic competencies in the structure of professional competence of non-philological education students studying English language, manifested in the performance of various roles: leadership, execution, mediation and initiative in making decisions, choice and responsibility. In the didactic aspect, all this means the need to build improved teaching of English to students of non-philological areas of education based on the above competencies.

These competencies are a component of sociocultural competencies. Their development allows students to get acquainted with the values of English-speaking countries, which, in turn, creates the basis for the successful implementation of professional activities in the context of sociocultural communication.

In this regard, the sociocultural competence that is part of the foreign language communicative competence dictates the need to select the content of training, according to which two main blocks are formed: the knowledge block and the block of skills that make up the structure of the foreign language communicative competence of students of non-philological areas of education, in our case, students of the industry knowledge pedagogy (the first task of the study). Based on the improvement of the composition, the metacognitive component of the speech skills of students of non-philological areas of education was analyzed from the point of view of sociocultural competence. As a result, teaching foreign languages to students of non-philological areas of education on the basis of communicative competence was established. Foreign-language communicative competence of students of a non-linguistic faculty involves not only a combination of knowledge and skills, but also independent activity, the formation of a student as an individual, since in any communication an individual approach, discussion topic and metacognitive processes are of great importance.

Web-quest is one of the complex types of educational Internet resources, a project program that uses the Internet. The web quest has a clearly defined structure (introduction, task statement, description of the implementation process, list of Internet resources, criteria for evaluating the result and conclusion), and in most cases it is aimed at researching and comprehensively studying a single problematic issue related to the future professional activity of students. At the same time, the problematic issue or task should not have a clear solution. Links are selected so that the problem is considered from different angles, and the information in the links does not give an exact answer to the question. Students should extract the necessary information from all the proposed text, graphic and video material and formulate their own conclusions.

The use of web-quest technology in teaching English involves not only collecting information from the Internet at the indicated links, but also organizing it, structuring and detailed awareness to solve the problem associated with the future profession, which develops the student's personality in communicative and cognitive directions.

The analysis of the didactic potential of the web-quest technology gives reason to argue that the development of information activity skills allows the use of authentic foreign language material; stimulate students' motivation for learning; to improve the quality of learning in the subject; to develop analytical and critical thinking, cognitive activity; organize both individual and group independent work; provide direct and indirect interactivity in the process of teaching a foreign language; to form metacognitive experience and ability to reflection; to provide variability of thematically directed training within the framework of any educational profile; solve interdisciplinary tasks of a theoretical and applied nature; to develop receptive and productive types of speech activity; develop creativity; to form a positive emotional attitude to the process of cognition; to form general skills of mastering the strategy of mastering educational material.

The selection and organization of the content of training was carried out on the basis of the principle of integrability, which is understood as: coverage of the main historical, political, economic and cultural aspects of large countries of the world (including English-speaking) and their relations with Uzbekistan; familiarization with modern educational trends in the world and the most developed countries in the field of education; a review of the social and everyday life of the inhabitants of the UK acquaintance with important cultural traditions of Great

Britain; acquaintance with realities, gaps, peoples' habits, problems; as well as reliance on general didactic principles: consciousness, activity, autonomy, visibility, accessibility; methodological principles: communicative orientation, professional orientation, co-study of languages and cultures; principles of teaching foreign languages by means of information and communication technologies: interactivity, informatization of training; principle of interactivity.

Improving the speech skills of students of non-philological areas of education in the context of sociocultural competence allowed the following approaches to be implemented:

1) a competency-based approach that promotes the formation of an integrated system of professional knowledge, skills and abilities, personal responsibility of students;

2) a personality-oriented approach, involving the creation of conditions for the independent assimilation and application of knowledge by each student; planning their activities, analysis and evaluation of its results; the formation of skills to establish cooperative relationships in a team;

3) a communicative-cognitive approach, involving the predominance of problem-speech and creative tasks over linguistic, reproductive-training ones;

4) a systematic approach aimed at the study of interrelated skills, the interaction of the system and the environment, the study of the nature of the hierarchy inherent in the system; ensuring the variability of expressions with the aim of complete (comprehensive) coverage of the system, studying the dynamism of the system, presenting it as a developing integrity.

Based on generally accepted basic starting points in the system of teaching a foreign language and based on the theoretical foundations, and also taking into account the considered problem of changing goals, issues selection of training content (thematic component), approaches and principles of improving the speech skills of students of non-philological areas of education in the context of sociocultural competence, we developed a model consisting of interconnected blocks: target, theoretical, technological Logical and evaluative and productive. For the successful implementation of this model, an algorithm has been developed for the formation of the KIC for students of non-philological areas of education through web-quest technology, which consists of a preparatory stage for the teacher, which includes six steps, and three main stages, including eight steps, for all participants in the web-quest.

The developed algorithm ensures the repetition of educational material at the most favorable time by determining the time schedule set by the teacher at the preparatory stage. The material is repeated several times due to the organization of independent work of students with Internet resources (metacognitive experience is accumulated; a controlled independent activity of the individual is formed) in the preparation process:

BASIC STAGE (for all participants of the web quest) of the role task and return to the material being studied in the lesson.

Stage 1. Introductory.

Stage 2. Research.

Stage 3. Presentative.

Step 1. Selection and formulation of the problem.

Step 2. Formulation of the final result and assessment criteria.

Step 3. Breakdown into small groups and distribution of roles / subtopics

Step 4. Individual work on material with Internet resources.

Step 5. Work in small groups: exchange of information.

Step 6. Presentation of the results of small groups.

Step 7. Exchange of information of small groups and the conclusion of the overall result.

Step 8. Evaluation of results and summarizing.

PREPARATORY STAGE (for the teacher).

Step 1. The choice of problem speech situations in a sociocultural context.

Step 2. Assignment, depending on the degree of knowledge of students and the choice of tasks for each component.

Step 3. The choice of text material in Internet resources in accordance with the objectives of the web quest.

Step 4. Setting a temporary schedule at a certain stage of work with the material.

Step 5. Setting the time, forms and design of the achievement of the project.

Step 6. Setting assessment criteria according to the level of development of competencies.

V. EXPERIMENTAL RESULTS

The effectiveness and reliability of the provisions proposed for students of non-philological areas of education model and the algorithm for the formation of communicative competence were determined through experimental work.

The pedagogical experiment was carried out in three stages during 2014-2017 on the basis of the Tashkent State Pedagogical University, Kokand State Pedagogical Institute, Jizzakh State Pedagogical Institute. The experiment was attended by 232 students of the 3rd year of non-philological areas of education.

At the first - search-theoretical stage (2014-2015), basically, the state of knowledge of the problem was analyzed, surveys (questionnaires) were conducted, a stating experiment was carried out to determine the level of knowledge in English of students of non-philological areas of education. All this made it possible to determine the main direction and research program.

At the second formative stage (2015-2016), materials were developed regarding the reflection of the problem in textbooks and manuals, and experimental classes were conducted.

At the third stage (2016-2017), guidelines were developed, recommendations for further improving the effectiveness of teaching English in non-philological areas of education, as well as eliminating shortcomings in the work carried out in this direction, criteria for assessing the degree of formation of English language teachers' knowledge are defined, skills and qualifications in the context of the topic. Experimental studies were conducted, the research results were put into practice, and the dissertation material was drawn up.

To achieve a certain level of foreign language communicative competence (ICC) during experimental training, the need for students to master the control (247 students) and experimental (232 students) groups of two main blocks was determined: the knowledge block (professional and foreign language) and the block of skills. The object of control in the experiment was the linguistic, verbal and sociocultural competencies (as a result of the KIC), which include the above knowledge and skills (based on the formed skills). Throughout the entire experimental training, students of the control and experimental groups were trained in electronic textbooks. The difference in training between the groups was that the students of the experimental group, in addition to studying the main

thematic content of the manual, performed special creative tasks created by the author using educational Internet resources (UIR), including web quests.

Students of the experimental group prepared and defended the following projects:

1. "Education system of Great Britain" - type of web quest "Pedagogical task".
2. "US education system" - type of web-quest "Pedagogical activity".
3. "Education system in Uzbekistan" - type of web quest "Pedagogical technologies".
4. "National Parks of Africa" - type of web quest "Creative assignment".
5. "South America" - type of web-quest "Compilation".
6. "Globalization" - type of web-quest "Research".
7. "Job interview" - type of web quest "Creative task".
8. "Creating small learning groups" - type of web quest "Planning and Design".
9. "How to start your pedagogical activity" - type of web quest "Persuasion".

The assessment was determined in accordance with the criteria of the level of formation of linguistic, speech and sociocultural competencies, since the task was of a design nature, and the fulfillment of the web quest was also evaluated.

The indicators for each component (knowledge and skills) were evaluated on a four-point scale:

- "2" - a very low level;
- "3" - low level;
- "4" - middle level;
- "5" - high level.

Statistical processing and analysis of students' work throughout the experiment (training) made it possible to observe the overall dynamics of the development of KIC in each group as a percentage.

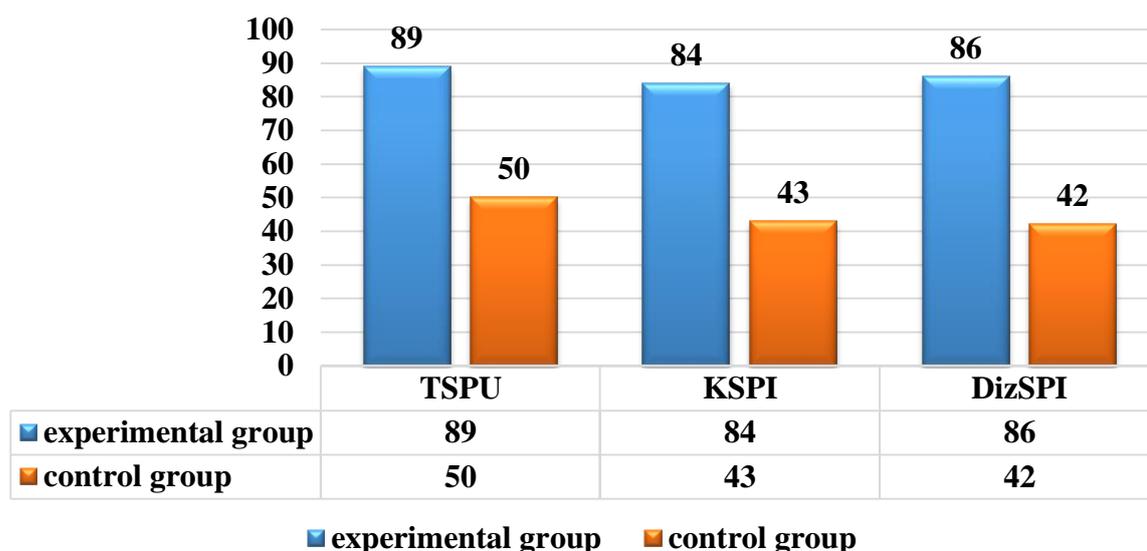


Figure 1: Comparative analyze of sample rates

This can be explained by the fact that at the end of the first semester, students of the experimental group completed their first long-term web quest with a positive result, which was preceded by the implementation of less complex tasks that contributed to the accumulation of knowledge and experience. As a result of a long-term web quest, students learned how to organize the knowledge gained and realized the usefulness of the material being studied, in connection with which the motivation for their further cognitive activity increased, which indicates the successful solution of the pedagogical task.

VI. CONCLUSION AND RECOMENDATION

1. Sociocultural competence is an important component of integrated foreign language communicative competence, from a methodological point of view it is a complex concept that includes the abilities that form the basis of sociocultural competence, ensuring successful communication in compliance with the norms of speech etiquette of the language being studied.

Social, sociolinguistic, cultural components are an integral part of sociocultural competence.

2. The subject content of the knowledge of students of non-philological areas of education in English, learned as a result of studying on the basis of a web quest, which consists of two blocks: a block of knowledge and a block of skills, is determined. The knowledge block contains: (1) professional knowledge; (2) knowledge of English. The block of skills focuses on the created list of speech skills of students of non-philological areas of education based on a web quest (the basic methods of forming and developing speech skills of students of non-philological areas of education are reflected in an electronic textbook created on the basis of copyright web quests).

3. A nomenclature of speech skills of students of non-philological areas of education, developed on the basis of web-quest technology in accordance with the new State educational standard of higher professional education, has been developed.

4. An important place in the complex of professional competencies of future teachers studying English is occupied by language, speech and social competencies. In theory and practice of teaching future teachers of English, the improvement of students' speech skills is based on competencies that are the main elements of sociocultural competence, the formation of which ensures that future teachers of English learn about the values of English-speaking states, which contributes to the effective implementation of professional and pedagogical activities in the context of socio-cultural competency.

5. The innovative conditions that contribute to the improvement of students' speech skills in English, sociocultural competencies are determined. Based on a theoretical analysis, innovative conditions for improving the speech skills of students of non-philological areas of education based on a web quest require: increasing students' interest in learning activities, expanding skills in designing situations, using authentic texts, relying on the use of authentic texts, problematic tasks and independent students' activities, creating an atmosphere of cooperation, organization in the classroom of interaction with the audience and ICT.

6. Improved on the basis of competency, personality-oriented, communicative-cognitive, systemic approaches using the web-quest technology, a methodological model for the formation of foreign-language communicative competence of students of non-philological areas of education, which is implemented taking into account the

principles of activity, consciousness, autonomy, visibility, accessibility, communicative orientation, professional orientation, joint study of languages and cultures, interactivity, informatization

7. An algorithm has been developed for applying the web-quest technology to expand the pedagogical opportunities for improving the speech skills of students of non-philological areas of education in a foreign language, combining the level of knowledge and speech skills in English, the content, means, methods and forms of training.

8. The effectiveness of the methodology for the formation of foreign-language communicative competence of students of non-philological areas of education through web-quest technology has been proved. The above confirms the fact of developing a scientifically sound and experimentally verified methodology for the formation of foreign language communicative competence of students of non-philological areas of education through web-quest technology, respectively, to achieve the goal of a dissertation research. The prospect of this study is seen in the further development of the problem of the formation of students' foreign language communicative competence on the basis of information and communication technologies, the introduction of the main provisions of the dissertation in the theory and methodology of teaching foreign languages.

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