

Development of acmelinguistic competence of future specialists in the process of studying a foreign language at a university

Urazova M.B

Doctor of Pedagogy, Professor, Department of Pedagogy, TSPU named after Nizami

Babadzhanova T. B.

Art. Lecturer in the Department of Russian Language at the Tashkent International University Kime.

ABSTRACT

In this article, a theoretical analysis was carried out, which provided for clarifying the essence and content of the term "akmelinguistics" of students in universities of various profiles. As the main features of akmelinguistics, the principles of the acquisition by an individual of the achievement of the acme level through language, the activity of the speech form are determined.

The improvement of all types of communication in a speech format as a cultural and linguistic space in all kinds of situations of speech activity is defined as the basic position of mastering the axelinguistic competence by students in universities as a certain list of personal qualities, as well as personality characteristics that can be used by it for effective activity in the professional aspect.

Keywords:

personnel training, higher education system, akmelinguistics, acme of linguistic competence

Education and training of personnel is one of the most important tasks of the educational system. In the conditions of globalization and informatization, characteristic of modern society, there is an objective need for qualified specialists who must meet both modern world standards for training and their competence, and the historically established features of the education system in the country. Therefore, the higher education system must respond flexibly to new standards and legislation in the field of health, as well as requirements of the international community, which necessitated formation of skills of professional speech communication. In 2017 20

April, a corresponding resolution of the President of the Republic of Uzbekistan was adopted, the resolution was registered under No. PP 2909 and stipulated that state policy would focus resources and efforts on the improvement and modernization of educational

system, the quality of the training model for new teaching staff will be reviewed, the creation of favorable conditions for the work of teaching staff [12; 1-2.].

Awareness of the need for teaching staff with a high level of language competence is associated with an increase in international contacts in the field of health care of the republic.

The need to improve the linguistic transformation in all areas of development of the language literacy of young personnel in the regulatory documents of our country, which determine the priority tasks in improving language literacy, which led to full modernization of all existing components of teacher education. New innovative technologies will be introduced, new methods and means of implementing key tasks will be studied teacher education. the program, standards of textbooks, plans will be completely transformed.

Integration into the educational system of foreign practices and experience. Special attention will be paid to the need to realize the full potential of universities and institutions, which will function on certain special foreign languages.

These tasks in the development of the linguistic component of higher education led to the formation of new requirements for both the content of programs and the technology of teaching at the university. Thus, the formation of the acmelinguistic competence of future university graduates takes place.

We believe that competent communication is a key component of establishing communication links, which allows organizing the stable work of a specialist. For this reason, it is worth noting that in the training of specialists, the ability to communicate takes a fairly significant place. The sharp and rapid development of professional and speech skills of culture will allow specialists to easily master foreign experience, use innovative methods of work that increase the effectiveness of education. Naturally, such work takes a sufficient amount of time, requires resources and the interest of students, therefore, it is necessary to develop completely new styles and methods for improving the current educational system, or, if possible, completely replace it with the one corresponding to the present time [5; 52-53].

Full, fluent knowledge of foreign languages is sufficient for communication, however, a lack of professional vocabulary was revealed, which limits the possibility of further activities and communication at the international level. The foregoing directs to a deeper study of the problems associated with the formation of language communicative competence among university students, which is expressed in the readiness to professional communication at the international level.

An analysis of the literature on the research problem showed the presence of a sufficient base in the field of development of foreign language speech competence of students.

Improvement issues studied among scientists of Uzbekistan foreign language

professional speech culture, in particular, in the work of G.N. Tukhliyeva, the characteristics of foreign colloquial speech are considered, which are characterized by larger rhythmic articulations, but the slower and more distinct the speech, the finer the rhythmic articulation [10; 60].

Analyzing speech skills, L.R. Akhmatova notes that teaching students speech behavior contributes to the formation of competencies for introspection of their speech behavior [11].

In the works of D.D. Zhalolov, it is noted that when mastering a foreign language, students need to master its sound side, on the basis of which their speech skills are formed. The existing methodological literature does not pay enough attention to the formulation of the pronunciation of students' foreign speech [6; 432].

The work of K.D. Riskulova focuses on the preparation future teachers to socio-cultural competence, which combines the ability to choose a discourse in an appropriate communicative situation; explain the essence of the problem that has arisen and explain to the person providing services to the client, if necessary, in terms of consent; choice of languages th forms and their application in accordance with the professional text within the framework of communicative situations on speech topics; conduct a conversation in a natural, ordinary style that does not cause surprise or indignation among native speakers [8; 60].

As the analysis of Russian and foreign literature shows, the reflection of the problem of the development of acmelinguistic competence in certain given aspects of universities is produced at an insufficient level.

Certain theoretical aspects aimed at studying

cultural features of the speech of the future employee of the educational sphere, continue to be insufficiently studied. Thus, the issue related to the development of acmelinguistic competence in a higher educational institution has been little studied.

Issues related to pedagogical methods, technological solutions, conditions and systems for the development of

acmelinguistic competence of students of higher institutions when preparing in a professional aspect require some development. The laying of the foundations of the acmelinguistic competence of specialists is carried out in the course of his professional training. Thus, the subject of our interest in the scientific aspect is determined by the acmelinguistic competence of students of higher educational institutions.

This study provides for the study of the content features, structural characteristics and various nuances of the concept of linguistics. Therefore, we can turn to the study of the terms "acme", "competence", "competence", "pedagogical acmeology".

To qualify the concept of acmelinguistics, it is necessary to take into account the fact that it stems from pedagogical acmeology, which is regarded as a science that determines the sources for achieving peaks in the professional activity of an individual [9; 180]. Also, pedagogical acmeology determines

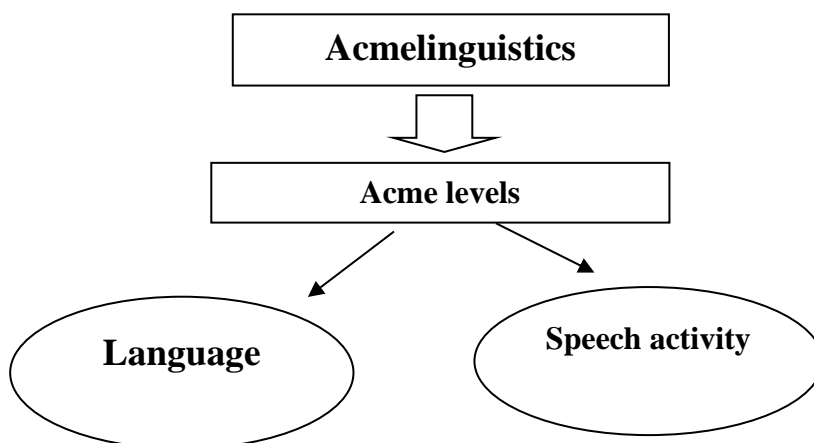
the source of the potential of individuality and the ways to achieve peaks in the work of a specialist [9;180].

From the foregoing, it follows that this science is aimed at identifying

professional motivation of the individual, his creative, personal resources capable of achieving maximum success in professional activity, in our case, in pedagogical activity.

In the last decade, the scientific literature began to use the term acmelinguistics, which originates from pedagogical linguistics. Integrating the basic knowledge of pedagogy, psychology, humanitarian disciplines, psycholinguistics, acmelinguistics is able to solve actual problems in the study of a particular language [2; 249.].

The main features of acmelinguistics determine the fundamental provisions for achieving an acme level by a person through the use of various methods, which is shown in fig. 1.



Pic. 1. Acme levels of acmelinguistics

Analysis of works [1; 2] also made it possible to identify the basic principles of acmelinguistics.

First principle. The work is carried out under normal

defining a holistic, integrated approach to improving existing acmelinguistics skills in the immediate process

learning foreign languages. According to this principle, the student is offered to solve a simple problem, where unknown and known information are correctly intertwined. At the same time, the conditions of the task set imply a complete, holistic work of the student, a deep study of the problems, the use of alternative methods that do not provide for practical methods. Accordingly, with such

A student cannot cope with a difficult task without the necessary experience. So after establishing by the student the impossibility of solving the problem independently, the teacher provides a detailed curriculum. Just such the program must show in theoretical and practical terms the necessary minimum of knowledge and skills that the student needs to master. This applies to theoretical information,

grammatical topics, sets of exercises, training practical work, and so on. All applied resources and efforts must comply with the main adopted state program, and also be fully implemented in the end. Naturally, a rather voluminous educational work arises before the student, where the entire theoretical and informational resource is provided to achieve the initially set goals. In the process of self-study, the student must not only learn, analyze all the theoretical foundations, but also gradually turn the object of study into a subject. Simply put, the student must independently study all the material, the entire theoretical basis, in order to fully implement their own professional skills in practice.

Naturally, such work also concerns a thorough study of the skills of mastering a foreign language.

As part of the second fundamental acmelinguistic provision, he should be guided by the acmegram.

Acmeagramma is a desire for development within a given specialty. The basis of the acmegram are the characteristics,

inherent in a mature person, which are determined by self-discipline, autonomy and independent development.

Within the framework of the third fundamental position of acmelinguistics the psychophysiological potential of students is taken into account. In this case certain abilities of an individual are implied, determined

key psychological processes, perception of information, as well as the corresponding reaction of the higher nervous system. Learning is a process that contributes to the formation of new skills in learning a foreign language, in personal development, for the correct

keeping records of psychophysical characteristics, which are taken as the basis for a full evaluation.

The fourth principle focuses all work in the appropriate sequence. Acmelinguistics is a very narrow and specific

model of tools and methods, active development of the speech aspect of professional activity. Naturally, it will be almost impossible to carry out holistic work in this direction without a well-coordinated system; only a competent sequence is able to demonstrate the necessary vector for the further development of language tools. Most of the time, these tools are complex.

system, which consists of grammatical, phonetic, orthoepic

and lexical components. And the most effective types of speech activity are such processes. Like writing, translating, speaking, listening (determining the context of the information of a certain text by ear). This requires the use of certain provisions of the learning process:

1) from simple to complex;

2) the position of frequency - the amount of time spent and the focus of attention depend on the frequency of mention in the language;

3) relevance and priority direction - study

in most cases, it passes through the language material or the variety of speech activity necessary in a certain specialization.

The fifth fundamental position of acmelinguistics is determined

following acme ethics. Spiritual and moral qualities of the future

a specialist is brought up by learning a foreign language (text content, various types of gaming activities, situational exercises, and so on).

Acmeinguistics is one of the latest technological solutions in the study of foreign languages, in which the language is not studied as the main profile. The basis of such training

is the formation of an independent and creative specialist striving for self-learning and self-development, an autonomous personality capable of teaching other specialists. Acmeinguistics makes it possible to build a training program where each type of speech activity is provided in accordance with the real needs of a particular specialty. It also gives impetus to self-development and self-improvement, which leads to the achievement of maximum results by graduates in

in terms of spiritual, moral and professional development.

Based on this, we can argue that acmenolinguistics is one of the most thoughtful and stable working methods achieving maximum results in professional speech work [1;2;4;5].

The analysis of these works allowed us to assert that the basis of the acmelinguistic competence of future specialists is the impeccable observance of existing norms and rules of etiquette in speech, which are a key component of effective pedagogical process. This is due to the fact that it is through speech that the patient receives everything the necessary data, the basic and necessary information is transmitted, the student's speech is formed, respectively, "speech competence of the future specialist".

Speech culture is the union of the concepts of "speech" and "culture", respectively, the term is determined by the combined combination of the meanings of these two words into a single defining basis. Specified

the concept in various literary sources is interpreted differently.

Linguistic scientists (A.A. Murashov and B.N. Golovin, others) use three meanings of the concept of "speech culture" [7;575].

The study of various aspects, which are based on the interaction of interpretations of the definition of speech culture and its content, makes it possible to designate certain theories, through which the subsequent form of this study is determined: after analyzing these definitions, we can conclude that there is currently no general and holistic and universal term, which is clear to everyone, without exception, in all sectors, including science; you can also notice too obvious indestructible relationship between linguistic foundations and speech culture, but it is necessary to take into account the impossibility of reducing such a culture to these provisions [3;206]; speech culture is an obligatory element of the cultural personal sphere in the general, individual, professional aspect and can be defined as a kind of holistic personal quality.

In connection with a certain relationship between the presented study and the study of acmelinguistic competence as an obligatory element of the culture of potential specialists in the professional space.

List of used literature

1. Akimova O.B. Acmelinguistics as a concept of pedagogical Acmeology: Materials of the 10th All-Russian Scientific and Practical conference March 13-14, 2013. - Yekaterinburg, 2013. - P. 38-\
2. Acmeology. Methodical and methodological problems / Under ed. N.V. Kuzmina, A.M. Zimicheva. - St. Petersburg, 2000. - 249 With.
3. Alekseenko O.N. Development of speech culture of students of a pedagogical university in the process of learning a foreign language: Dis. ... cand. ped. Sciences. - Shadrinsk, 2009. - 206
4. Bransky V.P., Pozharsky S.D. Social synergy and acmeology // Theory of self-organization of the individual and society. -Saint Petersburg
5. Dzugaeva Z.R. Acmelinguistics as the main base for development professional and speech culture of medical students //Psychology of future education: from traditions to innovations: Materials of the III International Conference of Students,undergraduates and graduate students. - Yaroslavl: RIO YAGPU, 2019. - S. 52-53.
6. Zhalolov Zh.Zh. Chet tili yʻqitish methodology. - Tashkent, 2012. - 432b.
7. Murashov A.A. Culture of speech: Textbook. - 2nd ed., erased. -Moscow-Voronezh: RAO MPSI, 2004. - 575 p.
8. Riskulova K.D. The system of formation of sociolinguistic competence of future teachers of English: Abstract of the thesis. dis Dr. ped. Sciences. - Tashkent, 2017. - 60 p.].
9. Rumyantseva L.N. Acmelinguistics. - Part 2: To the teacher about the student/ Ed. acad. N.V. Kuzmina. - St. Petersburg, 2000. - 180 p.
10. Tukhlieva G.N. Actualization features of the English language statements: Author. dis. ... cand. philol. Sciences. - Samarkand, 2009. - 60 p.

11. www.tsutmb.ru/speech/skill/L.R.Akhmatova]
12. Decree of the President of the Republic of Uzbekistan No. PP-2909 dated April 20, 2017 "On measures for the further development of the higher education system" // Narodnoe slovo. - Tashkent, 2017. - 21April. - S. 1-2