

## **SPEECH COMPETENCIES IN LEARNING FOREIGN LANGUAGES**

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**Annotation.** In connection with the introduction of a new standard for learning outcomes, it is necessary to improve the approach to the mastering of material by students and the development of oral speech skills. Speech competence implies not only the introduction of basic speech skills, but also the successful application of these skills in practice. This material is a special development of recommendations for the teacher, the implementation of which will not only entail the development of speech competence, but also facilitate the process of preparing the material for the lesson.

**Keywords:** speech, competence, communication, exchange of ideas, competence, "Useful topic" method, clear and vivid language, "Interesting introduction".

### **Chet tillarni o'rganishda nutqiy kompetensiyalar**

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**Annotatsiya.** O'quv natijalarining yangi standarti joriy etilishi munosabati bilan o'quvchilar tomonidan materialni o'zlashtirish va og'zaki nutq malakalarini rivojlantirishga yondashuvni takomillashtirish zarur. Nutq kompetensiyasi nafaqat asosiy nutq qobiliyatlarini joriy etishni, balki ushbu ko'nikmalarni amaliyotda muvaffaqiyatli qo'llashni ham nazarda tutadi. Ushbu material o'qituvchi uchun tavsiyalarning maxsus ishlab chiqilishi bo'lib, uni amalga oshirish nafaqat nutq kompetensiyasini rivojlantirishga olib keladi, balki dars uchun materialni tayyorlash jarayonini ham osonlashtiradi.

Kalit so'zlar: nutq, kompetentsiya, muloqot, fikr almashish, kompetentsiya, "Foydali mavzu" usuli, tushunarli va jonli til, "Qiziqarli kirish".

Acquiring Russian speaking skills is a priority for many second language or foreign language learners. Consequently, students often evaluate their success in language learning as well as the effectiveness of a Russian language course based on how well they feel about their level of proficiency in their spoken language. Oral skills have received almost no attention in Russian language classes, but the best approach to teaching oral speech has long been at the center of methodological discussions.

Richards [5, 22] states: “From direct approaches that focus on the specifics of oral communication in the learning process and in textbooks, to group work, assignment work, and through other strategies, a variety of approaches are used, ranging from indirect approaches that create the conditions for oral communication”.

As Don Bryan points out, “Oral communication (or speech) is a two-way process between speaker and listener, involving effective speech skills and receptive skills of comprehension”. From the above thought, we can conclude that speech is the interaction of two or more people to convey certain information to each other.

Studies to date have also shed significant light on the complexity of oral communication in a foreign language. For example, Luoma [3, 216] states the following features of oral speech:

- a. Composed of units of thought (combined short phrases and sentences);
- b. It can be scheduled (e.g., lecture) or unplanned (e.g., interview);
- c. Uses more vague or general words than written language;
- d. Uses regular expressions, complements, and secondary clauses;
- e. Includes slip and error reflecting online processing;
- f. Includes interactions (i.e., interactions are built together);
- g. The role of the speaker shows the difference between the purpose of the speech and the context (e.g., between formal and casual speech).

Speech is one of the human abilities. The following are some definitions of competence:

Key Definition: Competence is the acquisition of knowledge, skills and abilities at a level of experience sufficient to perform in an appropriate work environment (at or outside the academy).

Explanatory context: Competence in the assessment of certain professional disciplines such as medicine, health, teaching, social work, architecture requires a separate explanation.

Competence (or competence) is the ability of an individual to do a job properly. Competence is a defined set of behaviors that provides a systematic guide that allows each employee to identify, evaluate, and develop behaviors [<http://en.wikipedia.org/wiki/Competence>]

Some scholars consider “competence” to be a combination of knowledge, skills, and behaviors used to increase efficiency; or a condition of having adequate or good qualifications, the ability to perform a particular role. For example, management competence may include systematic thinking and emotional intelligence, exposure, and negotiation skills. Competence is also used as a more general description of human needs in organizations and communities. Another definition is based on the Oxford Advanced Learner's Dictionary [4, 232], "Competence is the ability to do something well."

Different speech competence formation methods can be used during the lesson:

1. Useful topic. The first speaking skill is to choose a topic that suits the audience and the situation. The advanced speaker chooses a suitable topic that engages the audience. Its topic also provides listeners with new information they didn't know before the speech. The introductory speaker chooses a topic that is not original or outdated. Its subject matter does not provide new information to the audience. An ineffective speaker may deliver a speech on a topic that cannot be identified by the audience.

2. Interesting introduction. Forming an introduction that directs the audience to the topic and the speaker is a second speaking skill. The advanced speaker writes an introductory speech that contains great attention. It strengthens his

credibility. He gives the right direction to the topic, clearly states the thesis, and reviews his ideas in a convincing and memorable way. For a beginner speaker, getting his attention is simple and it increases his credibility. His dissertation is awkwardly structured and it gives the audience little direction. An ineffective speaker has no opening technique, no credibility statement, and no information on the subject. He also has no preview of his dissertation statement and opinions.

3. Clear organization. The third skill is to use an effective organizational model. The advanced speaker is very well organized and speaks with clear main points. His views are mutually exclusive and directly related to the thesis. It also uses effective transitions and pointers to help the speech go well. The introductory speaker has some regulated main points, but the content of these points may be consistent. Transitions may also be present in his speech, but they are not particularly effective. An ineffective speaker's speech has no clear organizational pattern, no tone, and sounds like the information is presented randomly.

4. Well-supported ideas. Fourth on the list of speech skills is finding, synthesizing, and using reliable supporting materials. In an advanced speaker's speech, his main ideas are well supported by a variety of credible materials, and his sources are an excellent aid to the thesis. In addition, all its sources are clearly indicated. The introductory speaker usually has ideas that are supported by a fair mix of materials. Only some of his arguments support his theses, and quotations from his sources must be ascertained. An ineffective speaker gives a speech without supporting materials or quotations from sources.

5. Conclude with a conclusion. The fifth speech competence is the development of a conclusion that reinforces the thesis and provides a psychological conclusion. The advanced speaker presents a clear and memorable summary of his or her thoughts, and he or she addresses the thesis or the big picture. His speech also ends with a powerful clinch or call to action. The introductory speaker will give a brief account of his or her views, but there is no clear reference to his or her dissertation. The final technique of his speech can also be strengthened. There is no

conclusion in the speech of an ineffective speaker. His speech ends abruptly and without conclusion.

6. Clear and vivid language. Demonstrating careful selection of words is the sixth speaking ability. The language of the advanced speaker is very clear, imaginative and lively. His language is also completely devoid of bias, grammatical errors and misuse. The lead speaker chooses the appropriate language to express his or her point of view. He has some errors in grammar and occasionally uses jargon, jargon, or awkward sentence structure. There are many errors in the grammar and syntax of an inefficient speaker. He also mispronounces words and uses jargon or racist terms.

7. Correct vocal expression. The seventh competency is the effective use of vocal expression and parathyroid to engage the audience. Perfect use of vocal variability, intensity, and speed is a hallmark of an advanced speaker. His vocal expression is also natural and enthusiastic, and he avoids the filler. Some vocal changes are clearly visible in the introductory speaker's speech. It also pronounces clearly, is audible, and usually avoids fillers (e.g., "um," "uh," "like," etc.). An ineffective speaker is inaudible, mispronounces, and speaks in a monotonous voice. His speech also has a bad tempo and he distracts the audience with the filler.

8. Appropriate nonverbal. The eighth place on the list of powers is to demonstrate non-verbal behaviors that support verbal communication. The advanced speaker's posture, gestures, facial expression, and eye contact are natural, well-developed, and demonstrate a high level of calmness and confidence. Relying on some notes is visible in the introductory speaker, but it makes enough eye contact. He also usually avoids distracting behaviors. An ineffective speaker usually looks down and avoids eye contact. He has nervous gestures and other non-verbal behaviors that distract from or contradict the message.

9. Adapted to the audience. The ninth speech skill is the successful adaptation of the presentation to the audience. An advanced speaker demonstrates how important information is to the audience and that his or her speech is tailored to their beliefs, values, and attitudes. It can also refer to common cultural

experiences. The introductory speaker assumes the importance of the topic, but does not express it. His presentation is minimally tailored to the audience, and some of the ideas presented in the speech are removed from the audience's field of knowledge or experience. The speech of an ineffective speaker contradicts the beliefs, values, and attitudes of the audience. His message may be general or canned, and no attempts have been made to establish a common ground.

10. Skillful use of visual aids. The skillful use of visual weapons is the tenth skill. Separate explanation and presentation of visual aids is the responsibility of the advanced speaker. His speech contains visual images that allow for a strong understanding of the topic of the speech, and his images are of high professional quality. The beginner speaker's visual tools are usually well designed and explained, although there may be minor errors in the exhibits. An ineffective speaker uses visual aids to distract from the speech. His images may not be relevant or his images may be of poor professional quality.

11. Reliable persuasion. The eleventh and final speaking skill is to create an effective persuasive message with convincing evidence and sound reasoning. The advanced speaker articulates the problem and solution in a clear, effective way. He supports his claims with strong and convincing evidence and avoids incredible mistakes altogether. There is also a call to action in his speech. In the introductory speaker's speech, the problem and solution were clear, and most of the claims were substantiated by evidence. He also has a general idea and calls for a recognizable action. No problem and / or solution has been identified for the ineffective speaker. His claims have not been substantiated, there are false grounds in his speech and there is no call to action. Students should note that the powers listed above do not cover all. Finally, these competencies need to be adjusted, expanded, and applied to best suit the requirements of the speech situation. But they provide a starting point for new or less experienced speakers to start understanding all the interrelated parts of speech.

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