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**USING SPEECH SITUATIONS AS ONE OF THE METHODS FOR FORMING PROFESSIONAL COMPETENCE OF HIGHLY QUALIFIED PERSONNEL**

Currently, both in theory and in teaching practice, there is no unambiguous understanding of the term “speech situation”. Most scientists (V.A. Skalkin, G.A. Rubinshtein, K. Gunther, V.D. Arakin, etc.) believe that language is needed in certain situations, so the starting point for learning should be situations. All new words and structures should be presented to students in situations or contexts that make their meaning clear. A.A. Leontiev understands a situation as “a set of speech and non-speech conditions, necessary and sufficient to carry out a speech action according to the plan we have outlined - whether these conditions are specified in the text or created by the teacher in the classroom” [1, p. 168].

Not every situation, however, contains a stimulus for speech, i.e. is speech. Many situations can and should be resolved only by non-linguistic means (actions and reactions). In other cases, the circumstances of reality may not cause a verbal reaction, either because the information about the situation is not of interest to the person, or because there are no conditions for a verbal reaction (for example, there is no interlocutor).

Speech situations, according to D.I. Izarenkov, have the following structural components: initial conditions and circumstances, new conditions and circumstances.

New circumstances come into conflict, conflict with the original conditions and circumstances and give rise to the need for speech action. The nature of the interaction between the original and new conditions is determined by the model, the structural type of the speech situation [2, p. 38]. A speech situation, in our opinion, can be considered a situation of reality that causes a speech reaction.

As M.G. Voinova rightly asserts, any speech, both dialogical and monological (but dialogical more often) is a certain speech action (or speech act), which is based on some speech situation. A speech situation is a psychological category and is defined by psychologists as “a set of conditions of circumstances in the act of activity of a person, while one part of this activity poses a problem for him (the person) - the task of action, and the other - the possibility of solving this problem with the help of an interlocutor, to to which the speech action is addressed” [3, p.39].

I.A. Zimnyaya notes that speech actions include a complex of substantive and formal characteristics, namely: motivation (i.e. motivation for a speech utterance), attitude to the content of a speech utterance (i.e. emotional coloring), readiness of the addressee ( recipient) to the perception (understanding) of a speech utterance and corresponding speech behavior” [4, p. 121].

In addition to the term “speech situation”, the term “conditional speech situation” is found in the methodological literature. Speaking about the speech situation, we note that, following E.I. Passov, we classify them into conditional speech and speech. “A conditional speech situation is a communicative exercise intended mainly for acquiring listening and speaking skills, conditioned, on the one hand, by a specific situation (determining the content of the utterance), which is supplemented by stimuli for communication, and on the other hand, by purposefully developed linguistic material ( necessary for the implementation of this statement), including motivating remarks" [5, p. 128]. Both types of situations are used in the educational process. The first type is natural situations that constantly arise in the classroom in the process of verbal communication between the teacher and students - situations related to the organization of work, relationships between students, understanding of the material, and educational assignments. Experienced teachers skillfully use them in their work and involve students in verbal communication. These situations are good material for the development of speech, but they cannot provide systematic work on the development of speaking skills using a variety of lexical and grammatical material. This explains the interest in using conditional speech situations in the classroom.

The main advantages of using conditional speech situations in classes can be considered the following: conditional speech situations allow you to activate the studied language material; with their help, students’ speech guesswork develops; conditionally - speech situations contribute to the contextual acquisition of vocabulary; Thanks to these situations, students are placed in conditions close to real ones.

The speech reaction should not be “given” ready-made. You can offer supporting, keywords, expressions of Russian speech etiquette so that the reaction to the stimulus is close to real. In the classroom, the goal is not to know the situation, but to create it. When creating a situation, one must keep in mind the general pedagogical, methodological, general psychological and individual psychological factors that determine the success of mastering speech in a non-native language.

Thus, conditional speech situations put students in conditions similar to natural ones, activate students’ imagination, force them to formulate their thoughts in the target language, promote contextual acquisition of vocabulary and thereby allow students to be prepared for natural, real situations. Depending on the degree of participation of the teacher in revealing the situation, the following types of situations used in the lesson are distinguished:

1. Situations completely or partially controlled by the teacher (the topic is communicated, the conditions of the situation are given, key words are given, the teacher “creates” stimuli, participates in the work).

2. Free situations (the verbal content of the situation is provided to students, the teacher monitors the thematic focus of communication, speech norms, etc.).

All of the listed types of speech situations can occur in English classes. At the middle stage, partially controlled situations are most justified and most often played out, since students do not have enough speech experience to create free situations. The work on organizing conditional speech situations can be divided into several stages. First of all, select the material: select a topic for verbal communication, select factual information on the topic, select language material, group the material. When activating the material in training exercises aimed at developing speech skills, staged tables should be used; work by analogy; lexical and grammatical paraphrasing.

Let us consider in more detail the listed stages in creating conditional speech situations:

1. The selection of material must be thought out taking into account the following points: what the textbook, manuals, dictionaries contain; what students know based on their own speech experience; what factual information is needed to introduce the situation; when selecting supporting vocabulary, you need to ensure that there are enough verbs, names (nouns, adjectives...), etc.; how to make basic language material available to students even before classes.

2. When introducing and initially activating new material, it is advisable to use a functional approach so that students understand the significance of certain grammatical phenomena. In this case, it is advisable to use substitution tables compiled on the basis of structural models.

3. Learning to speak begins with dialogue. The following sequence of operations is recommended here: listen to the recording of the dialogue; the dialogue is read in pairs by two participants; the moving parts of the dialogue are replaced with components that are real to students; the dialogue is discussed “in pairs”; a dialogue is created by analogy; a new dialogue is “discussed” in pairs; the dialogue is staged.

During the conversation, the initiative can pass from one interlocutor to another. It is important to correctly use stimulus cues and reaction cues, as well as take into account the peculiarities of English speech etiquette. The use of communicative exercises aims to show that language is a means of communication, and not a material for exercises. Therefore, it is extremely important to psychologically correctly construct question-and-answer exercises, while avoiding formal questions.

To instill in non-Russian students the skills of exemplary dialogical speech, it is necessary to intensify expressions of English speech etiquette, to cultivate in them observation of the speech behavior of people of different ages and different professions. Show that people write differently about the same event to friends, teachers, and officials. It is useful to start this work with observation exercises of the oral speech of different people.

1. Explain the situations in which the following appeals can be used...

2. Characterize the participants in the dialogue by their speech behavior (age, relationships, etc.).

After observation exercises, tasks to reproduce a dialogue are recommended, then compiling similar and, finally, independent dialogues based on a given situation. It is advisable to determine the addressee of the statement.

The methodology for conducting classes using speech situations depends on a number of factors: the goals of the lesson (the formation of what skills and abilities the lesson is devoted to); on the topic of the lesson (the importance of the topic for oral speech. Not all topics require a situational approach. Speech situations should be used when mastering topics that are relevant for a given student population); from the teaching stage; from the stage of the lesson in which the situation is applied. When preparing for a lesson in which the situation will be used, the teacher determines the following questions: in what communicative situation is the educational material relevant? What new information can a student gain in this lesson? What should you pay attention to from the point of view of developing students' cognitive activity? How to “connect” the material to students’ life experiences? What training exercises will contribute to the development of grammatical skills? What incentive needs to be created to implement the situation?

The situational-thematic principle of linguodidactics is intended to implement a system for the development of free (i.e. unprepared) speech based on a sufficient minimum of educational and natural situations, basic thematic vocabulary and phraseology, taking into account all the main levels of speech activity (listening, speaking, reading, writing, translation) students.

When selecting communicative-situational topics and selecting speech material for each of them, it is necessary to evaluate each topic and each phrase from the point of view of their use in natural acts of communication, i.e. take into account whether the educational material practiced in class prepares students to participate in real communication or not. Each phrase practiced in class should be included in the fund of “ready-made” linguistic signs for speech services in conditions of natural communication.

Consequently, the tasks of increasing the effectiveness of teaching English as a means of communication require the widespread use of speech situations.

**LITERATURE:**

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