

**EXPERIMENTAL RESEARCH ON THE DEVELOPMENT OF PROFESSIONAL  
COMMUNICATION SKILLS**

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**Annotation:** In the article, the study confirmed the traditional prevalence of the "learning in learning" technology at the initial stage of teaching Russian in a non-linguistic university. Here, a well-known speech movement of the student in the required communicative direction was observed with support for the implementation of the proposed situational and speech exercises.

**Key words:** communication, learning in teaching, technology, non-linguistic university, experimental research, pedagogical technology.

**Introdcution.** To substantiate and confirm the theoretical provisions presented in this work, an experimental study was organized, during which it was intended to substantiate a set of measures for sufficient motivation for students to master professional communication skills.

- the level of development of linguistic and communicative skills and abilities of students of a national group in the context of real speech activity ;
- the use of modern pedagogical technology and advanced methods of teaching the Russian language in order to develop the cognitive and creative potential of students;
- testing the mastery of variable technologies of professional activity;
- development of skills and abilities of collective and independent creative activity in order to consolidate the skills and abilities of speech culture of the future specialist.

The study was designed in such a way as to reveal the degree of concretization of students of a non-linguistic university's professional interest in their future activities. We proceeded from the understanding that an individual's interest in their future profession predetermines their clearly defined motive for the direction of their action.

The study confirmed the traditional prevalence of the "learning in learning" technology at the initial stage of teaching Russian in a non-linguistic university . Here, a certain speech movement of the student in the required communicative direction was observed with support from the performance of the proposed situational and speech exercises. The work showed that the speech exercises had a positive tone, contributed to the enrichment and consolidation of vocabulary and phraseological

stock, and the assimilation of productive grammatical material . When organizing work on the formation of speech skills, both subjects of the educational process - the student and the teacher - took an active part. Communication takes place in conditions of its careful organization and management. In the course of the relevant work, the communicative skills and abilities of students in the Russian language are improved .

Of course, a huge mission and responsibility will fall on the shoulders of the teacher, because the degree of full participation of the student in the speech process depends on his special communicative skills and efforts, especially at the initial stage, when he is still in conditions of limited speech actions at an independent level. In addition, speech associations related to the skills and abilities in the native language are constantly present and active in his consciousness.

The teacher's task is to carry out the corresponding work in Russian language classes to activate the students' thinking abilities, to understand what they hear and see, to actively ask questions, to think about their language and speech ambitions . In turn, the teacher must direct the efforts of his students to the analysis and synthesis of the learned material; constantly create an atmosphere of motivational character, to assist students in the correct construction of speech utterances.

The testing of the proposed author's program for teaching Russian to humanities students was carried out through practical classes, quizzes, competitions and olympiads in Russian [91:66] .

Somehow it has become self-evident that the program requirement at all sub-stages of the main faculties is to conduct training on the material of three spheres of communication: educational-professional, socio-political and socio-cultural. From stage to stage, only the ratio and volume of material representing these spheres changes. Everyday-everyday and socio-everyday spheres of communication are not represented at all, and the language of fiction is presented within a very limited time frame within the socio-cultural sphere. In other words, the studied language material practically does not undergo activation through the layers of general literary speech, undergoing "adaptation" only in specific stylistic varieties of the literary language. A language unit is assimilated in this way, bypassing the typical conditions of its functioning, through the special, i.e. not by its universal side. In this case, they proceed from the idea that the vocabulary of the general literary stock covers a scientific text by 90 percent or more, and the grammatical material presented in different styles of speech is homogeneous to an even greater extent. This approach seems simplified. Firstly, it is wrong to draw a conclusion about the formation of communicative competence based on the identification of elements of commonality only in the content of one of its components - linguistic competence. Moreover, when comparing the general lexical layer, only a partial similarity of lexemes is found, but not their lexical -semantic variants. The fact is that in neutral and scientific speech, lexemes of polysemantic words are represented by their different lexical-semantic variants, their meanings are functionally distributed and not identical, and their valence connections also distinguish them both at the level of a phrase and at the level of a sentence.

Secondly, these spheres of communication are practically not related in terms of the representation of topics and situations of communication in them, i.e. in the main content of subject competence. Thirdly, they stand out for their advantage in terms of developing

communicative competence under the condition:

- a) a set of intentions;
- b) the presence of a real speech act in the format of a situational conversation, dialogue, discussion, debate, thematic communication in the context of teaching Russian in a non-linguistic university;
- c) compliance with the communicative types of the speech process: pictorial-descriptive, pictorial-narrative, evaluative-qualifying types - in colloquial speech and informative-descriptive, informative-narrative, generalizing-logical in the field of specialty. Finally, one can point to the general didactic principle: if the task is set for students- non-philologists to master communicative competence in full, then teaching speech activity in one of the options, bypassing the center, the core of the language system, seems insufficiently justified: only the approach in teaching language from general literary speech to its functional-stylistic varieties creates the most favorable prerequisites for the development of linguistic ability, internal comprehension of language, intuition, that feeling of language, without which it is impossible to talk at all about mastering a language as a communication activity.

The second, perhaps even more complex issue that arises in connection with defining the subject component of the content of training is the issue of the thematic aspect of educational texts, especially in relation to the main one at an advanced stage - the educational and professional sphere of communication. Methodological thought has tested different paths here: from topics presented in a popular science style to highly specialized ones and from them to specialized ones. At present, textbooks predominantly present material reflecting the content of scientific disciplines, united, or more precisely, distributed across four profiles. But even this approach cannot be considered satisfactory, and first of all because it makes it possible to create not a Russian language textbook for non-philology students, but a textbook on teaching the main types of speech only within the boundaries of the educational and professional sphere. The second question also remains unresolved: thematic material of which of the specialized disciplines should be given preference in the selection? An attempt to remove the contradiction of the second kind was made by the compilers of the Methodological Developments on the Russian Language for Independent Work [91:31], who implemented the idea of integrating topics based on discovering the similarity of objects in the world around us, subject to study in different scientific disciplines of this profile. On this basis, they identified five classes of objects and, in accordance with this, five types of texts manifesting them: texts about objects, about processes, about properties, about connections and relationships, about production and cognitive activity of a person, including its result. The very idea of integrating the thematic side of texts and their unification based on the similarity or identity of their denotative content seems very fruitful, although its specific implementation in this textbook seems insufficiently convincing. We believe that the idea of integrating thematic and textual materials has more compelling grounds. There are four such integrating factors: the first is the similarity or identity of objects of study for a number of sciences; the second is the similarity of the very nature of objects, which makes it possible to combine them into system sets - classes of objects. This basis was used in the already mentioned textbook. It seems to us that the classification itself is not strict enough: the five classes of topics and texts given are of the same order, they reflect more than one level of systematization. In accordance with the nature of the objects of description, at the first stage of classification, two classes of objects of the external world can be distinguished: 1) static

objects (objects in the broadest sense of the word), representing a static map of the world, and 2) dynamic objects (processes, phenomena), representing a dynamic picture of the world. Their profound difference lies in the fact that for static objects, spatial parameters are essential, while for dynamics, not only spatial characteristics are essential, but also temporal ones.

This level of systematization of objects will allow us to distinguish two classes that can be manifested in specific educational texts. The division of classes united at the second level is also carried out on the edge of differences in their natural properties that affect the functioning, form of existence of these objects and the possibility of their use. On this basis, the following subclasses (and, accordingly, subclasses of topics) are distinguished among static objects:

- 1) man, living beings;
- 2) objects of the inorganic world.

In turn, among dynamic objects:

- 1) natural processes and phenomena);
- 2) human-regulated and directed processes. The latter may include:
  - a) processes of influence of a subject on an object with the purpose of changing it or understanding it;
  - b) interaction of subjects or an object, the result of which is the emergence of a new object. At this level of objects (and integration of themes), classes of texts are distinguished that convey the social (labor and cognitive) activity of a person.

The third unifying factor in the process of systematization of topics (and texts) is the commonality of goals, potential, desired - the result to which scientific knowledge strives. The main ones are:

- a) the study of properties, qualities of objects and measures of manifestation that are useful/harmful to human existence (this is embodied in the properties and other qualitative characteristics of objects and their quantitative indicators);
- b) identification of functions, purpose of objects and determination of the possibilities of their use by a person (this corresponds to texts of a homogeneous theme);
- c) the structure and composition of objects in order to maintain them in a normal state or obtain new objects with specified characteristics;
- d) clarification of the form of existence, degree of prevalence of objects and some others.

Finally, an important systematizing factor is the methodological general principles of scientific knowledge. Here it is necessary, first of all, to emphasize that scientific knowledge is basically classifying, dividing an unordered set of static and dynamic objects into classes according to some essential features. Scientific knowledge about classes of objects is knowledge, first of all, about the essential and differentiating features of a class of objects, i.e. it forms concepts. In this case, concepts are developed not only about material objects, but also about ideal objects. All this knowledge is transmitted with the help of texts that reveal the content of concepts and conceptual categories.

The dialectical approach also presupposes not an isolated consideration of objects, but a study of their lawful connections, their dependencies. All three of these methodological criteria are applicable to the study of both static and dynamic objects, and presuppose the emergence of texts representing:

- a) general concept of objects;
- b) classes of objects;
- c) regular connections, dependencies of objects and their parts



(components).

The approach we propose takes the thematic basis of educational texts beyond the framework of a purely profile orientation, but, as is easy to notice, leaves them within the boundaries of one, educational and professional sphere of communication. The question arises: are there ways leading to such a presentation of thematic material in a textbook that makes it possible to present in it the substantive material of other spheres. We believe that the topics presented in the textbook "Methodological Developments in the Russian Language for Independent Work" have a clear communicative direction. Thus, each topic of the textbook is presented not by one text on the profile of the specialty, but by a complex of texts, the central one of which will be a professionally oriented text (or, to be more precise, at each of the substages of training, a text oriented towards the organization of the topic and the situation of communication).

Of particular value is a conversational text in the form of a dialogue or oral monologue. A text of this nature has the ability to create a motivational background with an eye to a specific speech utterance at the level of the topic under discussion. As for the content of the text itself, it is predominantly professional, adapted from various sources, such as "Science and Life", "Nature and Man", "The World of Science", etc. Often, a journalistic text is used as text material, revealing the socio-economic state of the country (mainly for independent reading). As a result of this approach, the topic can be revealed from different sides, directly or indirectly revealing its content, presented by speech material not from one, but from several spheres of communication at once.

The spheres, topics and situations of communication, within the boundaries of which the subject competence of non-philological students is formed, not directly, but indirectly (through educational texts) influence the selection of material that forms the basis of their linguistic competence. At present, the selection of linguistic material for a word at the educational, morphological and syntactic levels is carried out mainly in the direction from the language system with some orientation towards its representation in texts on specialized disciplines. In the conditions of communication-oriented teaching, educational text material, distributed among the spheres, topics and situations of communication, in accordance with the communicative needs of the students, should serve as the source from which the linguistic material is extracted that is subject to activation in speech. With regard to the level of a simple sentence, it is advisable to select material mainly not by including new structural schemes, but by a more complete presentation of a set of specific speech realizations of those syntactic constructions that are already well known to non-philological students. The fact is that the structural schemes of sentences are represented mainly by speech realizations that convey the dictal plan of utterances.

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