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THE SIGNIFICANCE OF DEVELOPING SPEECH COMPETENCE IN TEACHING LAW STUDENTS

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Abstract. The paper examines the importance of forming speech competence of law students in teaching English as a foreign language. Indeed, the formation of speech competence in the lessons of the English language is a continuous process, it involves the use of various methods and techniques that contribute to the development of the ability to speak correctly, fluently and dynamically both in dialogue and in the form of a monologue; have a good understanding of audible and read speech, including the ability to produce and understand speech in any style, that is, to use the accumulated language material for the purpose of communication. Speech competence is an integral part of foreign language communicative competence and involves the development of skills in four types of speech activity: productive (speaking and writing) and receptive (reading and listening). Considering this, in the article the author defines "competence" and "speech competence" by employing the opinions of various scholars. The methods used are descriptive, conceptual, statistical-compotent and comparative.

Keywords: speech, communication, competence, speech competence, education, law students, methods, principles.

YURIST TALABALARNI O'QITISHDA NUTQIY KOMPETENSIYANI RIVOJLANTIRISHNING AHAMIYATI

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Annotatsiya. Maqolada ingliz tilini chet tili sifatida o'qitishda huquqshunos talabalarning nutqiy kompetensiyasini shakllantirishning ahamiyati ko'rib chiqiladi. Darhaqiqat, ingliz tili darslarida nutqiy kompetensiyasini shakllantirish uzluksiz jarayon bo'lib, u ham dialog, ham monolog shaklda to'g'ri, ravon va dinamik gapirish qobiliyatini rivojlantirishga yordam beradigan turli usul va texnikalardan foydalanish, eshitiladigan va o'qiladigan nutqni yaxshi tushunish, shu jumladan, har qanday uslubda nutq ishlab chiqarish va tushunish qobiliyatiga ega bo'lish, ya'ni to'plangan til materialidan muloqot qilish maqsadida foydalanishni o'z ichiga oladi. Nutqiy kompetensiya chet tili kommunikativ kompetensiyasining ajralmas qismi bo'lib, nutq faoliyatining to'rt turi bo'yicha ko'nikmalarni rivojlantirishni qamrab oladi, ya'ni: produktiv (gapirish va yozish) va retseptiv (o'qish va tinglash). Shularni hisobga olib, muallif maqolada turli olimlarning fikr-mulohazalaridan foydalangan holda, "kompetensiya" va "nutqiy kompetensiya" tushunchalarini izohlaydi. Tadqiqotda tavsiflovchi, konseptual va qiyosiy usullardan foydalanildi.

Kalit so'zlar: nutq, muloqot, kompetensiya, nutqiy kompetensiya, ta'lim, yurist talabalar, usullar, tamoyillar.

ЗНАЧЕНИЕ РАЗВИТИЯ РЕЧЕВОЙ КОМПЕТЕНЦИИ В ОБУЧЕНИИ СТУДЕНТОВ-ЮРИСТОВ

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Аннотация. В статье рассматривается важность формирования речевой компетенции студентов-юристов при обучении английскому языку как иностранному. Действительно, формирование речевой компетенции на уроках английского языка - это непрерывный процесс, он предполагает использование различных методов и приемов, способствующих развитию умения говорить правильно, бегло и динамично как в диалоге, так и в форме монолога; иметь хорошее понимание слышимой и читаемой речи, включая способность произносить и понимать речь в любом стиле, то есть использовать накопленный языковой материал в целях общения. Речевая компетенция является неотъемлемой частью иноязычной коммуникативной компетенции и предполагает развитие навыков в четырех видах речевой деятельности: продуктивной (говорение и письмо) и рецептивной (чтение и аудирование). Учитывая это, в статье автор дает определения понятиям «компетентность» и «речевая компетентность» с учетом мнений различных ученых. Используемые методы являются описательными, концептуальными и сравнительными.

***Ключевые слова:** речь, коммуникация, компетентность, речевая компетентность, образование, студенты-юристы, методы, принципы.*

Introduction

In the works of I.A. Zimney, N.V. Kuzmina, O.E. Lebedeva, S.E. Shishova, N.O. Chomsky, and others, the essence of the competence-based approach and the challenges of competence formation are discussed [1, p. 87]. The competence-based approach, according to researchers, is founded on three principles: education should be based on basic knowledge, skills, teaching methods, and skills; educational content should be significant and necessary knowledge; and the principle of humane treatment of individuals [1, p. 95].

An examination of the scientific educational and psychological literature revealed that competence is a comprehensive concept with no clear grasp of its essence in pedagogical science (Latin competo – I achieve, I correspond, I fit). "Competence is the ability to understand and produce an unlimited number of linguistically correct sentences through the assimilation of linguistic signs and the rules for their combination", according

to American researcher N. Chomsky, who introduced this concept into the theory of language in 1965 [3, p. 163]. N. Chomsky believes that a competent speaker/listener must form/understand a limitless number of sentences according to models and make a judgment on the statement. American scientists (R. White and D. McClelland) believe that competences are linked to behavioral qualities including self-awareness, self-regulation, and social skills. R. White's definition of "competence" incorporates personal elements as well as motive. Competences are behavioral qualities that can be formed through various sorts of training and development, according to D. McClelland [4, p. 190]. Personality, character traits, general talents, motivation, and patterns of human behavior that lead or manifest in effective activity are the main focus of a personal approach in analyzing competences in the United States.

When defining competences, representatives of the British methodological

school concentrated on the attributes of the activity rather than the personal traits of persons [5, p. 189]. Competences as a general marker of personality (literate – illiterate) and competencies as individual abilities that reveal themselves in the process of doing work are the two approaches of the competence-based approach in France. French researchers' competence is determined by three factors: knowledge, experience, and behavioral characteristics.

As a result, two methods of comprehending competences have arisen in real practice. The American approach is "personal", tying abilities to human attributes that promote activity success, whereas the British approach is "functional", based on task descriptions and desired outcomes. Russian scientists' research reflects a multidimensional view of the term of "competence". V.S. Lednev, N.D. Nikandrov, and M.V. Ryzhakov underline the practical orientation of competencies: "Competence is the field of interactions occurring between knowledge and action in human activity" [6, p. 59].

I.G. Agapov and S.E. Shishov define competence as the ability of a subject to successfully organize internal and external resources to achieve a specified objective as a result of education ("knowledge, skills, talents") [7, pp. 58-62]. Competence, according to A.V. Khutorskoy, is described as a set of interrelated personality traits, such as knowledge, skills, talents, and activity techniques, set in connection to a certain set of objects and processes, and required for high-quality and productive activity in relation to them [8, p. 165]. E.F. Zeer opines that it is the ability to deploy knowledge and abilities in a specific circumstance [9, p. 51].

Knowledge in the context of competences is defined by Y. Milova and O.V. Evdokimov as the reflection in people's brains of objects, phenomena, and rules of objective reality in their interrelation and dynamics. They define skill as a set of knowledge and adaptable skills that enable people to accomplish specific activities or actions under specific conditions. A skill is defined as a partial automation of a person's ability to implement and regulate relevant skills. Based on the semantic structure scientists interpret the term of "competence" as:

- the whole (system) of knowledge in action;
- a personality feature, properties, and traits of personality;
- a criterion for the manifestation of preparation for activity;
- integrated integrity of knowledge, skills, and abilities, providing professional activity, the ability of a person to put his competence into practice, motivated ability;
- activity knowledge, skills, and experience (integration into a single whole of individual actions learned by a person, methods and techniques for solving problems), as well as motivational and emotional-volitional abilities;
- motivational and emotional-volitional abilities.

Researchers' definitions of "speech competence" reveal the intricacy and adaptability of the concept. Speech competence is defined by researchers as [10, pp. 35-41]:

- the ability to understand others and generate their own programs of speech behavior, appropriate to the goals, areas, and situations of communication;
- the student's ability to practically use the English language in specific communication situations, using speech, non-speech (facial expressions, gestures, movements), and intonation means of speech expressiveness in their totality;
- fluency in practical speech in a given language, including the capacity to talk accurately, fluently, and dynamically both in dialogue and as a monologue, as well as the ability to make and understand speech in any functional style, etc.

Speech and communicative competences are interpreted as synonymous concepts in some sources (a new dictionary of methodological terms and concepts), the ability to use accumulated language material in speech for the purpose of communication [11, p. 108]; in other sources (a new dictionary of methodological terms and concepts), speech competence is considered a part of communicative competence, implying the possession of ways to form and formulate thoughts through language and the ability to use such methods in the process.

According to some academics, speech competence is sociolinguistic, meaning that the person who possesses it should be able to pick the appropriate linguistic form and technique of expression based on the circumstances of the speech act: communicative goals, situation, and speaker intents. In our research, we believe that speech competence refers to the knowledge and abilities required to comprehend others and develop their own speech behavior programs that are appropriate for the goals, areas, and communication settings.

Materials and methodology

In the paper the author aims to find out the ways of improving speech competence of law students of Tashkent State University of Law. Conceptual, comparative and statistical-component methods were employed to gather the overall opinions of teachers regarding this very competence and the techniques that help its development. For this purpose, a survey was held among English teachers including 4 open-ended questions and 6 rating scale items. The results were then analyzed properly entailing the ways, activities and tasks of developing speech competence in this context.

Research findings

Given the importance of speech competence in a person's life, which involves the ability to listen, reflect, and observe, it is vital to teach law students adequate perception of English speech, as well as speech innovation.

Students will develop speech competence if they master the following skills:

- the ability to perceive the logic of thinking growth and comprehend the topic;
- the ability to extract relevant information from an oral or written source;
- the ability to gather and arrange information.

The modern methodology for teaching English language entails studying the language for its natural purposes and functions of communication, with the primary goal of teaching being to learn to communicate. When significant elements of the communication situation are modeled, the learning process is built as a replica of the communication process. In practice, complexes of methodological strategies based on speech, live communication, and linguistic communication make it easier to solve pedagogic challenges.

Conducting role-playing games, interviews, debates, discussions, and other types of work enhance the development of speaking competence in students in English language classes. Oral and written speech as types of speech activity are achieved through interconnected speech-thinking processes - the perception and reproduction of statements as a result of the communication situation. The creation of speaking settings that generate a desire to speak out and better study the very language is a methodological condition for the building of students' speech competence.

Indeed, one of the most important aspects of teaching English to law students is the development of speech competence. When teaching English at Tashkent State University of Law, it is important to consider the close connection of all types of speech activity, as well as the characteristics of their functioning. The goal of teaching

English in this context is to eliminate speech interruption and teach students different types of speech activity (listening, speaking, reading, writing). We identify the following methodological principles for the construction of speech competence when teaching the English language based on an analysis of studies on the challenges of law students' speech development:

1. The link between students' sensory, mental, and speech development in the building of speech competence. Because speech activity is intimately linked to cognition of the surrounding world, it is vital to develop their speech competence on the basis of the development of the content side of thinking, utilizing methods and procedures that aid in the development of their cognitive processes. The teacher must follow the following steps: transition from concrete to abstract meanings; transition from simple to complex structures.

2. The premise of a communicative-activity approach to developing speech ability in students. The primary areas of work in English language courses, language materials, and teaching methods should all contribute to students' speech development.

3. The relationship between work on diverse components of speech and the development of speech as a comprehensive education. When students' speech competence is being developed, all levels of the language (phonetics, vocabulary, grammatical structure, and so on) are developed in tandem. The development of one component of speech helps to the development of its other features at the same time.

4. The notion of enhancing students' motivation for speaking activity. Positive speech motivation improves the efficiency of classes and the development of their speech abilities. The teacher should employ a variety of instructional approaches that stimulate students' speech activity and contribute to the development of creative speaking abilities, as well as create situations that force students to talk, taking into consideration their age features.

5. The need of practicing active speech. Speech activity is one of the most important factors in the development of students' speech abilities. The utilization of gaming approaches, visual materials, and assignments based on personal experience all contribute to their speaking activity in L 2 classes.

Patterns of interaction between listening and speaking were revealed in Russian scientists' studies; the conditions for presenting oral information were investigated; the issues of teaching the understanding of foreign language speech messages depending on the sources of information were considered; forms of control were analyzed when teaching these types of speech activity, and so on [12, p. 138].

Review of research findings

During the development of speech competence, students' speech-thinking activity, speech skills, and capacities improve, ensuring mastery of the English language in a variety of settings; their vocabulary expands; and their readiness and capacity to communicate in English improves. Meanwhile, the student must understand that the English language is required for communication in a multinational environment and will assist him in realizing his potential as a member of society and gaining a proper career in the future.

Speech competence is defined as the capacity to utilize the language competently to fulfill the goals specified by a specific speech scenario while taking into account the norms of the current English language. It is a synthesis of knowledge, skills, and abilities that allows a person to communicate effectively. In fact, speech competence should be developed using a communicative-activity approach to learning that allows them to

master L 2 as well as other types of speech activity on a practical level. It is developed through the development of correct pronunciation and aural discrimination of all sounds in the language being studied, the observation of stress and intonation in words and phrases, rhythmic and intonation skills in the pronunciation of various types of sentences, and the expression of feelings and emotions through intonation. The learner must comprehend that language employs a variety of lexical and grammatical tools to reflect the world around us while also expressing our thoughts and feelings.

Strengthening speech direction in English language instruction necessitates a reconsideration of the content, methods, and tactics of English language instruction. The content should be chosen in accordance with the functional principle, which states that each linguistic phenomenon should be considered in terms of how it functions in speech. The student must learn to understand the meaning of the speech addressed to him (both oral and written), as well as how to use the lexical and grammatical tools of this language to be understood by others. It is vital to pay attention to the ethical part of the culture of speech related with speech etiquette when creating the speech competence of students: in what situations is it appropriate to say hello, ask, refuse, etc. The development of speech is a complex designation of the processes, stages and methods associated with the mastery of a person by the means of oral and written speech, characterizing the development of his communication skills and verbal thinking. Mastering a language by a student takes place in certain conditions of speech activity, while work on the correct pronunciation, on the correct use of the word, over the enrichment of the dictionary, over spelling literate writing is the main content of the English language lessons for the development of speech.

The difficulty of integrated instruction of different types of speech activity developed in methodology at the turn of the twentieth century as researchers looked for the most effective techniques to teach a foreign language. In the 1980s, however, deep theoretical investigations of this subject developed [13]. Interconnected learning is defined by V.P. Grigoryeva, I.A. Zimnyaya, and P.V. Sysoev as learning aimed at the simultaneous formation of four main types of speech activity within their specific sequential-temporal relationship using common language material and a special set of exercises [14, p. 12].

The perception (hearing) and production (speaking) of speech abilities are both based on a set of psychological and physiological factors (speaking). Listening and speaking encompass linguistic, logical, psycholinguistic, neurophysiological, and methodological aspects of information perception and extraction, as well as productive activities such as answering questions, formulating the main idea, discussion, and other forms of synthesis in the form of answering questions, etc.

Listening is an autonomous sort of communication action that is more difficult to master than speaking, reading, and writing. Brown, an American psychologist, was the first to use the term "auditing" in the literature [15]. According to G.V. Rogovoi and I.N. Vereshchagina, listening is the perceptual mental mnemonic process of understanding speech experienced by ear [16, p. 24]. Listening is associated with the selection and assimilation of informative features, image formation, recognition, and identification as a result of comparison with the standard stored in memorandum; mental activity - understanding of speech perceived by ear is associated with basic mental operations: analysis, synthesis, induction, deduction, comparison, abstraction, concretization, etc.; mnemonic activity -

listening is associated with the selection and assimilation of informative features, image formation, recognition, identification as a result of comparison with the standard stored in memory. "Auditing" is a complex receptive mental-mnemonic activity linked with the perception, interpretation, and active processing of information included in an oral spoken message [17, p. 29]. Listening is the foundation of communication, and it is where mastering oral communication begins. It is the ability to distinguish heard sounds, combine them into semantic complexes, remember them while listening, execute probabilistic forecasting, and analyze the perceived sound chain based on the communication scenario. Mastering listening allows to achieve educational and developmental learning goals.

Understanding students' English utterances is the pedagogical goal in teaching listening. The importance of being able to perceive speech by ear – the culture of listening – is emphasized not only in the target language but also in L1. The impact on students' development is in the development of their memory, particularly auditory memory, which is vital not only for learning the foreign language but for learning any subject. Listening allows to master the sound side, including its phonemic composition and intonation: rhythm, stress, and melody. The assimilation of the lexical composition and grammatical structure of the language occurs through listening. Listening makes mastering speaking, reading, and writing easier.

Speaking structure as consists of three alternating parts [18, p. 121]:
1. Incentive and motivational.
2. Synthetic-analytical.
3. Management.

Speaking is the outcome of the articulation of the organs of speech, and hearing is an important part of that process. Speaking is built on the foundation of listening. Hearing is vital for managing oral communication because it allows the speaker to match the spoken sound, word, or phrase to a pattern previously heard. Answering questions regarding the content of what was heard or recounting it is frequently used to control the quality of listening. It is feasible to find similar psychological elements by comparing the characteristics of speaking and listening. As with listening, the transition from a single word or phrase to a whole statement is related with the use of thinking and remembering [19, p. 55].

Complex brain activity based on inner speech and a prediction system is present during listening and speaking. Both types of speech activity must be closely related in order to contribute to each other's development in the learning process. "In order to learn to understand communication, we must talk and measure our understanding by how the speech is perceived" [20, p. 45].

Speech games contribute to the formation of speech competence as a means of mastering the ability to effectively use language tools in a communicative situation. Speech games are a kind of games with rules and have a certain structure, including the main elements that characterize the game as a form of learning and gaming activity at the same time.

The structural components of the speech game are:
- game task;
- game actions;
- rules of the game;
- result.

The qualities of good speech are its accuracy, correctness, clarity, purity, expressiveness and richness, which is determined by the choice of language means for expressing thoughts, the lack of uniformity. To achieve such qualities of speech, games or role-plays are useful, the structural components of which help to learn various aspects of the language as a means of communication. The game contributes

to the implementation of the most important methodological tasks. It provides psychological preparation for verbal communication; makes it possible to repeat the studied material; allows to work out the skill of choosing the right speech option, which is a preparation for situationally spontaneous speech of students. During the game or role-plays, students act freely, they are not afraid of mistakes. They are not interested in the result, but in the process of the game itself. Participation in the game reduces the psychological stress experienced in the process of learning activities.

Conclusions

Overall, speech competence is the skills and abilities necessary for the formation of speech behavior programs in accordance with the goals, areas and situations of communication. The formation of students' speech competence should take place on the basis of a communicative-activity approach to the learning process, which allows them to master the English language and various types of speech activity at a practical level. Preparation of students for the perception of English in oral communication is carried out in several stages. At the first stage, a perceptual base is formed, the mechanisms of perception of English sounding speech are developed. At the second stage, the ability to perceive and understand oral texts of a certain length and complexity is formed. The third stage involves the mastery of listening as a component of oral speech communication, that is, the acquisition by the student of the ability to meaningfully participate in oral communication. In the formation of speech competence, it is necessary to implement all the basic principles of education in interconnection: consciousness, visibility, systematicity, strength, taking into account age-related capabilities, and an individual approach.

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YURISPRUDENSIYA

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