

PEDAGOGICAL TECHNOLOGY FOR THE DEVELOPMENT OF CADETS SPEECH CULTURE IN THE PROCESS OF TEACHING A FOREIGN (ENGLISH) LANGUAGE

М. И. Саидкаримова

канд.пед.наук, доцент

Abstract

This article reveals the main opportunities for the effective development of culture among cadets by means of a foreign (English) language through the implementation of pedagogical technology. The article presents the importance of the technology for the development of speech culture among cadets in the process of teaching a foreign language (English), the main goals of the technology are outlined. The article notes the importance of the inviolability of correlations in determining the goal and the development of the content of the technology with the goals and content of teaching a foreign language characteristics, the tasks of the teacher for the development of speech culture among cadets, the formation of a value-based attitude to the native (Uzbek) language of cadets for mastering speech skills and the rules of speech interaction are determined. The author comes to the conclusion that the combination of culturological, socio-linguistic and professionally-oriented content of the content of the pedagogical technology for the development of speech culture among cadets in the process of teaching a foreign language contributes to their value-based attitude to their native culture and native language and a stable motivation to improve their cultural and speech level.

Keywords: Development of speech culture, pedagogical technology, components of the content of the technology, cultural and speech level, foreign language, value attitude to the native language.

Introduction

Today, the academic discipline "Foreign Language" acts as one of the main participants in the integration process of the development of speech culture among cadets in military educational universities of Uzbekistan.

The effectiveness of the development of speech culture among cadets in the process of teaching a foreign language depends on the quality of the development of pedagogical technology and its implementation in the course of practical classes.

The understanding of the term "pedagogical technology" revealed the presence of different points of view of researchers regarding the essence of this concept. Pedagogical technology appears both as a set of psychological and pedagogical attitudes that determine the forms, methods, methods, techniques of teaching (1, p. 104), and as a model of joint pedagogical

activity in the organization and conduct of the educational process (2, p. 25), and as a technique for its implementation in the educational process (3, p. 6).

Within the framework of our study, we consider the pedagogical technology for the development of cadets' speech culture in the process of teaching a foreign language as a two-sided process, which includes the teacher's activity in preparing a set of methods, techniques and forms of organizing foreign language teaching, effectively including the formation of a value-based attitude to the language and contributing to the development of cadets' speech culture, as well as their active work to master a certain level speech knowledge, skills and abilities through the appropriation of the values of a foreign language culture and language.

The use of pedagogical technology provides a logical sequence of setting and solving pedagogical tasks based on the choice of content, methods, techniques, forms and means of teaching adequate to the goals of the development of the cadet's personality.

The use of this technology is carried out in practical classes in a foreign language, therefore, its goals and content should be closely combined with the purpose and content of teaching a foreign language in military universities of the Republic.

The purpose of teaching a foreign language is the formation of foreign language communicative competence, which involves not only the acquisition by cadets of a certain set of language and speech knowledge, skills and abilities, but also the use of a foreign language to expand the horizons of cadets, improve their general culture, acquire emotional and evaluative experience and form their personal qualities. In this interpretation of the goal, there is an orientation towards the personality-oriented vector of foreign language education, axiological aspects of linguistics, which make such categories as personality, competence, ability and motivation relevant (4, p.34).

The pedagogical technology for the development of cadets' speech culture in the process of teaching a foreign language sets as its general goal the formation of a future military specialist - rescuer, who has a value-based attitude to his native (Uzbek) language in learning English, a stable motivation to improve his speech skills and a level of speech culture sufficient for the effective implementation of speech interaction in situations of everyday and professional communication. The specific goals are the development of communicative skills and abilities related to the speech-thinking actions of the cadet's personality.

The achievement of the set goals depends on the content of the content component of the technology, which correlates with the content of teaching a foreign language. In the content of teaching English, two components are traditionally distinguished: subject and procedural (5, 4, 9). The subject component, according to N.I. Gez, which includes linguistic material, topics, texts and linguistic concepts that are not characteristic of the native (Uzbek) language. The procedural component contains lexical, grammatical, pronunciation, spelling skills and the ability to refer to reference literature when working with the language (6, pp. 53-54).

The main component of the content of the technology is a foreign language culture. According to Galskova N.D., culture is not reduced only to knowledge of the norms, values and cultural facts of the country of the studied language. Culture, first of all, presupposes the ability to compare the socio-cultural experience of the people speaking the studied language with their own experience. (6, p. 50).



The main components of the content of the technology are the subject and procedural aspects, and its leading component of the content is the subject aspect: it is focused on the interests and needs of the cadet, therefore, it affects the motivational and motivating sphere of his personality and encourages the constant improvement of speech skills and abilities. The subject aspect includes the spheres of communicative activity of cadets, situations, topics, texts, language material and the realities of the country of the studied language. The procedural aspect of the content consists of communicative, cognitive and axiological components.

The article also discusses the content of the components of the pedagogical technology for the development of speech culture among cadets in the process of teaching English.

The subject aspect of the content is presented in the spheres of professional and social communication. These spheres of communication correlate with certain types of speech that were mastered by cadets from the language environment and are manifested in situations of professional and everyday communication. This means that in each specific case of speech interaction, cadets choose the option that seems to them to be the most adequate from the language means and speech samples known to them.

Consequently, the introduction of cadets to the socio-cultural specifics of the most typical situations of communication on the basis of a comparative analysis of a foreign and native languages contributes to the assimilation of national features of the use of speech samples and the awareness of the inadmissibility of transferring ready-made speech samples formed in the native (Uzbek) language to situations of speech interaction in English.

The subject aspect of the content of the technology includes socially significant topics conditioned by the future professional activity of cadets, aimed at the development of the cadet's personality as a subject. The use of authentic texts reflecting the national and cultural specifics of the countries of the studied language, the peculiarities of speech culture and professional ethics, provides a genuine dialogue of cultures as a complex process of "cognition of another culture through one's own, and one's own through another through cultural interpretation and adaptation of these cultures to each other in conditions of semantic discrepancy for most of both" (6, p. 150). The interpenetration of feelings, experiences, thoughts, views that arise when comparing foreign and native cultural pictures of the world, orient students to the awareness of cultural differences due to the existing value systems of different linguosociums and contribute to the understanding of the value and uniqueness of their own culture and language.

Within the framework of the study, the importance of this topic is not only the extralinguistic content of authentic texts, but also the linguistic (linguistic) content. In this regard, the authentic text acts as the basis for the translation activity of cadets. This type of activity contributes to the activation of thinking and speech-creating processes, involving the processing of language material and the choice of linguistic means to find one of the best options in accordance with the stylistic features of the text. The text, being a product of the cadet's speech activity, reflects the entire structure of his personality, and within the framework of our study it acts as a subject of linguistic analysis of the formation of cadets' speech skills and abilities.

The subject aspect of the content includes realities, background, connotative and non-equivalent vocabulary that expresses the culture of the country of the studied language in the

semantics of language units. N.D. Galskova notes the inextricable link between the quantity and variety of cultural and linguistic and cultural information possessed by the cadet, and the scale of the picture of the world associatively presented in his experience, the number of semantic and semantic supports for operating the means of language (4, p. 131). This component is designed to develop the curiosity, interest and ability of cadets to observe a different way of worldview, to reflect on existing and newly acquired cultural experience. The process of assimilation of this knowledge contributes to the expansion of the horizons of cadets, understanding the phenomena of another culture, the creation of high-quality texts and the conduct of effective speech interaction. The task of the teacher is to stimulate the cadets to perceive and reflect on their own values, including the value attitude to the native language, in the course of comprehending the phenomena of a different worldview.

Language material includes phonemes, letters, intonation constructions, words, word combinations, ready-made phrases, grammatical forms and structures, etc., which are to be studied in the process of mastering the English language (1, p.364). Linguistic material forms linguistic knowledge, by means of which it is transformed into meaningful statements. Through the prism of these statements, the surrounding world, moral and ethical categories are perceived and reflected in human consciousness. Within the framework of our study, language units containing cultural, value and professional components of meaning, socially and professionally conditioned patterns of speech communication, grammatical constructions correlated with the values of the countries of the studied language are relevant.

The procedural component of the communicative aspect of the content of the technology developed by us is represented by linguistic, sociolinguistic, socio-cultural skills and abilities of cadets, which provide an adequate level of proficiency in oral and written speech and full participation of cadets in situations of speech interaction.

Linguistic skills within the framework of the technology used include spelling skills, spelling skills and skills in the use of lexical units of foreign origin. The formation of linguistic skills provides cadets with the opportunity to adequately understand the statements of people who use foreign vocabulary in speech and build their own statements. The sociolinguistic component includes the skills and abilities to use lexical units in the construction of a speech statement in accordance with the social status of the interlocutors and the role functions of the participants in the speech interaction. Socio-cultural skills and abilities allow cadets to adequately choose language forms in accordance with the socio-cultural context and vary the style of communication in case of changing conditions of speech interaction.

The cognitive component is understood as a special type of educational activity, expressed in familiarizing cadets with the culture of the countries of the studied language, as a result of which cadets acquire the ability to compare foreign and native cultures, to find common and specific in the nature of cultural values and the mechanisms of their reflection in language and speech. The cognitive component ensures the development of cadets' ability to search for information, process it, analyze and generalize.

The axiological component contributes to the formation of a positive image of a foreign language culture among cadets while maintaining a positive perception of their own, awareness



of their cultural affiliation and national identity. The axiological component is aimed at the formation of cadets' value orientations and value attitude to foreign and native languages.

Thus, the combination of cultural, socio-linguistic and professionally-oriented content of the developed technology for the development of speech culture among cadets in the process of teaching English contributes to the formation of cadets' value attitude to their native culture and native language and a stable motivation to improve their cultural and speech level.

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