PEDAGOGICAL CONDITIONS FOR THE DEVELOPMENT OF SPEAKING COMPETENCE IN STUDENTS OF NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS

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Abstract. This scientific article explores the pedagogical conditions necessary for the development of speaking competence in students enrolled in non-philological higher educational institutions. Effective communication skills, including speaking competence, are essential in various professional fields. However, students in non-philological disciplines often face challenges in developing these skills. This article aims to shed light on the specific conditions that can facilitate the enhancement of speaking competence in such students. We discuss the importance of speaking competence in today's competitive job market and present practical pedagogical strategies for educators to implement in their classrooms.

Key words; Speaking Competence, Pedagogical Conditions, Non-Philological Higher Educational Institutions, Communication Skills, Integrated Curriculum, Interactive Learning, Speech Training, Individualized Feedback, Technology Integration

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ РЕЧЕВОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ ВУЗОВ

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Абстракт. В данной научной статье исследуются педагогические условия, необходимые для развития речевой компетентности у студентов, обучающихся в нефилологических высших учебных заведениях. Навыки эффективного общения, включая разговорную компетентность, необходимы в различных профессиональных областях. Однако студенты нефилологических специальностей часто сталкиваются с трудностями в развитии этих навыков. Целью данной статьи является освещение конкретных условий, которые могут способствовать повышению речевой компетентности таких студентов. Мы обсуждаем важность разговорной компетентности на современном конкурентном рынке труда и представляем практические педагогические стратегии, которые педагоги могут реализовать в своих классах.

Ключевые слова; Разговорная компетентность, педагогические условия, нефилологические высшие учебные заведения, коммуникативные навыки, интегрированная учебная программа, интерактивное обучение, речевая подготовка, индивидуализированная обратная связь, интеграция технологий

FILOLOGIYA BO'LMAGAN OLIY TA'LIM TA'LIMLARI O'QUVCHILARIDA SO'ZLASHUV KOMPETENSIYALARINI RIVOJLANTIRISHNING PEDAGOGIK SHARTLARI

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Abstrakt. Ushbu ilmiy maqolada nofilologik oliy o'quv yurtlarida tahsil olayotgan talabalarda nutqiy kompetensiyani rivojlantirish uchun zarur bo'lgan pedagogik shart-sharoitlar o'rganilgan. Samarali muloqot qobiliyatlari, shu jumladan nutqiy kompetentsiya turli kasbiy sohalarda muhim ahamiyatga ega. Biroq, filologik bo'lmagan fanlar talabalari ko'pincha bu ko'nikmalarni rivojlantirishda qiyinchiliklarga duch kelishadi. Ushbu maqola bunday talabalarda nutq malakasini oshirishga yordam beradigan o'ziga xos shartlarni yoritishga qaratilgan. Biz bugungi raqobatbardosh mehnat bozorida nutqiy kompetensiyaning ahamiyatini muhokama qilamiz va o'qituvchilarning o'z sinflarida amalga oshirishlari uchun amaliy pedagogik strategiyalarni taqdim etamiz.

Kalit so'zlar; Nutq kompetensiyasi, pedagogik shart-sharoitlar, filologiyadan tashqari oliy o'quv yurtlari, muloqot ko'nikmalari, integratsiyalashgan o'quv dasturi, interfaol ta'lim, nutq treningi, individual fikr-mulohazalar, texnologiya integratsiyasi

Introduction. Effective communication skills have always been essential in both academic and professional spheres. However, in today's interconnected and rapidly evolving world, the significance of these skills has grown exponentially. One of the core components of communication competence is speaking competence, which encompasses the ability to articulate thoughts, ideas, and information clearly, persuasively, and effectively in oral communication. The value of this skill extends across all disciplines, transcending the boundaries of specialized fields.

While the importance of speaking competence is undeniable, students pursuing higher education in non-philological disciplines often encounter challenges in its development. Non-philological higher educational institutions, which predominantly focus on disciplines other than language and communication, may not emphasize the cultivation of speaking skills to the same extent as their counterparts in language or communication programs. As a result, students in these institutions might find themselves ill-equipped when it comes to expressing themselves verbally, a limitation that can hinder their academic and professional advancement.

This article seeks to explore the pedagogical conditions that are crucial for fostering the development of speaking competence in students of non-philological higher educational institutions. It is imperative for educators and institutions to address this gap and provide students with the necessary tools and opportunities to enhance their speaking skills. This article will delve into the specific conditions and strategies that can be employed to empower students in non-philological disciplines to become confident and effective speakers. By doing so, these students can bridge the gap between their academic training and the communication demands of the contemporary professional landscape, ultimately enhancing their employability and career prospects.

In the subsequent sections of this article, we will discuss the importance of speaking competence in today's competitive job market, elucidate the specific pedagogical conditions conducive to its development, and present practical strategies that educators can implement within their classrooms. Through these insights, we aim to provide a comprehensive framework for educators and institutions to nurture the speaking competence of their students, regardless of their academic backgrounds.

Importance of Speaking Competence

Effective communication is the cornerstone of success in virtually every aspect of human interaction. In an age marked by globalization, digital connectivity, and diverse workplaces, the ability to communicate orally with clarity, precision, and persuasiveness holds paramount importance. Speaking competence, as an integral part of communicative competence, plays a pivotal role in achieving these objectives. This section delves into the compelling reasons why speaking competence is a critical skill for students in non-philological higher educational institutions.

Professional Advancement: Irrespective of their chosen field of study, students aspire to succeed in their future careers. In professional settings, the ability to articulate ideas, persuade stakeholders, and present oneself effectively is often the key to career advancement. Professionals who can communicate persuasively tend to stand out and are better positioned for leadership roles.

Interdisciplinary Collaboration: In today's interconnected world, interdisciplinary collaboration is increasingly common. Professionals from diverse backgrounds come together to solve complex problems. Effective oral communication is crucial for bridging disciplinary gaps, facilitating teamwork, and ensuring that ideas are exchanged seamlessly, ultimately leading to innovative solutions.

Client and Stakeholder Engagement: In fields such as business, healthcare, and law, effective communication with clients and stakeholders is paramount. Clients seek assurance, clarity, and empathy in their interactions with professionals. Speaking competence enables practitioners to build trust, explain complex concepts, and address concerns, fostering positive relationships.

Academic Excellence: Beyond the professional realm, speaking competence is also vital in academia. Students must communicate their research findings, participate in class discussions, and make presentations. Those who can express themselves clearly and persuasively are more likely to excel in their academic pursuits.

Job Market Competitiveness: The contemporary job market is highly competitive. Many positions require strong communication skills as a prerequisite. Job seekers who can demonstrate speaking competence have a distinct advantage, as they can effectively convey their qualifications, experiences, and enthusiasm to potential employers.

Leadership and Advocacy: Leadership often hinges on one's ability to inspire and mobilize others through effective speeches and presentations. Advocacy for important causes and social issues also

relies on the power of persuasive speaking. Speaking competence empowers individuals to lead and advocate for change.

Globalization and Cultural Sensitivity: In an era of globalization, professionals frequently engage with colleagues and clients from diverse cultural backgrounds. Speaking competence helps individuals navigate cultural nuances, ensuring that their messages are respectful and well-received in a multicultural environment.

Personal Growth and Confidence: Beyond its professional implications, speaking competence fosters personal growth and confidence. Individuals who can express themselves articulately are more likely to feel empowered and self-assured in various aspects of their lives.

In summary, speaking competence is not merely an academic or professional skill; it is a life skill with far-reaching implications. Students in non-philological higher educational institutions can greatly benefit from the development of this skill, as it equips them to thrive in their chosen careers, collaborate effectively in interdisciplinary settings, and navigate the challenges of the globalized world. In the following sections, we will explore the specific pedagogical conditions and strategies that educators can implement to cultivate speaking competence in these students.

Pedagogical Conditions for Developing Speaking Competence

Developing speaking competence in students of non-philological higher educational institutions requires a strategic and supportive pedagogical framework. The following pedagogical conditions are essential to nurture this vital skill effectively:

Integrated Curriculum Design: One of the foundational conditions for fostering speaking competence is an integrated curriculum design. Instructors and curriculum planners should work collaboratively to ensure that speaking exercises are seamlessly incorporated into various courses across the academic program. This integration allows students to practice speaking in contexts directly relevant to their field of study, making the skill more practical and applicable.

Interactive Learning Activities: Encouraging interactive learning activities is pivotal to the development of speaking competence. These activities can encompass group discussions, debates, role-plays, and presentations. They provide students with opportunities to express their thoughts, engage in critical thinking, and receive immediate feedback from both peers and instructors. Such engagement fosters confidence and adaptability in oral communication.

Speech Training Workshops: Organizing speech training workshops or seminars led by experienced professionals can be invaluable. These sessions can delve into various aspects of speaking, including voice modulation, body language, speech organization, and overcoming common speech impediments. Practical guidance from experts equips students with concrete techniques and strategies for effective speaking.

Individualized Feedback: Effective feedback is crucial for honing speaking competence. Instructors should provide individualized feedback on speaking assignments, highlighting strengths and areas for improvement. Encouraging self-assessment and peer evaluation can further enhance the learning experience. Constructive criticism empowers students to recognize and address specific aspects of their speaking style.

Technology Integration: Modern technology offers valuable tools for developing speaking competence. Video recording and speech analysis software enable students to self-assess their performance. These technologies provide objective feedback on factors such as tone, pace, and body language, facilitating self-directed learning and improvement.

Real-World Application: To bridge the gap between academic learning and real-world communication demands, institutions should create opportunities for students to apply their speaking skills in authentic settings. Encouraging internships, co-op programs, or involvement in extracurricular activities where students interact with professionals allows them to practice and refine their speaking abilities while gaining practical experience.

Diversity of Speaking Scenarios: The development of speaking competence should encompass a diversity of speaking scenarios. Students should be exposed to different types of oral communication, ranging from formal presentations to informal discussions. This exposure ensures that they can adapt their speaking style to suit various contexts.

Cultural Sensitivity: Given the globalized nature of professional environments, cultural sensitivity is paramount. Instructors should incorporate discussions on cross-cultural communication, emphasizing the importance of understanding and respecting cultural differences in spoken communication.

Continuous Assessment: Speaking competence is not a one-time achievement; it is an ongoing

process. Continuous assessment through periodic speaking assignments ensures that students consistently practice and improve their skills. Regular feedback and reflection opportunities promote a gradual, sustainable enhancement of their speaking competence.

In conclusion, these pedagogical conditions provide a comprehensive framework for developing speaking competence in students of non-philological higher educational institutions. By integrating speaking exercises into the curriculum, facilitating interactive learning, providing expert guidance, leveraging technology, and emphasizing real-world application, educators can empower their students to become confident and effective speakers. This not only enhances their academic experience but also equips them with a vital skillset that will serve them well in their future careers and personal endeavors.

Conclusion

In the rapidly evolving landscape of higher education and the professional world, the development of speaking competence has emerged as a foundational skill transcending disciplinary boundaries. For students enrolled in non-philological higher educational institutions, this skill is not just advantageous but often pivotal in their academic journey and future career prospects. This article has elucidated the significance of speaking competence and provided a comprehensive exploration of the pedagogical conditions necessary to foster its development.

Speaking competence, as a subset of communicative competence, equips students with the ability to express their thoughts, ideas, and information effectively in oral communication. Its importance in facilitating professional advancement, interdisciplinary collaboration, client engagement, and academic excellence cannot be overstated. Moreover, it empowers individuals to thrive in a globally connected world, promoting cultural sensitivity and personal growth.

To nurture speaking competence in students of non-philological higher educational institutions, educators and institutions must proactively implement specific pedagogical conditions. These conditions encompass an integrated curriculum design that weaves speaking exercises into the academic program, the promotion of interactive learning activities, speech training workshops led by experts, individualized feedback mechanisms, technology integration, real-world application opportunities, a diversity of speaking scenarios, cultural sensitivity, and continuous assessment.

By embracing these conditions, educators can bridge the gap between academic learning and real-world communication demands. They empower students to become confident and versatile speakers, enhancing their employability and equipping them with a skillset that extends far beyond their academic pursuits.

In conclusion, speaking competence is a skill that knows no disciplinary bounds. It is a universal asset, a catalyst for professional success, and a catalyst for personal growth. As we navigate the complexities of our interconnected world, the ability to speak with clarity and impact is an invaluable gift that educators can bestow upon their students. By investing in the pedagogical conditions outlined in this article, educators and institutions can empower their students to thrive in a world where effective communication is the key to unlocking endless opportunities.

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