

# Improvement of speech competence as a tool for forming management skills of future specialists of technical universities during language teaching

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**Annotation.** The formation of speech competence is a goal, a task, but most of all, the problem of training future specialists for any professional field, which, in the context of the modernization of education, modern science and production, is of particular relevance. The article provides a general description of the facilitation method, indicates the role and place in the improvement of speech competencies; disclosed the structure and features of the method "Facilitation" in the student audience. The technology of preparation and implementation of the "Facilitation" method in universities is also highlighted, as an innovative method that contributes to the improvement of managerial skills among future specialists of technical universities. The article highlights the problems of introducing the facilitation method, as one of the innovative methods that are being introduced into the educational process.

## 1 Introduction

The problem of activating and intensifying the cognitive activity of students has always been one of the most relevant in the practice of teaching languages at a university, so there is a constant search for teaching methods that make it possible to effectively use the joint cognitive activity of a teacher and students.

Teaching in modern conditions is not so much a process of transferring information as organizational assistance to a student in the implementation of his educational activities. In the conditions of an innovative, knowledge-intensive economy, continuous improvement of productive forces, human skills and professional competencies become key factors in production. It makes no sense to determine the importance of any competence, their totality is important. Today, among the professional requirements for a university graduate, communicative competence occupies a special place. In general, we are talking about the formation of such competence, which would ensure the competitiveness of a specialist in his chosen profession. It is impossible to achieve this without a certain level of speech culture: the ability to communicate and influence other people through the word, the ability to accurately and adequately express one's thoughts in oral and written form, to feel comfortable

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in any speech situation, selecting language and speech means in accordance with the goal, topic, place of communication and peculiarity of the addressee. The formation of speech competence is a goal, a task, but most of all, the problem of training future specialists for any professional field, which, in the context of the modernization of education, modern science and production, is of particular relevance. To implement the issue of developing speech competencies among future specialists of technical universities, the tasks of its implementation should be aimed not only at mastering phonetics, grammar, vocabulary, stylistics and other aspects of the language, but also at the formation of language skills and the development of speech skills. Therefore, classes should be built not only on the theory of knowledge of the language, but should also be modeled in the conditions of speech practice, contributing to the development and development of speech skills and abilities.

But as practice shows, in teaching the skill of speaking, university professors face some difficulties, since speaking is treated as a complex integrated skill.

In her methodological guide, Penny Ur gives the following ways to overcome difficulties in learning to speak:

- the use of group work with students (in this case, students can speak without feeling uncomfortable, they discuss and complete the task in small groups, which contributes to the emancipation of students. They may speak with errors or use their native language, but in this regard they practice English language and develop the skill of speaking);
- application of motivating tasks and topics for classes;
- the teacher must correctly and clearly model the lesson plan and interest students in motivating tasks;
- developing clear instructions for each task will help students understand the speech task;
- the use of the language level during the discussion should be one level lower than the level of the tasks. This will help students to speak fluent language without obstacles.

Thus, overcoming difficulties in teaching the skill of speaking, one can achieve positive results. Therefore, classes aimed at developing and improving speaking skills should be conducted in a comfortable atmosphere where the teacher guides students and helps them experiment with the language.

The question arises, what teaching methods should be used to overcome the above-mentioned difficulties? What methods and techniques effectively influence the formation of speaking skills in the student audience of technical universities?

## **2 Method**

In recent years, the concept of "facilitation" has become increasingly common in the educational space, although its methods are still used by a limited number of consultants and even fewer managers. While facilitation methods, which include the technique of working with large and small groups, managing group dynamics, are widely known and actively used in the West for the last twenty or thirty years. Many experts predict a great future for facilitation and its methods in the field of management and business education. This is due to the fact that the technology of facilitating strategic sessions, meetings, group discussions, brainstorming stimulates the participants of the event to intense mental work, opens the potential of each participant, achieving goals and leading the group to the implementation of the tasks set. The British portal talks about the selection of a facilitator into a separate profession and prophesies a promising future for it.

The relevance of facilitation in management is now justified by the fact that it, as a form and method of work of managers with subordinates, has recently become more widespread among leaders. In Europe and America, there is already a market of specialists who are professionally involved in facilitation, there are professional networks and associations that unite facilitation practitioners, which allows generalizing, analyzing,

researching the accumulated experience, as well as developing new facilitation methods and techniques.

An example of such an association in America is the IAF (International Association of Facilitators), formed in 1994 in the United States, and is currently a global organization in seven regions - Africa, Asia, Canada, Europe, Latin America, Oceania and the United States. Since 2010, international conferences of facilitators have been held in Russia, in April 2013 the Fourth Conference of Facilitators was held, the theme of the conference in 2013 is "Facilitation technologies for creating ideas, innovations and sharing experiences." In Uzbekistan, these processes are still in their infancy, and we have yet to create a professional community of domestic facilitators.

So what is facilitation? From English "facilitate" - to facilitate, help. Initially, the concept of social facilitation appears: as an increase in the effectiveness (in terms of speed and productivity) of a person's activity in the conditions of its functioning in the presence of other people who, in the mind of the subject, act as either a simple observer or an individual or individuals competing with him.

Facilitation was first recorded at the end of the 19th century. in the experiments of the French physiologist Feret, and then described in detail by F. Allport, V. Mede, V.M. Bekhterev (together with N.N. Lange) and others. One of the cases of identifying the phenomenon of social facilitation was a situation recorded by observers on a bicycle track (unlike a conventional stadium, a cycle track is designed in such a way that the stands with spectators are located along only one side). tracks).

It turned out that regardless of the tactical plans agreed with the coach to fight for the championship in the race, it is in front of the stands with spectators that the athletes involuntarily accelerate even to the detriment of a possible victory, which, as a necessary condition, would imply some "pre-acceleration deceleration".

Later, researchers involved in the development of decision-making issues paid great attention to the process of group functioning and the collective effects of group problem solving and identified the direction of group work facilitation as a concept that arose in the environment of corporate work, learning and development.

In the second half of the twentieth century, the concept of Facilitation was formed as the identification and use of various processes that help people working in a group to conduct common mental activity, come to common decisions, create and improve ideas. As we know, speech activity is always included in the process of mental activity, because the product of thought must always be speech.

Mental activity is aimed at the performance of a speech act, subordinated to it.

It is here that the facilitation method contributes to the implementation and improvement of the managerial skills of a modern manager, since today one cannot be a successful manager without mastering speech skills.

The facilitation method is an active and effective method of teaching and developing the speech skills of students of a non-linguistic university, a means of intensifying the educational process, which makes it possible to successfully overcome psychological and linguistic and cultural barriers in situations of business communication and contributes to the formation of a manager's communicative competence.

For a modern teacher, it is important to optimize and achieve maximum efficiency of the educational process, where it is necessary to clearly represent the true needs of students of the third millennium, namely:

- effectively communicate information, thoughts and feelings to people;
- be creative in solving emerging problems and issues, be able to actively interact with other people;
- critically think, compare and analyze important problems.

Modern students need such teaching methods and techniques that could optimize the effectiveness of the entire educational process. Today, the learning process is no longer limited to the traditional blackboard of facts, dates, examples, formulas, and teacher lectures that are perceived as boring, outdated, and uninteresting. Thanks to developing technologies, active knowledge of the surrounding reality is taking place exponentially. In the context of developmental learning, it is necessary to ensure the maximum activity of the student himself in the process of forming key competencies, since the latter are formed only in the experience of their own activities. In accordance with this, many researchers associate innovations in education with interactive teaching methods, which are understood as "... all types of activities that require a creative approach to the material and provide conditions for the disclosure of each student."

Higher education is a special sphere of human culture, is one of the factors for accelerating scientific and technological progress and increasing social productivity, and serves as one of the sources of the country's economic growth.

The product of the sphere of education materializes in a higher capacity of the labor force, in the development of scientific and technological progress, and in changes in social relations in society. The labor market has rather high requirements for graduates-specialists. The future professional fate of a specialist will depend on the strength of the acquired knowledge and the ability of the student to apply them in practice.

This article attempts to substantiate the theoretical and methodological foundations for introducing the facilitation method into the educational process of teaching a language in non-linguistic universities.

And also to reveal the essence of issues where the key task of the system of higher professional education is not only the production of specialists, but also the involvement of students in the process of developing fundamentally new technologies, in their testing in the educational and professional environment. At the same time, it is important in the learning process to develop in students such abilities as: creative thinking, creative activity, the ability to make decisions in difficult situations, be flexible and quickly adapt to the realities of life. In the article, in a clear sequence, the general characteristics of the facilitation method are given, the role and place in the improvement of students' speech competencies in language teaching are indicated.

The study on the above issue reveals the structure and features of the "Facilitation" method in the student audience. The author also highlights the technology of preparation and implementation of the "Facilitation" method in universities, as an innovative method that contributes to the development of speech competencies of future specialists. In recent years, radical structural and substantive reforms have been carried out in our republic, affecting all levels and components of the education system and aimed at ensuring its compliance with world standards. A developed legal framework has been created for reforming the education system, which has identified as a priority the growth of investments and investments in human capital, the development of the digital economy, and in the future the implementation of the large-scale program "Digital Uzbekistan - 2030", aimed at a comprehensive transformation of the country's economy and increasing its competitiveness in the international arena.

Consequently, reforms based on the principles of humanism and democracy required the development of new technologies and approaches to building an education system, a revision of the content of training and education of future specialists, not just labor resources, but an educated and intellectually developed generation, which is the most important value and decisive force in achieving goals of democratic development, modernization and renewal, stable and sustainable development of the country's economy.

In this regard, as a fundamental problem of personality formation in the context of national transformations, the problem of ensuring true bilingualism and multilingualism of

specialists has become acute, which is a necessary prerequisite for harmonization. In this regard, as a fundamental problem of personality formation in the context of national transformations, the problem of ensuring true bilingualism and multilingualism of specialists, which is a necessary prerequisite for the harmonization of interethnic and interpersonal relations, has become acute. The university is an environment in which students receive not only special knowledge and skills, but also accumulate experience in social and professional relations, they form a certain worldview, life attitudes and value orientations. In this regard, the question of the development of speech competencies in the Russian language among future specialists of non-professional universities is legitimate. As you know, in 1999. The Council of Europe has identified 29 key competencies required by a modern specialist: social; competencies related to life in a multicultural society; competencies associated with the emergence of the information society; competencies that realize the ability and desire to learn throughout life; “competences that determine the possession of oral and written communication, which is important in work and social life. The same group of communication includes the knowledge of several languages, which are becoming increasingly important. In the context of professional training and development of a specialist, they acquire a special meaning, therefore, the appeal of higher education to the problem of the level of communicative training of personnel is the most relevant today. One of the important competencies in professional and social life is communicative, which, on the one hand, contributes to the socialization of the individual and meets the personal needs of citizens, and on the other hand, satisfies the needs of society in professional personnel. It is no longer enough for a modern specialist to be only homo sapiens, a “reasonable person”, the need of society for homo loquens, a “speaking person”, more precisely, a “communicating person”, is increasingly felt. The modern paradigm of education, addressed to the human factor in the language, to identifying how the language is used by the subject of speech, directly depends on his communicative competence. Anthropocentric in its essence, the language not only performs purely pragmatic functions of communicative service to society, but also has a significant potential for the formation of each member of this society, acting as one of the ways of individual manifestation of a person as a person. A higher educational institution can be viewed as a sociological model of society that reproduces the entire system of social values. The level of communicative competence of specialists reflects the socio-psychological atmosphere of society, the state of public morality, and the success of professional activity. In the process of professional development at the university, this competence provides management of the systems of role-playing and interpersonal interaction of the subjects of the educational process. Today, a certain profession requires from each specialist personal self-expression in speech action, possession of speech influence tools, which is realized through their speech and attitude to language as a way of cognition and communication. With the development of intercultural cooperation and means of international communication, the importance of practical knowledge of foreign languages has increased, and the orientation towards international requirements for the level of knowledge of them has increased.

An analysis of the problem related to the professional training and development of university students in domestic pedagogical science and practice has made it possible to establish that by now a scientific fund and experience have been accumulated that make it possible to identify patterns and principles for implementing the humanistic orientation of specialist training. However, this applies only to language graduates.

Special studies that consider the problem of developing communicative competence by means of a foreign language in the process of professional training of non-core universities are rare.

In our opinion, communicative acts that contribute to the improvement of speech competencies in the Russian language among future specialists of technical universities can

be considered by their types and the following varieties can be distinguished: 1) by content (industrial, practical, everyday, interpersonal, scientific and theoretical, etc.);

2) by the form of contact (direct, indirect);

3) by type of connection (bidirectional, unidirectional);

4) according to the degree of mutual correspondence of communicants (high, satisfactory, insignificant, unsatisfactory, negative);

5) by results (from negative to positive).

Speech communication includes the sender of speech, the recipient of speech, their speech activity and the message as a product of speech.

The communication channel here corresponds to the conditions for the flow of the speech action, the transmitter and receiver correspond to the properties of the speech mechanisms of the communicants. In speech communication, the situation of communication is taken into account. The subject of speech activity are thoughts that are expressed in connection with certain motives within a certain topic. The impulse to speak can be both internal (coming from the needs of the person himself) and external (coming from another person). The situation itself may contain contradictions that will be resolved in the process of communicative interaction. Such a situation is called a problem. The dynamism of the situation depends on the activity of the communicants, their interest in communication, common interests, their attitude towards each other, towards the situation. A person's ability to communicate is defined in psychological and pedagogical research in general as communicativeness.

Communicativeness is the motivation of any action of the student, making it out of internal motivation, and not external stimulation. In order to be able to communicate, a person must master certain communication skills. However, the concept of communicative competence includes not only mastering the necessary set of speech and language knowledge, but also the formation of skills in the field of practical use of the language in the process of speech activity. This also correlates with the implementation of educational tasks for the formation of a socially active personality, oriented in the modern world. Consequently, communicative competence becomes part of cultural competence, leads to an increase in the general humanitarian culture of the individual, the formation of high creative, ideological and behavioral qualities in her, necessary for her inclusion in various activities.

The term "communicative competence" is widely used in the methodology as an indicator of the level of language proficiency. This term was introduced into scientific use by the American linguist N. Chomsky. Currently, there is no single definition of the term "communicative competence", the authors interpret it in different ways. Initially, the term denoted the ability necessary to perform a certain, predominantly linguistic activity in the native language. A competent speaker (listener), according to N. Chomsky, must form (understand) an unlimited number of sentences according to models, and also have a judgment about the statement, that is, see formal similarities and differences in two languages. With regard to teaching foreign languages, this concept has been developed in detail within the framework of studies conducted by the Council of Europe to establish the level of foreign language proficiency (Strasbourg, 1996), and is defined as the ability to perform any activity based on the knowledge, skills, and abilities acquired during the training, work experience. Practice shows that students of non-core universities feel the need to increase the level of formation of communicative competence in mastering their future profession, in self-determination and self-presentation of the individual in an intensively developing labor market.

The communicative orientation of the modern methods of teaching the Russian language, as modern research shows, can be fully implemented using techniques and means that imitate the conditions of real communication. Therefore, of particular importance is the solution of problems related to the creation and use of effective means of teaching the Russian language

to students in non-core universities, where a high level of speech skills is the main condition for acquiring deep knowledge in the specialty.

The theoretical and methodological foundations of the study are the works of the leading foreign ones, such as J. Martin, L. Svenson, I. Lerner and many others, as evidenced by a variety of scientific discoveries in this area.

In the article, we set a goal to develop technologies for teaching speech competencies to improve the management skills of future specialists of technical universities when teaching a language using the Facilitation method.

To achieve this goal, we solved the following tasks:

- determine the role and place of the Facilitation method among active teaching methods;
- to develop principles for creating a scenario and preparing a lesson on using the Facilitation method in order to teach speech competencies;
- to develop a technology for using the "Facilitation" method as one of the active methods of teaching speech competencies in the language of students of technical universities;
- conduct experimental training using the Facilitation method according to the developed scenarios.

The study of the issue of the development of speech competencies among future specialists of technical universities involves the study of the influence of the "Facilitation" method on changing the level of motivation for students' learning and the formation of communicative competence. To study the issue of developing speech competencies among future specialists of technical universities, we used the following methods:

analysis of pedagogical, methodological and psychological literature on the application of innovative pedagogical technologies and methods in the educational process;

analysis of existing models of the Facilitation method and their use in the educational process;

pedagogical observation;

experiential learning;

testing;

questioning;

statistical processing of the results of experimental training.

To study the issue of developing speech competencies among future specialists of technical universities, we have determined the basic principles for creating a pedagogical scenario of the Facilitation method in the educational process. And also developed a technology for preparing and conducting a lesson using the Facilitation method.

The "Facilitation" method, as an effective method of teaching speech competencies, intensifies the learning process, brings it closer to the conditions of professional activity of future specialists and contributes to the formation of teamwork skills.

The "Facilitation" method forms communicative competence, helps to increase the level of learning motivation, helps to overcome psychological and linguistic and cultural barriers and stimulates the speech and thinking activity of students.

The effectiveness of the educational process using the Facilitation method depends on the technology for creating a methodically correct scenario and applying it in the learning process. The Facilitation method can be used as a teaching method and a control method.

The new educational approach imposes special requirements on the teacher of a higher educational institution and the teaching format, increasing the number of hours for independent work of students, if it is necessary to achieve the proper level of professional competencies, poses a difficult task for the teacher to form a balanced course of the subject.

One of the priority tasks is the formation of the ability for independent learning, therefore, it is necessary to find such means and apply such methods in which students will be more quickly oriented towards independent learning activities, which corresponds to the new state educational standards of the Republic of Uzbekistan.

As we know from modern scientific literature, the special attention of scientists around the world is focused on the development of innovative approaches to learning. According to them, the educational process should be systematic and cover all aspects of educational work in the preparation of future specialists.

The basis of innovative educational technologies used in the educational process of a modern university should be the professional interests of future specialists, taking into account their personal and creative qualities. Therefore, when training specialists in higher education, the use of innovative forms and methods should be harmoniously combined with a clear understanding of the goals and objectives of education and training.

In modern psychological and pedagogical literature, it is noted that innovative methods are components of many teaching technologies that are aimed at developing and improving the educational process and preparing specialists for professional activities in various spheres of modern society. It is thanks to these methods that conditions are created for the formation and consolidation of professional knowledge, skills and abilities of students, and contribute to the development of their professional qualities.

The use of innovative methods by university teachers in the learning process contributes to overcoming traditional barriers in teaching various disciplines, developing new approaches to professional situations, and developing students' creative abilities. An intensive search and introduction of new forms and methods of teaching is currently underway. In this regard, a modern teacher should set himself the solution of the following tasks:

- conducting training in an interactive mode;
- increasing students' interest in the discipline being studied;
- Approximation of the educational process to the practice of everyday life;
- formation of communication skills, adaptation to rapidly changing living conditions;
- increasing psychological stability, training in conflict resolution skills.

Thus, the key task of a qualitatively new educational system is to achieve a sustainable interest of students in the subject being studied, to self-education from the initial courses, as well as to attract them to scientific research. For this, it is important to initially set up the psychological thinking of students to gain knowledge and master their future profession. The student, as a future specialist, must understand how, having received social and professional skills, he can apply them in practice. It is innovative methods and technologies in teaching that can help the teacher in solving the tasks. Based on the results of our study, we determined the general characteristics of active methods for the development of speech competencies at a university and came to the conclusion that methodically correctly organized language training at a university contributes to the formation of professional competence of a future specialist capable of professional mobility and professional dialogue.

First, you need to understand what an active method is. The active method is a form of interaction in which the teacher and students are on an equal footing, where students are not passive listeners, but active participants in the educational process.

Despite some commonality between active and interactive methods, they have differences.

Active methods are the most effective forms of learning today. These methods and techniques of pedagogical influence arouse the motivating interest of students in mental activity, in the manifestation of a creative approach and in the search for new ideas for solving various problems. Active learning methods help trainees to independently understand complex professional issues. An analysis of the psychological and pedagogical literature and a generalization of personal pedagogical experience suggest that in order to develop speaking skills, it is necessary to use active teaching methods, by which we mean forms and methods that activate students' independent work, maintain attention and develop speech. It is easier for students to understand and remember the material they studied through their active involvement in the learning process. The purpose of active methods in teaching is to create



comfortable learning conditions under which the student feels his intellectual viability and success, which makes the learning process itself effective. In other words, active learning is, first of all, interactive learning, during which there is both interaction between the student and the teacher, and between the students themselves. The tasks that active learning methods set for themselves:

- awakening students' interest in discipline and self-education;
- the formation of students' own opinions and the ability to defend their positions;
- formation of social and professional skills;
- effective assimilation of the taught material;
- independent search by students of ways and options for solving the problem, as well as the argumentation of the decision;
- establishing active interaction between students. It is known that a person from birth is drawn to knowledge, strives to learn everything new and new. And the most important motive for learning is cognitive interest, which is the basis of active independent activity of students, their attitude to learning. Technologies that activate the learning process rely not only on the processes of perception, memory, attention, but also on creative, productive thinking and communication, active forms and methods of learning. Currently, the following methods of active learning are used in the educational process: problematic; dialog; game; research; project method; modular; reference signals; critical situations; automated learning.

Education from a routine boring process should be transformed into an exciting process that contributes to the personal and professional growth of the student, and not be a formal procedure for obtaining a certificate of education.

As experience shows, traditional educational teaching methods have led to a mismatch between what is taught to students at the university and what is needed to develop their professional skills in a particular specialty. In this regard, many organizations are moving towards problem-based learning, which is implemented by solving problems based on real situations.

Innovations in the educational process mainly occur with the use of active forms and teaching methods. The introduction of such forms of education is one of the most important areas for improving the training of students in a modern university.

The educational process is increasingly focused on innovative learning technologies. There is a search for optimizing the joint activities of students based on the widespread use of active methods and teaching aids, the use of gaming and non-gaming learning technologies.

Technology is considered in combination with various pedagogical concepts - technology of training, education, technology of upbringing, communication, organization of the pedagogical process, solving pedagogical problems.

The technological approach can be applied to any component of the educational process and can be combined under the general concept of "pedagogical technology". In its most general form, this concept can be used in relation to the specially organized interaction of the subjects of the educational process aimed at achieving the planned goals of education. Then the concept of technology of training, formation, development, education form a set of specific concepts in the class of pedagogical technologies.

Experimental research in one form or another is an indispensable component in the practice of every teacher. Any teacher seeks in his pedagogical activity to find such methods, techniques and forms of work that will contribute to the comprehensive development of the student. The use of various educational technologies in pedagogical activity allows teachers to increase the motivation of students, the professional and practical orientation of classes, and, consequently, to achieve more guaranteed results in their professional and pedagogical activities.

The modern teacher, who daily enters the classroom, must firmly know what results he must achieve. But the desire to teach your students what he knows himself depends not so much on the knowledge of the teacher, but on the ability to convey this knowledge to his students.

We must understand that a student is a personality, an individuality. To reveal his personality, to help its realization, self-expression is one of the tasks of the teacher. And here the professional skills of the teacher, his teaching methods and the pedagogical technologies used come to the fore.

Pedagogical technology - a set of psychological and pedagogical attitudes that determine a special set and layout of forms, methods, teaching methods, educational means; it is the organizational and methodological toolkit of the pedagogical process. At the same time, the object of pedagogical technology is understood as the structure and logic of constructing the pedagogical process, ways of organizing it to achieve pedagogical goals in accordance with certain principles and conditions.

"Pedagogical technology is a systematic method of creating, applying and defining the entire process of teaching and learning, taking into account technical and human resources and their interaction, which aims to optimize the forms of education."

Any pedagogical technology must meet the basic methodological requirements - the criteria for manufacturability, which are:

- conceptuality;
- consistency;
- manageability;
- efficiency;
- reproducibility.

Like any technology, pedagogical technology is a process in which there is a qualitative change in the impact on the student. Pedagogical technology can be represented by the following formula:  $PT = \text{goals} + \text{tasks} + \text{content} + \text{methods (techniques, means)} + \text{forms of education}$ .

The organization and implementation of pedagogical technology depend on the requirements of the leading didactic principles. Didactic principles, or teaching principles, are guidelines that guide the activities of the teacher, help determine the content of teaching, methods and forms of teaching.

The main didactic principles are:

- the principle of scientific character and accessibility of education;
- the principle of systematic training and connection of theory with practice;
- the principle of consciousness and activity of students in learning with the leading role of the teacher;
- the principle of visibility;
- the principle of the strength of knowledge assimilation and the connection of learning with the comprehensive development of the personality of students.

The technologization of the educational process is associated with the search for various didactic approaches that make it possible to turn learning into a "production and technological process with a guaranteed result." The main features of "pedagogical technologies" identified by scientists are as follows:

- development of a specific pedagogical plan based on value orientations, target settings of the teacher for a specific expected result;
- building a technological chain of pedagogical actions strictly in accordance with the goal;
- providing for the interrelated activities of the teacher and students, taking into account the educational needs of each student and his individual characteristics;
- phased and consistent implementation of the elements of pedagogical technology;

- diagnostic procedures containing criteria, indicators, tools for measuring performance.

Many existing pedagogical technologies have quite a lot of similarities in their goals, content, applied methods and means, and according to these common features, they can be classified into several generalized groups.

Modern pedagogical technologies include:

1. Domain-oriented technologies;
2. Technologies of student-centered learning;
3. Heuristic learning technology;
4. Dialogue technologies;
5. Gaming technologies;
6. Information and communication technologies;
7. Health-saving technologies.

As part of the study, various facilitation methods were applied to experimental sessions. One of these methods is the Basket method.

Basket method - based on imitation of the situation. For example, a future specialist should act as a guide and conduct an on-line tour of a historical museum. At the same time, his task is to collect and convey information about each exhibit to others. Since the tour is conducted virtually, media-wise, the participants in the educational process have the opportunity to independently search for information, analyze it, and develop the correct solution to situations.

It should be noted that in the specialized literature there are different interpretations of the terms "teaching method" and "teaching method". In fact, this is a way of interaction between a teacher and future teachers, through which knowledge, skills and abilities are transferred. The difference is that the reception is a short-term method that involves working with one, specific aspect. A method is a long process, consisting of several stages and including many techniques. Thus, the method of learning is only an integral part of this or that method.

As you know, methods are classified according to different criteria:

- by the nature of educational activities: reproductive, problematic, research, search, explanatory and illustrative, heuristic, etc.;
- according to the degree of activity of the teacher and future teachers: active and passive;
- according to the source of educational material: verbal, visual, practical;
- according to the method of organizing educational and cognitive activities: methods of forming ZUN in practice, methods of obtaining new knowledge, methods of verification and evaluation.

The development of speech skills is one of the most difficult problems in learning. Its solution requires taking into account many factors: the personal characteristics of the trainees, the characteristics of speech activity, the consideration of each situation and the conditions of communication.

To conduct lectures, one of the facilitation methods Mind-map was used.

The author of the method of mental maps (mind-map) is Tony Buzan.

Purpose: collecting information, generating and structuring ideas.

When used: The Mind-map method is used for in-depth study of a particular topic.

It is advisable to use this method in order to get an idea of the topic of the lecture.

How to apply:

In the center of the board, a large circle or other shape is drawn with the main topic of the lesson: Features of building a public speech: simple principles of persuasive speech.

On command, the group begins to complete the scheme.

The facilitator captures the ideas on the board, or the participants do it on maps, and then they place them on the board, it is important to find the main sub-themes first, the main lines emanating from the main topic. The map develops from the general to the particular.

Each of the found main subtopics is connected with particular aspects and questions. Thus, branches with shoots develop.

For example, students answer the question: how to make public speaking effective?

Here, directions for the development of ideas can be given: an object or action with which students will associate the topic of the lesson; life stories; speeches by prominent political figures, both modern and historical figures.

On the basis of ideas, a conclusion is made. The main principles of constructing public speeches are submitted for discussion.

This is where the Voting/Ranging technique can be applied.

Purpose: This technique represents a form of consensus. Used to allow the group to visually summarize those ideas or issues that some of the group members think are important, and is also used in decision making.

The teacher (facilitator), summing up, gives recommendations on the construction of public speaking; list of recommended literature on the topic of the lesson.

The World Cafe method.

This method can be used in practice.

"The World Café" - this method contributes to the creation of a lively discussion regarding the issues of the main topic of the lesson. A facilitation method that is used for large groups to discuss a complex issue.

How to apply: you can organize a round table on the topic "Norms of communication on the Internet."

Participants are divided into groups, the main topic of discussions and issues that will be discussed on the tables are presented.

It is proposed to individual participants to take on the role of the "master" of the round table, to which the group will come to visit (who is interested in the topic and is ready to work on it all the time).

Participants disperse to round tables and discuss the question indicated there: how does the replacement of many types of human activity with computer functions have a serious impact on morality, politics, social theory, and psychology?

"Owner" - captures all voiced ideas on a flipchart sheet.

The following ideas can be voiced here:

Netiquet, netiquet - rules of conduct, communication on the Web, traditions and culture of the Internet community, which are followed by the majority;

Flame - "verbal war";

Flood messages in Internet forums and chats that do not carry any useful information;

Offtopic - messages not on the topic of the current discussion or mailing list.

Then the participants get up and go to another table, and the "hosts" remain at their table all the time.

When the next group comes to the round table, the host briefly tells what happened and what ideas were voiced by the previous group (s). Then the participants talk on the stated topic, and the owner fixes everything.

There are several rounds of work with changing tables in groups (3-5 rounds).

Summing up - the "hosts" of the round tables summarize the discussions at their tables for all participants. An additional stage with the selection and evaluation of ideas is possible. As a result of the lesson, recommendations are given on the topic of the round table;

- Be mindful of who you are talking to;

- When communicating online, follow the same rules of interpersonal communication that you follow in real life;

- Be respectful of other people's time and opinions;

- Save your face;

- Do not get involved in conflicts and avoid them;

- Do not spread false information;
- Forgive others for their mistakes! Be tolerant;
- Do not forget that even through a dead network you communicate with a living person.

These methods help to transform education from a routine boring process into an exciting process that contributes to the personal and professional growth of the student and helps to develop such qualities of students as:

- the ability to independently acquire knowledge and apply it in practice;
- the ability to think critically and creatively, to produce new ideas;
- the ability to work with information, analyze it and highlight the main thing;
- the ability to work in a team, coordinate their actions with others and avoid conflict situations.

These methods help a teacher of speech disciplines in a non-linguistic university to develop students' skills and abilities that will allow future specialists to effectively carry out their professional activities.

“BarCamp, or anti-conference. The method was suggested by webmaster Tim O'Reilly. Its essence is that everyone becomes not only a participant, but also an organizer of the conference.” All participants come up with new ideas, presentations, suggestions on a given topic. Then there is a search for the most interesting ideas and their general discussion.

Thus, the study of the mechanisms for the development of speech competence of future specialists of technical universities, using facilitation methods, creates the following favorable prerequisites for:

- implementation of speech self-control; assessment of oral and written statements from the point of view of language design, the effectiveness of achieving the set communicative tasks;
- use the main types of reading (introductory-studying, introductory-referential) depending on the communicative task;
- extract the necessary information from various sources: educational and scientific texts, reference literature, the media, including those presented in electronic form on various information media;
- speaking and writing:
  - create oral and written statements of various types and genres (based on the studied academic disciplines);
  - observe the norms of speech behavior in various areas and situations of communication, including when discussing debatable problems;
  - use the basic techniques of information processing of oral and written text.

### **3 Discussion**

Improving the system of teaching the theory and practical skills of future specialists depends not only on the formation of their educational activities, but also on the activities of the teacher in setting the educational goal and using media technology in their activities. The translation by the teacher of the educational goal - the assimilation of certain knowledge, the mode of action, the formation of a certain quality - into an educational task and its setting for future specialists is the most important moment in the organization of their educational activities, which determines its success, since it is through the solution of educational problems that the teacher achieves the goal of education.

The ability to consciously formulate and set educational tasks for students is a professionally important competence of a teacher.

We analyzed the scientific works of foreign and domestic scientists - E.G. Azimov, E.V. Vinogradov, M.G. Evdokimov, E.D. Koshelyaeva, N.S., M. Moore, G. Furstenberg, J. Belz,

S. Thorne, M. Warschauer) in the field of innovative technologies in language teaching. Among the many modern technologies used in the process of language learning, the most promising and significant, in our opinion, are various technologies that contribute to further speech communication (L.K. Raitskaya, P.V. Sysoev, M.N. Evstigneev, J. Abbit, J. Ophus, M. Barahona, G. Dudeney, N. Hockly, J. A. Farreny, B. Dodge, T. March, etc.

An analysis of the literature showed that the possibility of accepting the set task by future specialists depends not only on the formation of their educational activities, but also on the activity of the teacher in setting the educational goal. The translation by the teacher of the educational goal - the assimilation of certain knowledge, the method of action, the formation of a certain quality - into a learning task is the most important moment in the organization of their educational activities, which determines its success, since it is through the solution of educational problems that the teacher achieves the goal of education.

In our opinion, the requirements for raising the issue of improving the system of teaching the theory and practical skills of future specialists should be identified as follows:

- motivated task setting: the task must make sense for the student, which is ensured by the relationship between the goal and the motive. This connection must be real and correspond to the ideas of the individual about the surrounding reality;

- a clear, understandable formulation of the educational task: the use of available concepts, taking into account the understanding of their meanings in the context of the task; simple sentences and presentation style; consistency (consistency, consistency) of presentation. Using examples, analogies and visual aids, relying on experience;

- a clear and specific formulation of the educational task, contributing to an unambiguous understanding of the stages and methods, conditions for achieving the result of educational activities and its qualitative and quantitative characteristics;

- brevity of the wording of the task being performed, complete all the tasks, as well as the stages of its implementation, remember and keep in memory throughout the work, which ensures that the individual characteristics of the individual are taken into account;

- figurativeness and emotionality of the educational task as a factor in the goals and meaning formation of the forthcoming activity; improving the system of teaching theory and practical skills by means of media technologies;

- reliance on internal motivation: cognitive interest as one of the most important sense-forming motives of activity and a condition for accepting an educational task as personally significant;

- organizing a discussion, establishing feedback to ensure successful (complete and accurate) perception and understanding of the educational task, highlighting and accepting the goal of the upcoming activity, as well as for education with the help of the teacher of the intention to achieve the goal;

- monitoring the implementation of the educational task to provide additional motivation and maintain the intention to complete the task;

- the use of collective and group educational work as an additional factor of motivation, the conditions for successful acceptance and retention of goals and independent goal setting and goal setting;

- creation of a favorable psychological background of activity: organization of interaction and cooperation, observance of each other's interests, sympathy, goodwill, openness, emotional contact, correctness and tact, uniformity of educational influences on a person, reliance on a positive beginning in him, creating a situation of success, confidence in one's own strength, interest and activity in work.

Improving the system of teaching the theory and practical skills of future specialists is quite productive. Especially in comparison with the widespread practice of identifying pedagogical goals and pedagogical tasks, when the goals are formulated in terms that describe the actions of the teacher (to reveal, explain, tell, etc.). However, the level of education,

especially in modern conditions, is determined not by the amount of knowledge, but by their encyclopedic nature. From the standpoint of the competence-based approach, the level of education is determined by the ability to solve problems of varying complexity based on existing knowledge.

The competence-based approach in education does not deny the importance of knowledge, but it focuses on the ability to use the acquired knowledge.

High competence is required from employees and citizens in all areas of our society. The ability to manage has become more important as organizations make legitimate and inevitable claims to manage larger and more complex economic and social systems. New understanding and perception, new priorities and types of competence are necessary for all members of modern society, and especially leaders. Therefore, the requirements for the effectiveness of communication in all spheres of human life, including in his professional activity, are increasing.

## 4 Results

The conducted research makes it possible to draw the following conclusions:

1. Communicative competence is a professionally significant characteristic for representatives of various professions and depends on communicative qualities, communicative abilities, communicative skills, etc. Therefore, mastering the knowledge related to the communication process, the skills of constructive and effective communication, is one of the most important aspects of professional training.

2. In modern society and education, one of the acute problems is the problem of communication, communication, which manifests itself in frequent non-constructive conflicts, psychological manipulation, loneliness, difficulties in self-presentation, a low level of empathy, etc. In order to prepare a future specialist to solve this and other problems, it is necessary to form a communicative culture of the individual, including one of its components - communicative competence.

The formation of communicative competence as a whole is a long, complex process, due to the individual psychological characteristics of the individual and other factors. Mastering communicative competence by future specialists will allow them to effectively interact with communication partners.

3. Communicative competence can be considered from the standpoint of a cultural approach as a component of the communicative culture of the individual. From the point of view of the phenomenology of culture, the following types of culture can be distinguished, often found in scientific and popular literature, widely used in everyday life: communication culture, or communicative culture, culture of interpersonal (for example, family) relations, culture of behavior, culture of speech, culture of thinking, culture feelings, etc.

These components of human culture can be considered and studied in various human sciences: ethics, psychology, pedagogy, law, aesthetics, etc. In each phenomenon, a certain content can be distinguished, corresponding to the subject of study. The concept of "culture of communication" is multidimensional, it can be singled out for consideration, at least several aspects, depending on the subject of study. In order to determine the subject of study, it is necessary to supplement and specify this concept: "psychological culture of communication", "pedagogical culture of communication", "legal culture of communication", etc.

Despite the widespread use of the concepts of "communicative culture", "culture of behavior", "culture of thinking", the analysis of the definitions shows that there is no unity in their understanding, these and similar concepts are not always fully disclosed, indicating the aspect of study.

In the course of the study, we identified the following components of the speech activity of future specialists from non-core universities:

- 1) cognitive (literacy as elementary knowledge and skills);
- 2) competence;
- 3) value-semantic;
- 4) reflective-evaluative;
- 5) cultural creation.

The goal of modern language education is the formation of the communicative competence of students, as well as the development of their personal qualities - psychophysiological, speech, cognitive, creative, worldview and spiritual. The learning process at the university should provide students with an appropriate level of language knowledge, skills and abilities to use the language in situations of educational and future professional activities, contribute to the successful implementation of the educational and developmental potential of the language discipline.

These tasks can be achieved if the following activities are carried out in the learning process:

creating positive motivation and maintaining interest during learning activities; attracting the personal experience of students, their intellectual and emotional spheres;

development of consciousness and self-awareness of students, their speech and thinking; formation of speech self-control at all stages of educational activity.

Such educational requirements are best met by interactive teaching methods and technologies. The essence of interactive learning lies in the fact that the educational process is carried out in conditions of constant, active interaction of all participants in the educational process.

Education from a routine boring process should be transformed into an exciting process that contributes to the personal and professional growth of the student, and not be a formal procedure.

## **5 Conclusion**

As experience shows, traditional educational teaching methods have led to a mismatch between what is taught to students at the university and what is needed to develop their professional skills in a particular specialty.

"Pedagogical technology" is that pedagogical phenomenon that concentrates the possibility of solving many problems, and most importantly, it can help in the personal improvement of the student, the formation of leadership qualities in them, as well as such qualities as tolerance, sincerity, creative orientation.

The range of possibilities of educational technologies is much wider and depends on the imagination, creativity and technical preparedness of the teacher, but in any case, we can conclude that the use of pedagogical technologies not only intensifies the learning process, but also increases the motivation of the modern student to study, stimulates his cognitive interest. and increases the efficiency of group and independent work.

But the success of any pedagogical technology depends on the personality of the teacher. Working in an innovative mode changes the outlook of the teacher himself. It becomes interesting for the teacher-innovator to master new types of pedagogical technologies and use them in the educational process. Thus, the teacher increases his social status, and his authority also increases. The result is the growth of the professional skills of the teacher and the recognition of his merits at different levels.

Thus, active methods and pedagogical technologies for the development of speech competencies at a university should become a priority in higher educational institutions, as they contribute to the formation of students' cognitive activity, give them the opportunity to



realize a person's natural desire for communication, cooperation and mutual assistance; are the basis of personality-oriented education.

In this study, we studied and reviewed the use of the "Facilitation" method in teaching speech competencies in order to improve the management skills of future specialists of technical universities.

To achieve this goal, we solved the following tasks:

- determined the role and place of the facilitation method among active teaching methods;
- developed the principles for creating a scenario and preparing a lesson on the basis of the "Facilitation" method in order to teach speech competencies;
- developed a technology for using the "Facilitation" method as one of the active methods of teaching speech competencies to students of technical universities;
- conducted experimental training using the Facilitation method according to the developed scenarios;
- investigated the influence of the "Facilitation" method on the change in the level of students' learning motivation and the formation of communicative competence;
- investigated the influence of the "Facilitation" method on the formation of the skill of working in a team as a professionally significant quality of a specialist's personality.

In conclusion, it should be noted that in the modern world, characterized by constant and increasingly rapid and large-scale changes, it is absolutely necessary in the learning process to shift the focus from teaching to learning, to organize teaching itself not as a transmission of information, but as an activation, provision and support for meaningful learning processes. Such a change in teaching is considered as a manifestation of new thinking, as a genuine reform of education, which cannot be achieved without improving the skills and abilities, knowledge and abilities of the teacher, without developing and introducing new experimental programs and the most modern technical technologies into the learning process.

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