

## Formation of Speech Competence Skills of Journalist Students

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**Abstract:** The article is devoted to the issues of teaching a number of disciplines that provide general humanitarian and general professional training for journalists. The article discusses the methodological and conceptual problems of developing communicative and speech competence of future journalists. The article proposes a concept of communicative and speech training for student journalists.

**Keywords:** decision-making process, multi-aspect, speech-thinking culture, communicative competence, competitiveness of the profession, modern educational system, journalistic profile, intonational-expressive characteristics.



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The main goal of higher education is to create optimal conditions that can not only facilitate the adaptation of a future specialist to the requirements of the profession, but also lay the foundation for self-determination of the professional's personality. According to leading pedagogical studies, the process of self-determination, which is both active and value-semantic in nature, implies a choice made by an individual in the decision-making process and establishes the boundaries of one's own "I".

The educational system of a modern university, which is oriented towards global socio-cultural needs, should provide students with the opportunity to choose among the standard parameters of a professional's personality, one of which is high-quality speech and thinking activity. Such activity is a multi-aspect characteristic of a person's mentality: a complex of intellectual, mental, ideological, aesthetic, behavioral features - it is a marker of social status, reveals communicative abilities.

The development of speech-thinking activity in the learning process ensures a successful transition of the individual from the adaptation phase to the phases of individualization and integration, when it, having a desire to be presented with its own characteristics and differences, shows a need to be accepted by the community. Unfortunately, one cannot but agree with the opinion of leading linguists regarding the current crisis state of the speech-thinking culture of the population, which negatively affects not only the psychological characteristics of formed individuals and individuals in the process of formation, but also has far-reaching consequences for the characteristics of the mentality of the nation, the level of its culture. That is why the task of

developing high-quality speech-thinking activity of individuals; first, has a global social significance.

In the context of special education, the features of speech-thinking activity of developing specialists are manifested in the level of their speech competence. It should be noted that, unlike linguistic and communicative competence, speech competence of future specialists has a discursive nature and reflects the quality of verbal behavior of students focused on the requirements of the profession. Therefore, we consider it necessary to introduce the concept of "speech competence", which, unlike linguistic and communicative competence, reflects the specifics of professional discourse. As is known, the modern situation on the labor market is characterized by high competition of professional niches associated with the concept of prestige. Listed professions, in particular, journalistic profile, claim to create an optimal model of a specialist, an integral part of which is the image - a purposefully formed image of a professional reflecting the results of education and upbringing. The higher the competitiveness of the profession, the higher the qualification of the professional image and, consequently, the higher the requirements for its components. Speech competence is one of the main factors in the formation of a positive image of any professional: it contributes to the successful self-presentation of a specialist, an increase in his business activity, and the effectiveness of solving professional problems in the field of communications. In addition, in the activities of most specialists in the journalistic profile - managers, marketers, advertisers, PR specialists, bank employees, etc. - the level of speech competence not only determines the quality of their job responsibilities, but also literally affects the main indicator - profit. It is no coincidence that the ability for communicative-adaptive activity is included in the content of journalism education.

Thus, the task of forming the speech competence of specialists in the journalistic profile, in addition to social importance, has serious pragmatic significance. In this regard, in our opinion, there are professionally conditioned prerequisites for the creation of a special technology for forming the speech competence of future journalists in the learning process.

Nevertheless, in the educational work of universities with a journalism profile, clearly insufficient attention is paid to the problem of developing speech competence of future specialists. The paradox of the modern educational system is that mastering professional speech, the language of the specialty is not a mandatory requirement for the skills and abilities of a university graduate. It is believed that a student in the process of acquiring specialized knowledge forms his own speech competence automatically. If in the training of students-linguists, literary scholars such tactics bring results (the level of students' training is measured by the degree of proficiency in language and speech), then in the situation of the educational process of students of non-linguistic specialties this approach seems, to put it mildly, insufficiently substantiated. As a result, examples confirming the emerging imbalance in the general professional and speech competence of a specialist, unfortunately, are extremely numerous. Students of the journalism department from the first year undergo industrial practice and quite early encounter problems of a communicative and speech nature. First, these are problems associated with speech and communicative presentation. Beginning journalists do not know how to cope with anxiety, how to introduce themselves, attract attention and hold it. At the same time, a whole range of specific speech problems can be identified. Thus, an inexpressive and weak voice, inept intonation, dialect pronunciation especially "spoil" the life of students specializing in audiovisual media.

Thus, here, issues of speech culture, stress resistance, acquiring a speech and professional image, the ability to compete, confident behavior and others are simultaneously affected. Secondly, the communicative nature of the profession begins to require young specialists to understand themselves and others, that is, a sufficiently subtle awareness of the nature of human behavior, motives and their management. The inability to accurately convey emotions and interpret them also significantly interferes with professional activity. A separate block of problems is

persuasiveness, the ability to emotionally and reasonably express your point of view, purposefully influence your communication partner.

After all, the work of a journalist is not an expressive reading of text blanks. This is a dialogue, live communication, even looking into the camera lens or reading into the microphone, the media worker addresses an invisible interlocutor, conveying his emotions and capturing his mood. Communicative competence and intonationally expressive characteristics of speech cannot be developed solely on theoretical material, these skills require interactive involvement of students who, in the process of practical work, internalize knowledge, appropriate it to themselves on a deep personal level. Disciplines that are called upon to varying degrees to realize the special communicative and speech abilities of future journalists, for example, "Speech Technique", "Psychology of Journalism", only partially, not fully, satisfy the students' need for a concrete embodiment of all knowledge about the nature of communication and the features of sound communication.

Probably, training sessions, in which the theory is presented only in the form of reflection of the participants (the principle: to invent the wheel, to "discover" for yourself the patterns long known to specialists), can allow you to deeply feel and understand both the general rules of speech and non-verbal communication, and your individual strategy of behavior and presentation of your own speech. Such training is supposed to combine the communicative and speech components, in it the problems of speech expressiveness (intonation, timbre, voice practices) should be analyzed in the context of social communication. Students of the journalism department from the first year undergo industrial practice and quite early encounter problems of a communicative and speech nature. First, these are problems related to speech and communicative presentation. Beginning journalists do not know how to cope with anxiety, how to introduce themselves, attract attention to themselves and hold it. At the same time, a whole range of specific speech problems can be identified. Thus, an inexpressive and weak voice, inept intonation, dialect pronunciation especially "spoil" the life of students specializing in audiovisual media. Thus, here, issues of speech culture, stress resistance, acquiring a speech and professional image, the ability to compete, confident behavior and others are simultaneously affected. Secondly, the communicative nature of the profession begins to require young specialists to understand themselves and others, that is, a sufficiently subtle awareness of the nature of human behavior, motives and their management. The inability to accurately convey emotions and interpret them also significantly interferes with professional activity. A separate block of problems is persuasiveness, the ability to emotionally and reasonably express your point of view, purposefully influence your communication partner. After all, the work of a journalist is not an expressive reading of text blanks. This is a dialogue, live communication, even looking into the camera lens or reading into the microphone, a media worker addresses an invisible interlocutor, conveying his emotions to him and capturing his mood. Communicative competence and intonational-expressive characteristics of speech cannot be developed solely on theoretical material; these skills require the interactive involvement of students, who, in the process of practical work, internalize knowledge and appropriate it to themselves on a deep personal level.

Thus, the super goal of communicative speech training is to develop the skill of awareness of the information space and human communication as sound, sensitivity to expressive speech and sounds, understanding the diversity of verbal and non-verbal means of communication and the possibility of using them in professional communication. Thus, in order to form a professional culture of communication in a future journalist, it is necessary to provide pedagogically comfortable conditions, namely: to create a creative educational space where the student can express himself in the process of non-standard types of educational activities (interactive lecture, discussion, seminar-interview, publication of a student newspaper, public defense of creative projects, student blogs, etc.); an individual approach to managing the process of forming a professional culture of communication of future journalists; ensuring variability of general

journalistic training with a priority focus on the development of the linguistic culture of the individual and the individual abilities of the future journalist (professionally oriented courses of the student's choice enhance the motivation for the development of communicative qualities, which increases the level of professional training); implementation of individual and collective educational and creative tasks into daily practice that stimulate the development of professional culture; co-creation and creative dialogue, creative and communicative interaction of students and teachers in the learning process; organization of independent work of future journalists; construction of journalistic situations that stimulate thinking, oral and written speech culture, self-development of communication culture; use of innovative technologies; ensuring the relationship between higher education and the professional environment.

An effective method is problem situations, which consists in organizing such situations in which intellectual and ethical problems are transformed into emotional ones. Thanks to this, participants understand the inadequacy of the means used, find the necessary material in cooperation with the teacher to overcome difficulties, independently set a task for developing their own capabilities necessary for practicing the appropriate strategy of action in an indirect or direct situation of intercultural communication. Training programs related to the topic of forming intercultural tolerance occupy priority among the forms of work.

A business game is an effective teaching method, since it helps to remove the contradictions between the abstract nature of the subject and the real nature of professional activity. Having the properties and capabilities of various forms and methods of teaching, a business game is a role-playing game in a complex, in which participants with different, often opposing interests must make some decision on the task at the end of or during the game.

It is noteworthy that in the process of a business game, all participants in the game are involved in group thought search and communication. The functions and roles of the game participants adequately reflect the professional and social-personal relationships characteristic of the journalistic activity modeled in the game. Among the game roles in the group are: the author of communication (expresses his position, setting out his own point of view); the recipient (perceives the author's text and forms an image of what he understood); the critic (develops his own point of view, more advanced and reasoned); the organizer of communication (coordinates all types of work and directs the work of all participants in the game to improve the author's point of view). Thus, the formation of speech competence of future journalists in the process of professional training (including in building a dialogue) can be carried out in the process of implementing the social focus of teaching academic disciplines and special courses, the use of monologue and dialogic forms of speech activity, various forms of work that provide for the development of students' skills in dialogic communication within the framework of the curriculum and extracurricular activities (participation in the social life of the university, during industrial practice, etc.)

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