

The Role of Professional Communication in Teaching

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Abstract: The problems of improving professional education are especially relevant now, at the present stage of development of a post-industrial society, when there is a need to ensure the training of highly qualified specialists, taking into account a long-term perspective, to include each person in social and economic development by educating civil and professional responsibility.

Keywords: teaching, professional education, professional responsibility, speech skills, professional communication.



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The second side of oral communication is, as you know, listening, that is, the perception and understanding of the sounding text. Unfortunately, due to a number of reasons (a small clock grid, the lack of authentic audio and video materials on professional topics, the methodological underdevelopment of the appropriate system of exercises and control), the development of listening to professional texts as a receptive type of speech activity is clearly insufficient attention in a nonlinguistic university.

Oral professional communication as a learning goal involves the preliminary identification of the real professional needs of the trainees, which determine the communicative intentions of the persons entering into oral contact. In relation to the industrial and scientific spheres, these may be the following communicative intentions:

- inform the listener about the subject and purpose of the message (state, convince, refute, criticize);
- listen and understand professional information;
- request information of interest;
- clarify, ask again;
- evaluate the information received;
- call a contact partner for discussion;
- keep speech contact, save it for the future.

The listed communicative intentions are realized in certain communicative situations of professional communication, the most typical of which we consider the following:

1. Participation in a conference, symposium, roles of communication: speaker, listener, discourser. At the same time, all types of oral communication are realized - monologue, dialogue, polylogue. The main goal is to reveal the truth, the definition of new knowledge.
2. Participation in a seminar, production meeting with the possibility of a broader and more detailed discussion. Of the types of oral communication, dialogue and polylogue are the most widely represented. The main goal is a broad discussion of general and particular issues.
3. Participation in the planning of the experiment / test, discussion of their results. All types of oral communication are implemented, the main purpose of communication is:
 - at the stage of preparation and implementation - determination and implementation of the research strategy and tactics;
 - at the stage of discussion of the results - summing up, determining the degree of achieved expectations, identifying cause-and-effect relationships, conclusions and recommendations for the future.
4. Personal contact of two specialists on the initiative of one of them or both for the purpose of requesting, clarifying, critical understanding of the provisions under discussion. The purpose of the contact is to find out an opinion, to come to a common opinion, to bring positions closer. Types of oral communication - monologue and dialogue. The components of speech activity in oral professional communication are listening and speaking, but their content is the information contained not only in sound, but also in printed texts.

That is why the connection of speaking and listening with the reading of professionally oriented texts is inevitable, and hence with the need to navigate the structure of the text.

It is known that for oral professional communication in a foreign language, only knowledge of the language of a given specialty, that is, a sublanguage, is not enough. Reliance on the structural and semantic organization of a special text significantly intensifies the process of perception - information processing. The isolation of the structural elements of the text contributes to the

orientation of students both in the general patterns of their layout and in the individual features of the structure of a particular text, facilitates the understanding of the text of this profile, making it more complete, deep and accurate. A special role in the text is played by the theme-rheme relations with the tendency of the rheme to be at the end of a coherent text.

Trainees should also be introduced to the species diversity of professional texts: monograph, article, patent, instruction, description of the experiment, discussion (for example, "Round Table"), explain the characteristic features of the construction of these texts, model them in their native, and then in a foreign language their discussion according to the laws of polylogue / dialogue

development, determine the speech strategy of participants in oral professional communication, use speech etiquette (speech clichés). In this regard, students can be recommended:

- name the genre of the text, its composition, temoreme relations, the hierarchy of concepts;
- to determine the speech strategy of participants in oral professional communication (goal, type of communication);
- to select and use speech clichés that make out the entry into professional contact, its maintenance and completion.

Knowledge of the language of the specialty is also insufficient for listening to a professional text. Understanding the terminology when reading, as you know, does not cause difficulty for students, but the terminology in a sounding text with a complex syntax presents an undeniable difficulty for them, since the perception of sounding information is directly related to the identification of

various logical relationships within the text: cause-and-effect, temporary, local, definitive, etc. That is why it is so necessary to perform exercises in audio mode on various types of subordinate clauses, both isolated and within a coherent text. Given that the most typical for scientific and technical speech are definitive clauses, it is advisable to pay special attention to them during audio training.

With a communicative approach to teaching a foreign language, the methodological task of speech preparation for professional communication consists in a faster transition from actual speech training to real communicative activity. For its implementation, the interaction of the formed grammatical and lexical skills is necessary. In the context of preparing non-philologists for professional communication, this inevitably leads to the minimization of language and speech means. This applies to both lexical and, to a much greater extent, grammatical material. That is why the principle of presenting grammatical material in blocks with the simultaneous use of the lexical minimum of a certain sublanguage justified itself. Thus, it serves to achieve the didactic and educational goals of education - it cultivates the ability to independently make decisions and find ways to implement them, contributes to the enrichment of linguistic and regional knowledge, the development of speech and communicative competence, the consolidation of knowledge in certain sections of the major disciplines of the university course, and is also effective. means of intermediate and final control.

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