LINGUODIDACTIC FEATURES OF ORAL SPEECH COMPETENCE OF STUDENTS OF EDUCATIONAL DIRECTION OF JOURNALISM

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ABSTRACT

This article deals with linguistic features of the development of oral speech competence of students of the direction of Journalism. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners acquire the desired skills rapidly and agreeably. In this article is issued that the ways which help students can improve their oral speech in their native language, as well as, in foreign language.

Keywords: *Journalism, education, development, speech, technology, method.*

Vocabulary acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items.

Moreover, learning vocabulary is often perceived as a tedious and laborious process. In this article I would like to examine some traditional techniques and compare them with the use of language games for vocabulary presentation and revision, in order to determine whether they are more successful in presenting and revising vocabulary than other methods.

We can make a speech using appropriate vocabulary. Speech can be expressed or written. Most of students consider that expressing ideas orally is much more complicated compared to written one, due to the fact that they have no any adequate time to think or plan what they are going to speak. Nevertheless, while students are writing, not only they are able to conceive of their opinion, but also they can abrogate if they make a mistake. Unfortunately, no one can alter their speech, when they get confused, so speaking clearly and fluently is absolutely essential process for students, especially in the fields related to the journalism.

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Oral speech requires that everyone must realize quickly the ideas of the interlocutor, designating necessary words, explain each word in contextual meaning, as well as, using synonyms of given words. Naturally, there is no enough time to "The main purpose of oral speech is to find appropriate vocabulary quickly which is expounded theory, to plan the speech which can be systemized, to teach one to explain their ideas firmly and credibly, and, lastly to improve readiness for students " [H. Ubaydullayev][i]. It must be achieved that student should notice unfinished opinions both their speech and their interlocutor's speech and they should manage to criticize the hole conversation which have made among interlocutors. Perceiving improper words in the speech is the aspect of students' conscious and logical approximation.

It is undoubtedly important that there is a pragmatic component in the structure of the communicative competence. However, it should be noted, that some scholars hold the opinion that the concept of "pragmatic" can be used as a synonym for the notion of "communicative", since the impact on the addressee is of paramount importance [Piepho, 1979]. In our opinion, the broadest concept is the notion of communication; in other words, the concept of pragmatics is covered by the concept of communication. However, this does not call into question the validity of the simultaneous existence of these terms. In this regard, McCroskey [1985] suggests the profound thesis distinguishing the function of influence (i.e. changing the ideas, perceptions and attitudes of a communication partner) among the communicative

process functions. The idea is confirmed by the study of Stepanov [1981], who defines pragmatics as a system of means and techniques used to achieve the authors` goals "for the sake of influencing a listener in order to convince and motivate, etc.". Analyzing these propositions through the prism of linguo-didactics, it becomes obvious that the academic theory and practice demand to highlight the pragmatic competence along with its communicative counterpart.

The standards provide for the formation of cultural, professional and expert competencies that focus on training specialists to acquire the advanced knowledge in foreign languages considering the paradigm of continuous education of the "linguistic personality".

The comparative method allows to focus on the juxtaposition of the profound domestic and international experience in the social sciences field, comparing the major professional educational curriculums in the area of linguistics.

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The modeling method is effectively implemented at the stage of practically applying the communicative-pragmatic learning model, which allows to simulate the communicative situations of the foreign language speech, as well as to master various types of discourses and the principles of their construction based on the parameters of the communicative situation.

The modeling method is implemented at the stage of testing the effectiveness in the course of the application of the communicative-pragmatic organization of training. It is viewed as a simulation of communicative situations, carried out in real-life communication conditions. Within the framework of this research, the modeling of situations involves the classroom imitation of foreign language communication based on such pragmatic communication factors. The application of this technology in teaching practice allows students to more successfully establish and maintain foreign language communication, considering such parameters of the situation as: communicative roles, speaker's intention, social status, the degree of relationships between communicants, the given speech samples for the implementation of the communicative intention. The advantages of the modeling method are as follows: students are immersed into the authentic communication conditions, they are able to stimulate their speech activity and motivation, as well as achieve a more rapid effect. The implementation of this method in the educational process confirms the effectiveness in focusing on the presented teaching model and contributed to the formation of foreign language communicative-pragmatic competence in students and the successful mastering of dialogical discourse.

Procedurally, the teaching content of the communicative-pragmatic model highlights the intentional, interactive and affective learning strategies; their combined and integrated development leads to the formation of the communicative-pragmatic competence and mastery of the dialogical discourse. The intentional strategies focus on the development of the skills regarding the recognition and linguistic implementation of the intentions in discourse. The purpose of the interactive strategies is to establish contact between communicants, the ability to act as a speaker ("addresser") and a listener ("addressee"), observing the rules and norms of the discourse. This type of strategy determines the nature of the communicants` interpersonal relations. Teaching the emotional aspects of discourse requires the affective strategies that regulate the behavior of the participants in the discourse. The emotions complement the linguistic means of communication, enhancing and strengthening the power of communication, and largely determine its result.

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