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STRUCTURAL AND CONTENTAL ASPECTS OF THE DEVELOPMENT OF COMMUNICATIVE SPEECH OF STUDENTS OF HIGHER MEDICAL EDUCATION INSTITUTIONS

Khayitova Sh.D
CamDTU "Pedagogy-psychology" department, etc., associate professor
Normurodov .S
5th year student of CamDTU

Abstract: In this article, medical institutions higher education institutions highlight the pedagogical possibilities of developing students' communicative speech, cognitive abilities, rhetorical skills, mass media and cultural criticism traditions and crisis, ways to strengthen communicative and interpersonal communicative principles.

Key words: Speech, communicative speech, pedagogical possibilities, cognitive skills, rhetorical skills

Introduction. At world educational and scientific research meetings, scientific research is being conducted on the development of students' communicative speech in an interactive educational environment, scientific research, creation of teaching-methodical resources, improvement of interactive teaching technologies. Scientific researches are being carried out on the promotion of social activity of students, development of camaral forms of activity adapted to open communication, development of communication skills, development of communication skills, development of communicative speech in the cooperation of family and educational institutions.

In recent years, in our republic, in the context of foreign best practices, standards have been created for developing the spiritual qualities of students' communicative speech and increasing their social activity in an interactive educational environment. In this eca, interactive educational environment, the opportunity to clarify the pedagogical and psychological factors of the development of students' communicative speech is being expanded.

Literature analysis. A lot of information about the development of communicative speech of students in the educational process N.I. As a result, Amirov's fundamental research was collected in the process of developing theoretical solutions to the problem. M.M.Akhmedova, R.N.Babaeva, A.A.Vahobova emphasize the problems of formation of students' readiness for communicative speech in the educational environment, that is, teachers are required to have a conscious (reflective) understanding that they should adhere to didactic principles along with the psychological laws and dynamics of student development in their work. In other words, teacher's reflective understanding and implementation, interactions with students help to form students' subjectivity. U. Tolipov draws attention to the skill related to both the student's conscious perception and didactics of teaching. N.A. Muclimov emphasizes the need for students to be flexible in the process of learning and professional activity in order to apply modern educational technologies focused on the individual. Most of the studies are devoted to the problem of students' communicative speech in an interactive educational environment.

According to D.O. Tojiboeva, in modern pedagogy, it is necessary to follow the idea that "a bad teacher gives the truth, and a good teacher teaches to find it." The goal can be reached faster by using modern pedagogical technologies and interactive devices to educate students to be able to respond independently to the events around them.

Discussion and results. At the current stage of society's development, changes are taking place in the education system. At the moment, special attention is being paid to the introduction of the interactive part of teaching. This includes creating an educational environment where students can learn together with other students. Education is aimed at developing students' personality and encouraging their social integration.

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Communicative speech activity formed in higher education becomes the basis of communicative universal education activity. Students use their communication skills in a variety of situations. This skill requires the ability to adequately assess communicative situations. It is important to be able to determine the purpose, form, and content of the communication, to organize it, to correctly express emotions, the relationship to the communicative content and communicative participants. Therefore, the goal of communicative speech in an interactive educational environment is to study and diagnose the level of development of students' communicative and speech skills.

Difficulties in the development of communicative speech determine the specific educational needs of some students, the specific ways of forming communicative speech and the selection of adequate ways to achieve educational goals. In this regard, the teacher's ability to model speech situations, choose an adequate form of speech, and create close to real conditions for students is of particular importance. Correct use of these skills allows the teacher to achieve the desired educational results.

It is important to have good listening skills. The teacher must constantly improve his level of oral and communicative skills. In an interactive learning environment, it is necessary to replace the dialogue strategies of communicative interaction and monologue between students and the teacher. When planning a lesson, it is useful to think about forms of expression of rhetorical response to students of speech technique and content. During the course, not only cognitive, educational and corrective development goals, but also communicative goals should be achieved.

The main tasks of developing students' communicative speech:

development of oral and written speech;

prevention and correction of reading and writing disorders due to speech disorders;

reading, writing and correcting it due to the lack of visual functions;

formation and correction of the semantic component of reading;

to have the experience of communicating with other students on camera;

Forming the ability to solve existing life problems using verbal and non-verbal speech as a means of achieving the goal;

formation of the ability to hold a conversation, form a cavol, express a personal position, discuss, give advice;

to develop the ability to correctly express one's opinion, agree, sympathize and express gratitude, as well as master traditional cultural, social and normative forms of expressing one's feelings;

forming the ability to transfer or use information received in the process of communicative interaction;

expanding the range of communicative speech situations (individual engagement) outside of educational activities (excursions, theaters, museums, clubs, departments).

Requirements for communicative speech include oral (discussions, lectures, presentations) and written (reading, understanding and writing various texts) forms of communication. Communicative speech develops such an important personal skill as the ability to communicate with people. Academic skills mean the student's ability to establish communicative skills in any communicative context, and also the ability to maintain communicative skills. Students' skills reflect not only the student's psychological type, but also his social communicative experience, which means the ability to pay attention to the partner - listen to his own speech and correct it in time.

Interactive educational technologies are adapted to the integrated learning of listening, reading and writing interrelated oral speech for all types of speech activities. An important element of communicative technologies in education is the content of speech behavior, which

consists of awareness of the speech situation and speech movements[146]. The main goal of using communication technologies is to develop the ability of students to solve communicative problems in educational, work, household, cultural and social communication spheres, to use the minimum vocabulary and grammar that they actively have [145]. Educational tasks necessary to solve these tasks are created in order to form the skills and abilities of students to freely express their opinion and understand the opinions of other students in oral and written form. Their vocabulary is to develop the skills of using learned grammatical structures in speech, to ensure understanding of the norms of the literary language (spelling, lexical and grammatical) and to develop the skills of structuring and evaluating speech.

Conclusion. The study of the problem of the development of students' communicative speech activity showed that the best way to solve this problem is to use qualified scientific and methodical information from communicative technologies. These educational technologies help to develop students' speech activity, and also help them actively participate in the educational process, take responsibility for enriching their knowledge and developing their skills, analyze educational materials, generalize knowledge, work hard, work in a team, perform, make comprehensive decisions. to do and develop self-confidence.

In addition, the use of communication technologies results in the harmonious development of all students' communicative abilities, their ability to perceive and understand speech, read, write, and analytically process information; overcome fear of public speaking; freedom in real communicative situations; increase wealth; acquisition and application of new information in the context of science, education and communications.

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