

СЎЗ САНЪАТИ
ХАЛҚАРО ЖУРНАЛИ
4 ЖИЛД, 1 СОН

МЕЖДУНАРОДНЫЙ ЖУРНАЛ
ИСКУССТВО СЛОВА
ТОМ 4, НОМЕР 1

INTERNATIONAL JOURNAL
OF WORD ART
VOLUME 4, ISSUE 1



Бош муҳаррир:

Холбеков Муҳаммаджон

ф.ф.д., профессор (Ўзбекистон)

Бош муҳаррир ўринбосари:

Тўхтасинов Илҳом

ф.ф.д., доцент (Ўзбекистон)

Тахрир хайъати:

Назаров Бахтиёр

академик. (Ўзбекистон)

Якуб Умарўгли

ф.ф.д., профессор (Туркия)

Алмаз Улви Биннатова

ф.ф.д., профессор (Озарбайжон)

Бокиева Гуландом

ф.ф.д., профессор (Ўзбекистон)

Миннуллин Ким

ф.ф.д., профессор (Татаристон)

Махмудов Низомиддин

ф.ф.д., профессор (Ўзбекистон)

Керимов Исмаил

ф.ф.д., профессор (Россия)

Жўраев Маматкул

ф.ф.д., профессор (Ўзбекистон)

Куренов Рахыммамед

к.ф.н. (Туркменистон)

Кристофер Жеймс Форт

Мичиган университети (АҚШ)

Умархўжаев Мухтор

ф.ф.д., профессор (Ўзбекистон)

Мирзаев Ибодулло

ф.ф.д., профессор (Ўзбекистон)

Болтабоев Ҳамидулла

ф.ф.д., профессор (Ўзбекистон)

Дўстмухаммедов Хуршид

ф.ф.д., профессор (Ўзбекистон)

Лиходзиевский А.С.

ф.ф.д., профессор (Ўзбекистон)

Сиддикова Ирода

ф.ф.д., профессор (Ўзбекистон)

Шиукашвили Тамар

ф.ф.д. (Грузия)

Юсупов Ойбек

масъул котиб, доцент (Ўзбекистон)

Главный редактор:

Холбеков Муҳаммаджон

д.ф.н., профессор (Ўзбекистон)

Заместитель главного редактора:

Тухтасинов Илҳом

к.ф.н., доцент (Ўзбекистон)

Редакционная коллегия:

Назаров Бахтиёр

академик. (Ўзбекистон)

Якуб Умар оглы

д.ф.н., профессор (Туркия)

Алмаз Улви Биннатова

д.ф.н., профессор (Азербайджан)

Бакиева Гуландом

д.ф.н., профессор (Ўзбекистон)

Миннуллин Ким

д.ф.н., профессор (Татарстан)

Махмудов Низомиддин

д.ф.н., профессор (Ўзбекистон)

Керимов Исмаил

д.ф.н., профессор (Россия)

Джураев Маматкул

д.ф.н., профессор (Ўзбекистон)

Куренов Рахыммамед

к.ф.н. (Туркменистон)

Кристофер Джеймс Форт

Университет Мичигана (США)

Умархаджаев Мухтар

д.ф.н., профессор (Ўзбекистон)

Мирзаев Ибодулло

д.ф.н., профессор (Ўзбекистон)

Балтабоев Ҳамидулла

д.ф.н., профессор (Ўзбекистон)

Дустмухаммедов Хуршид

д.ф.н., профессор (Ўзбекистон)

Лиходзиевский А.С.

д.ф.н., профессор (Ўзбекистон)

Сиддикова Ирода

д.ф.н., профессор (Ўзбекистон)

Шиукашвили Тамар

д.ф.н. (Грузия)

Юсупов Ойбек

отв. секретарь, доцент (Ўзбекистон)

Editor in Chief:

Kholbekov Muhammadjan

Doc. of philol. sci., prof. (Uzbekistan)

Deputy Chief Editor

Tuhtasinov Ilhom

Ph.D. Ass. Prof. (Uzbekistan)

Editorial Board:

Bakhtiyor Nazarov

academician. (Uzbekistan)

Yakub Umarogli

Doc. of philol. sci., prof. (Turkey)

Almaz Ulvi Binnatova

Doc. of philol. sci., prof. (Azerbaijan)

Bakieva Gulandom

Doc. of philol. sci., prof. (Uzbekistan)

Minnulin Kim

Doc. of philol. sci., prof. (Tatarstan)

Mahmudov Nizomiddin

Doc. of philol. sci., prof. (Uzbekistan)

Kerimov Ismail

Doc. of philol. sci., prof. (Russia)

Juraev Mamatkul

Doc. of philol. sci., prof. (Uzbekistan)

Kurenov Rakhimmamed

Ph.D. Ass. Prof. (Turkmenistan)

Christopher James Fort

University of Michigan (USA)

Umarkhodjaev Mukhtar

Doc. of philol. sci., prof. (Uzbekistan)

Mirzaev Ibodulla

Doc. of philol. sci., prof. (Uzbekistan)

Boltaboev Hamidulla

Doc. of philol. sci., prof. (Uzbekistan)

Dustmuhammedov Khurshid

Doc. of philol. sci., prof. (Uzbekistan)

Lixodzievsky A.S.

Doc. of philol. sci., prof. (Uzbekistan)

Siddiqova Iroda

Doc. of philol. sci., prof. (Uzbekistan)

Shiukashvili Tamar

Doc. of philol. sci. (Georgia)

Yusupov Oybek

Ass. prof. (Uzbekistan) - Senior Secretary

МУНДАРИЖА \ СОДЕРЖАНИЕ \ CONTENT

Адабиётшунослик

1. Rahmonqulova Zarnigor

DISTOPIK EKZISTENSIALIZMNI INGLIZ YOZUVCHISI UILYAM GOLDINGNING "LORD OF THE FLIES" ROMANIDA AKS ETISHI.....6

2. Усманова Севара

ЧЎЛПОН ВА С.РИЧАРДСОН РОМАНЛАРИДА БАДИИЯТ МУАММОЛАРИ.....14

3. Yusupova Dildora

SHOIR SO‘Z AYTGANI KELAR DUNYOGA...(Shoira Halima Xudoyberdiyevaning hayot va ijod yo‘liga chizgilar).....21

4. Қўчқорова Садоқат

ФОЛЬКЛОРДА ЭРТАКНИНГ ЖАНР СИФАТИДАГИ ХУСУСИЯТИ.....28

5. Мажитова Сабоҳат, Ярашов Шариф

АМИР ХУСРАВ ДЕҲЛАВИЙ ВА АБДУРАҲМОН ЖОМИЙ ҒАЗАЛЛАРИДА «ДИЛ» (ЮРАК, ҚАЛБ) ТИМСОЛИНИНГ ЛЕКСИК-СЕМАНТИК МАЙДОНИ.....35

6. Джалилова Зарнигор

ИНГЛИЗ ШЕЪРИЯТИДА ИНСОН СИФАТЛАРИНИНГ ГУЛЛАР ТИМСОЛИДА ИФОДАЛАНИШИ.....42

Лингводидактика

7. Khamzaev Sobir, Gilyazetdinov Eldar

THE PRINCIPLES OF SPEAKING SKILLS' FORMATION AMONG STUDENTS OF LINGUISTIC UNIVERSITIES.....48

Тилшунослик

8. Boygucheva Lola

THE ROLE OF DISCOURSE ANALYSIS IN MODERN LINGUISTIC THEORY.....54

9. Кобилова Азиза

ШИФОБАХШ ЎСИМЛИКЛАР ЎРНИДА ИШЛАТИЛАДИГАН ПЕРИФРАЗЛАР ТАҲЛИЛИ (ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИ МИСОЛИДА).....59

10. Mamanazarova Gulhayo, Paluanova Halifa

ISSUES ON OIL AND GAS TERMINOLOGY IN LINGUISTICS.....65

11. Melikova Elnora, Abdullayeva Nargiza

PRIMARY AND SECONDARY PREDICATION.....71

12. Saidova Farida

O‘ZBEK TILI LEKSIK SINONIMLARINING LEKSIKOGRAFIK TALQINI.....77

13. Turniyazov Behzod

FAKTIVLIK ASOSIDAGI KAUZATSIYA.....83

14. Гафуров Бахтиёр АНАЛИЗ ЛИНГВОСТАТИСТИЧЕСКОЙ ХАРАКТЕРИСТИКИ АКЦЕНТНЫХ ФОНОВАРИАНТОВ ИМЕН СУЩЕСТВИТЕЛЬНЫХ РУССКОГО ЯЗЫКА.....	91
15. Ибаев Анвар КОМПАРАТИВ СИНТАКТИК ҚУРИЛМАЛАР ТИЛШУНОСЛИКНИНГ ЎРГАНИЛИШ ОБЪЕКТИ СИФАТИДА.....	97
16. Исмаилов Тургун ПРЕЗИДЕНТ ДИСКУРСИДА HOMELAND КОНЦЕПТИНИНГ МИЛЛИЙ ҚАДРИЯТЛАР ОРҚАЛИ ТАСАВВУР ЭТИЛИШИ (FREEDOM, LIBERTY ҚАДРИЯТИ МИСОЛИДА).....	103
17. Камолиддинова Вазира ОКСЮМОРОН ВА УНИНГ УСЛУБИЙ - СЕМАНТИК ХУСУСИЯТЛАРИНИНГ ҚЎЛЛАНИЛИШИ.....	111
18. Нигматова Лолахон ЎЗБЕК ТИЛИ МАХСУС КОРПУСЛАРИ – ТИЛ ВА МАДАНИЯТ МУШТАРАКЛИГИНИ ЎРГАНИШ ВОСИТАСИ.....	116
19. Сабирова Ёъзоза ЎЗБЕК ТИЛИНИНГ ИЗОҲЛИ ЛУҒАТЛАРИДА ЎЗЛАШМА ЮРИДИК ТЕРМИНЛАР ТАЛҚИНИ.....	121
20. Сулаймонова Нигора ЗАМАХШАРИЙ ГЎЗАЛ НУТҚ ВА САБР ОДОБИ ҲАҚИДА.....	130
21. Тўева Зулфия, Юлдашева Дилором БАЁН ВА УНИНГ ТУРЛАРИ ҲАҚИДА.....	137
22. Xolova Muyassar BOYSUN SHEVASI ONLAYN MA'LUMOTLAR BAZASI (QIDIRISH VA SARALASH IMKONIYATLARI ASOSIDA).....	146
23. Abdullayeva Oqila Holmo'minovna O'ZBEK TILI KORPUSINI YARATISH BOSQICHLARI VA MUAMMOLI JHATLARI....	153
24. Abdunazarova Zarina Islomovna THE FORMATION OF SPEECH COMPETENCE.....	159
25. Nilufar Abduraxmonova O'ZBEK TILI KORPUSINI YARATISHDA LINGVISTIK ANNOTATSIYALASH TAMOYILLARI.....	164
26. Shamuradova Naima O'ZBEK VA INGLIZ XALQ MAQOLLARINING QIYOSIY O'RGANILISHI HAQIDA (ASOSIY QISMLARINI QO'LLASH).....	171
27. Яхёева Гулнора Бахтиёровна ОСОБЕННОСТИ РАЗВИТИЯ ТВОРЧЕСКОЙ АКТИВНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ.....	175


28. Irgasheva Umida INGLIZ TILI DARSLARIDA TALABALAR KASBIY NUTQ KOMPETENTSIYASINI TAKOMILLASHTIRISHDA STEAM TEXNOLOGIYALAR AHAMIYATI.....	179
29. Jumaniyozova Nuriya Axmedovna YURIDIK DISKURS LINGVISTIK TADQIQOT OBYEKTI SIFATIDA.....	184
30. Khayitova Feruza Abdikhalikovna THE PRACTICAL ANALYSIS OF TOPONYMS IN GREAT BRITAIN BASED ON THE STORY OF A. CONAN DOYLE "THE HOUND OF THE BASKERVILLES".....	188
31. Z. Masodiqova, Sh. Xatamqulova O'ZBEK VA NEMIS MAQOLLARINI QIYOSHLASH.....	193
32. Teshaboyev Dilmurod Rahmadjonovich, Axmadjonova Mohinur Bahodirovna SON SO'Z TURKUMINING BOSHLANG'ICH SINF DARSLIKLARIDA IFODALANGAN SHAKLLARINI AKT ORQALI TUSHUNTIRISH.....	193
33. Maxmurova Mavjuda Halimovna METAFORALAR NUTQ SHAKLI SIFATIDA.....	204
34. Nazarov Rustam Irkinovich THE IMPORTANCE OF PAIR WORK AND GROUP WORK ACTIVITIES IN TEACHING ENGLISH IN TECHNICAL UNIVERSITIES.....	210
35. Saidbekova Raykhona Rustambekovna, Ruzmatova Dilnoza Ramatjonova FAMILY PERSPECTIVES IN THE NOVEL "AND THE MOUNTAIN ENCHOED" BY KHALED HUSSEINI.....	217
36. Алижон Раҳматович Қосимов, Хумора Муҳаммадиса қизи Иминова ТИЛНИНГ БИОПСИХОСОЦИАЛ ОНТОЛОГИК МАҚОМИ МУАММОЛАРИ.....	222

СЎЗ САНЪАТИ ХАЛҚАРО ЖУРНАЛИ МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА INTERNATIONAL JOURNAL OF WORD ART

Abdunazarova Zarina Islomovna

Lecturer of Samarkand State Institute of Foreign Languages
Zarina@gmail.com

THE FORMATION OF SPEECH COMPETENCE

 <http://dx.doi.org/10.26739/2181-9297-2021-1-24>

ANNOTATION

Speech activity is the basis of pedagogical activity and in the competence model of the future teacher is a systemic component. Therefore, speech competence comes to the fore as a personality quality that is formed in speech activity and is considered as an indicator of the quality of education. This article presents the essential characteristics of the speech competence. The speech competence is defined as a set of interrelated personality traits (knowledge, skills and ways of life) defined in relation to a specific component of speech preparation.

Key words: methodology, education, speech activity, competence.

Абдуназарова Зарина Исломовна

Преподаватель Самаркандского государственного
института иностранных языков.
Zarina@gmail.com

ФОРМИРОВАНИЕ РЕЧЕВОЙ КОМПЕТЕНТНОСТИ

АННОТАЦИЯ

Речевая деятельность является основой педагогической деятельности и в компетентностной модели будущего учителя является системным компонентом. Таким образом, речевая компетенция выходит на первый план как качество личности, которое формируется в речевой деятельности и рассматривается как индикатор качества обучения. В статье представлены основные характеристики речевой компетенции. Речевая компетенция определяется как совокупность взаимосвязанных личностных качеств (знаний, навыков и образа жизни), определенных в отношении определенного компонента речевой подготовки.

Ключевые слова: методика, обучение, речевая деятельность, компетенция.

Abdunazarova Zarina Islomovna

Samarqand davlat chet tillar instituti o'qituvchisi
Zarina@gmail.com

NUTQ KOMPETENTLIGI SHAKLLANTIRISH

ANNOTATSIYA

Nutq faoliyati pedagogik faoliyatning asosi bo'lib, bo'lajak o'qituvchining kompetentlik modelida tizimli tarkibiy qismi hisoblanadi. Nutq kompetentsiyasi nutq faoliyatida shakllanadigan va ta'lim

sifatining ko'rsatkichi sifatida qaraladi. Mazkur maqolada nutq kompetensiyasining muhim xususiyatlarini talqin qilinadi. Nutq kompetensiyasi nutqni rivojlanishining o'ziga xos tarkibiy qismiga nisbatan aniqlangan o'zaro bog'liq xususiyatlar (bilim, ko'nikma va turmush tarzi) majmui sifatida tavsiflanadi.

Kalit so'zlar: metodika, ta'lim, nutq faoliyati, kompetensiya.

In the modern theory and practice of education, the initial methodological foundations have been formed, significant theoretical and experimental material has been accumulated, which makes it possible to determine the directions of psychological and pedagogical work on the formation of a student's speech competence.

Speech activity performs a binary function in relation to a person: contributes, being a part of speech-thinking activity, the development of personality and mirrors its essence. For full communication, it is necessary to be able to use speech skills in order to express their intentions, thoughts, experiences; arbitrarily, and, perhaps, consciously vary the choice and combination of speech operations (skills) depending on for what purpose, in what situation, with what the interlocutor is communicating.

When these conditions are met, it can be argued that human communication skills are formed. Possession of such a skill requires the skill choose the right style of speech, subordinate the form of speech utterance to communication tasks, use the most effective in the given conditions both linguistic and non-linguistic means.

The competence based approach in education is an attempt to bring in line, on the one hand, the individual's need to integrate himself into the activities of society and, on the other hand, the need of society use the potential of each individual to ensure his self-development in various areas [Chainikova, 2014]. The formation of speech competence M.P. Manaenkova calls an important task of modern educational system in general and higher education in particular [Manaenkova, 2015]. Problem lies in the fact that we have been studying language as a means of communication for many years, and communication with the use of this tool is hardly taught anywhere. Students diligently learn the rules, and practice cannot apply them.

Competence (lat. Competentia - a range of issues in which a person is well aware, has knowledge and experience), a set of interrelated personality traits set in relation to a certain range of objects and processes and necessary for high-quality productive activity in relation to them .

Ideally, education is faced with the task of forming students' competencies in various fields of activity, but due to the lack of experience gained by students in the process of learning at school, they can only form a set of competencies as the basis for future social competence.

Overall competence:

- Unlike knowledge, it exists in the form of activity (real or mental), and not information about it;
- unlike skill, it is portable (associated with a whole class of objects of influence), it is improved not along the path of automation and transformation into a skill, but along the path of integration with other competencies: through the awareness of the general basis of activity, competence is built up, and the mode of action itself is included in the base resources;
- Unlike a skill, it is realized;
- Unlike the element of functional literacy, it allows solving a whole class of problems .

The result is poor writing skills: spelling mistakes, construction of the text, inability to formulate and express their own thoughts. According to Manaenkova, speech competence the free practical mastery of speech in a given language, the ability to speak correctly, fluently and dynamically both in dialogue and in the form of a monologue, good understand heard and read speech, including the ability to produce and understand speech in any functional style; is an integral part of the culture of the individual [Manaenkova, 2014].

According to N.N. Romanova, speech competence is determined by language competence, a wide speech practice of communication, a large volume of reading literature of different genres and determines communicative competence .Speech competence is of a discursive nature and reflects the quality of verbal behavior trainees. Speech competence is both a reflection and a trigger for

internal experience in professional activities. Human conceptual and sensory experience is mainly manifested, transmitted and adopted through designation, sign communication.

In lingua-didactics, two groups of terms are used related to the formation of speech competencies:

a) Skill and ability;

b) Speech (linguistic) operation and linguistic action, which together make up speech activity.

The need to clarify these concepts is associated with the ambiguity of the interpretation of these terms in linguistic, pedagogical and methodological literature, as well as with a lack of unity of views on the ratio of skill and skill. Speech skills are understood as the automated execution of operations of using language (grammatical and lexical) means as components of communication skills. Speech skills are automated (speech) operations that are components of the composition of a skill, and skill is a complex speech action as a unit of creative activity.

Under speech grammatical skills of speaking, for example, in the method of teaching foreign languages imply automated grammatical operations for selecting syntactic-morphological sentence structures, as well as their implementation in accordance with the conditions of communication and speech norms. Depending on the main types of speech activity, the methodology of foreign languages distinguishes four basic skills: the ability to speak (in dialogical and monologic forms), the ability to write, listening and reading skills.

Each skill is based on its own group of skills, which are synthesized by functioning in the skill. Taken together, speech skills and abilities ensure correct construction and implementation statements. Speech operation is a unit of the speech-thinking process, characterized by unconsciousness, automatism and stability in its implementation. According to A. Leontyev's definition, speech operations brought to perfection are called speech skills [Leontiev, 1969].

Speech activities (reading, writing, listening and speaking) are different types of speech skills and abilities that should be formed and developed in parallel based on the text. Consequently, speech competence is a set of interrelated personality traits (knowledge, skills and abilities, as well as ways of activity), set in relation to a certain component of speech training, including language, communicative and methodological components. The formation of speech competence occurs by expanding the vocabulary; development of the grammatical structure of speech, mastering the culture of speech behavior, polemics and critical thinking.

Currently, the most in demand in higher education is the new competence-based paradigm of education. The result of the training of a specialist in a higher educational institution, according to the documents on the modernization of education, should be formed educational competencies among university graduates. Many researchers of the problems of modern higher education associate the possibility of overcoming the crisis in higher education with the competence-based approach.

In this we are in solidarity with them, since competencies bind together the personal and social meaning of education, and allow us to train in higher education not only qualified, but also socially adapted specialists. Competencies suggest that the student does not just master the amount of knowledge, skills, and abilities, but masters a complex procedure that allows him to successfully carry out practical activities, use knowledge, skills, and abilities to solve specific problems or problem situations. Competencies are necessary for a modern person: the quality of not only his own life, but also the life of society as a whole depends on how well he has mastered them.

Competence, translated from Latin, *competentia* means a range of issues in which a person is well aware, has knowledge and experience. Competent in a certain field of activity is a person who has the appropriate knowledge and abilities that allow him not only to reasonably judge this area, but also to act effectively in it. In special studies devoted to the problems of competence education, the concepts of “competence” and “competence” are interpreted ambiguous.

Unfortunately, in special studies there is still no unambiguous interpretation of these basic concepts of the competence-based approach in education. Usually, competence is understood as “a range of issues in which someone is well aware”, and competence is “the ability to integrate knowledge and skills, ways of using them in the context of changing requirements of the external environment”

Humanization, anthropocentrism of the modern educational process presuppose special attention to language and speech, since it is in them and only through them that a person can be realized as a person. Speech is not only a mirror of a person, but also its constituent part, which determines his personal, mental essence. In speech activity, both individual characteristics and the specificity of the national mentality are reflected: a linguistic personality is always a nationally-specific type of communicant with a culturally determined picture of the world and a system of values characteristic of representatives of a particular national character and mentality.

Language competence is interpreted in modern methods as:

- Comprehensive knowledge of the language (N. Chomsky);
- Language proficiency (I.N Gorelov);
- A system of operations and actions with linguistic material outside the conditions of communication (Yu. D. Apresyan, I. A. Zimnyaya);
- The ability to understand (produce) an unlimited number of linguistically correct sentences with the help of learned linguistic signs and the rules for their connection outside the conditions of communication (A. A. Leontiev);
- Component of the phenomenon of "foreign language proficiency".

And familiarization with the language, the linguistic culture, the "collective unconscious" significantly contributes to the formation of a person as a person. Speech competence - free practical command of speech in a given language, the ability to speak correctly, fluently and dynamically both in dialogue and in the form of a monologue, to understand well heard and read speech, including the ability to produce and understand speech in any functional style; is an integral part of the culture of the individual.

Speech activity is a complex phenomenon that is associated with the concepts of speech communication and speech interaction. All types of speech activity are characterized by a common psychological structure and psychological mechanisms, namely: memory, comprehension, probabilistic forecasting in the process of speech perception and anticipatory synthesis in speech birth. We mean that when teaching a foreign language, mastering one of the types of speech activity through the formation of its mechanisms facilitates the mastery of another type of speech activity. The lack of an interconnected basis for teaching productive and receptive types of speech activity inhibits the formation of each of them. And speech competence is determined by linguistic competence, wide speech practice of communication, a large volume of reading literature of different genres and determines communicative competence. In contrast to linguistic and communicative, speech competence has a discursive nature and reflects the quality of the verbal behavior of students, focused on the requirements of the profession as we have discussed above.

References:

1. Leontiev A. Language, speech, speech activity. - M.: Education, 1969
2. Manaenkova M. P. Speech competence in the context of personal and professional competences student // Psychological and pedagogical journal Gaudeamus. - 2014.
3. Nozha I. V. Teaching foreign language professionally oriented written speech of students sociological faculties: on the material of the English language: diss. ... candidate of pedagogical sciences: 13.00.02. - St. Petersburg, 2010
4. Romanova N. N. Filippov A. V. Dictionary. Culture of verbal communication: ethics, pragmatics, psychology. - M., 2010.
5. Chainikova G. R. Formation of foreign language speech lexical competence on the basis of educational electronic terminological dictionary of thesaurus type: dissertation ... of a candidate of pedagogical Sciences: 13.00.02]. - Yekaterinburg, 2014
6. Andreev A.L. Competent paradigm in education: the experience of philosophical and methodological analysis // Pedagogy. 2005.
7. Manshin M.E., Demina N.V. The competence of a teacher as a result of professional training // Higher education today. 2009.

8. Makarova L.N., Sharshov I.A. Advanced qualification of a secondary school teacher: independence and competence // Bulletin of the Moscow City Pedagogical University. Series: Pedagogy and Psychology. 2012.
9. Manaenkova M.P. Speech competence as a mirror of human spiritual culture // Socio-economic phenomena and processes. Tambov, 2013..
10. Romanova N.N., Filippov A.V. The culture of speech communication: Linguistics, pragmatics, psychology. M., 2010.

СЎЗ САНЪАТИ
ХАЛҚАРО ЖУРНАЛИ
4 ЖИЛД, 1 СОН

МЕЖДУНАРОДНЫЙ ЖУРНАЛ
ИСКУССТВО СЛОВА
ТОМ 4, НОМЕР 1

INTERNATIONAL JOURNAL
OF WORD ART
VOLUME 4, ISSUE 1