

DEVELOPING THE SPEECH CULTURE OF TEACHERS

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Abstract: *the following article is devoted to the problem of developing the speech culture of pedagogies that are related to study fields. Authors claimed the current position of the issue by stating the existence of technological advances. They point out that this is the main factor of low quality in pedagogical speech culture. For that, they made an investigation to overcome these drawbacks and bring some light to communication process between teacher and student.*

Keywords: *pedagogy, speech culture, technology, method, student, teacher, communication, direct, indirect.*

The modern age of information technology provides a person with the opportunity to manage large volumes of diverse information. There are many ways to receive it, to store to transfer and change. Along with direct communication, indirect forms of communication are developing: telephone conversations, SMS correspondence, communication via video tools, email, social networks, instant messengers. On the one hand, this expands the possibilities of communication, and on the other hand, it leads to deterioration in interpersonal interaction skills, as well as to deformation of speech and its distortion [1]. In this regard, the problem of the culture of speech of people in general, and teachers, in particular, becomes relevant. Indeed, the specifics of pedagogical activity is due to the need for constant active contact with other people. The work of the teacher is aimed at shaping the personality of a growing person, it contributes to the development of certain rules of behavior, provides intellectual development of a person. In order to be able to interact correctly with other people, and especially with students, the teacher must possess not only special knowledge in the subject, but also professional communication skills. We can confidently say that the teacher's speech is the main tool of pedagogical influence and at the same time a model for students.

Despite the fact that in modern science there is an increased interest in the topic devoted to the culture of the teacher's speech as his professional tool, there are a number of issues requiring more detailed consideration. The task of the teacher is primarily to transfer knowledge and skills to their pupils. This is possible only through direct speech interaction with them. The enormous significance of the mission of the teacher cannot be denied. A complex and multi-component system of training and education is built on the relations between the teacher and students, through which the teacher penetrates the personal world of each student, introducing changes, developing their primary skills for improving their personality [1, p. 98].

A successful dialogue between a teacher and a student is possible only with the correct construction of an act of communication, which is a necessary component of the teacher's profession itself. When entering into interaction with other people, it is important to take into account many elements, including the peculiarities of the views and positions of other people, the ability to conduct conversations on different topics, delimitation of communication areas, the ability to create a friendly atmosphere and etc. Therefore, one of the important professional qualities that any teacher should possess is the culture of his own speech. Pedagogical communication should be aimed not only at transferring knowledge and communication, but also at creating a favorable psychological climate. Improper communication of the teacher can lead to students' fear, insecurity, weakening of attention, memory, performance, impaired speech dynamics and, consequently the emergence of stereotypical representations. This is due to the fact that students have a reduced desire and ability to think independently. Ultimately, a steady negative attitude towards the teacher and the subject may exist.

Therefore, it will be correct to say that the communication of the teacher with the students should cause positive emotions that will stimulate the thirst for activity and the desire for self-improvement. So, A.S. Makarenko came to the conclusion that "the main thing in communication between a teacher and students should be relations based on respect and exactingness" [4, p. 256]. He considered pedagogical mastery as "the art of influencing the pupil, forcing him to experience and realize the need for certain behavior" [4, p. 254].

It is also important to note that the teacher's speech is a kind of model for students. This leads to the fact that a number of requirements are imposed on it. The following criteria are distinguished in the scientific literature [2, p. 86]:

1. *Speech should be as meaningful, accurate, logical as possible.* The student must perceive all the semantic connections of the information he hears, and correctly find the logical conclusions. Therefore, the teacher should have a capability to accurately convey the necessary information, avoiding secondary elements that would interfere the perception.

2. *Speech should be a model of lexical, phonetic, grammatical and orthoepic literacy.* Nowadays, due to the high development of technology, the child is constantly faced with a huge stream of information, which is often replete with errors (media, advertising, etc.), therefore, in his social circle there should always be a person whom he could focus on when developing his own speech culture.

3. *Speech should be distinguished by imagery and semantic expressiveness.* Students should be interested in listening to information, and for this, the teacher's speech should have a high level of creative element. But despite the fact that his speech should be emotionally saturated, it is necessary to observe the correct volume and timbre of speech, without rushing and without stretching the words, using rich intonations to create an easy-to-read speech text [4].

In addition to the above, it is vital for the teacher to have good diction, as well as mastery of the norms of speech etiquette, skillfully use non-verbal means of communication (gestures, facial expressions, pantomimic movements). Unfortunately, in the speech of the modern teacher there are a lot of cliches, (in the semantic aspect), simple sentences prevail grammatical errors, dialectisms are found. The teacher's speech culture is determined by the level of his general culture. The teacher's constant work on himself, raising the level of general culture will also contribute to the growth of his pedagogical skills.

Thus, we see that one of the most important components of the pedagogical skill of a teacher is his speech. This is an instrument of the teacher's professional activity, with which he can solve various pedagogical problems: to make the difficult topic of the lesson interesting, and the process of studying it - to be attractive, to create a sincere atmosphere of communication in the audience, to establish contact, to reach understanding with students; to form a sense of emotional security in them and instill confidence.

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