

SPEECH SKILLS IN FUTURE PEDAGOGUES

Abdullaeva Dilorom Nomonova

Researcher at the Kokan State Pedagogical Institute.

ANNOTATION

The concept of speech is closely related to the concept of communicative behavior of the teacher. The communicative behavior of the teacher is not only the process of speaking and giving information, but also the organization of speech that affects the relationship and work style between the teacher and the student, creating an emotional psychological environment for the communication between the pedagogue and the student, and the appropriate speech delicacy of the teacher. The teacher's speech should meet certain requirements, that is, it should correspond to the necessary communicative qualities.

KEYWORDS: Speech, ability, feeling, teacher, student, pronunciation, expression, lesson.

INTRODUCTION

SPEECH ABILITY -is the ability of a person to clearly and clearly express his feelings through speech, at the same time, using mime and pantomime. This is one of the important skills in the teaching profession. Because the information transmitted from the teacher to the students is mainly given through the second signal system - speech. This refers to its internal and external characteristics in terms of content. In the lesson, the speech of a talented teacher can always be directed to the students. Whether the teacher explains new material, interprets the student's answer, approves or reprimands the students' answer, their actions or behavior, in short, whatever he does, his speech is always credible, should be distinguished by its internal power, such as attractiveness.

The teacher's speech, his pronunciation should be clear, simple and understandable for students. The information given should be structured in such a way that it activates the students' thoughts and attention at a high level. For this, the teacher asks average questions and gradually leads the students to the correct answer, activates the attention of the students ("Be especially clever in this!", "o He uses words and phrases like ``think, think again!") in moderation.

The teacher should not use long sentences, complex verbal explanations, difficult terms and different definitions unless necessary. At the same time, the teacher

should also take into account that the short speech of the teacher, which is slurred, often becomes incomprehensible to the students.

The teacher's sarcasm speech, mixed with humor and benevolence, enlivened the students and was very well received by the students.

The speech of a competent teacher is vivid, figurative, clearly intonation and expressive, full of emotions, and there should be absolutely no stylistic and grammatical errors. A boring speech in the same tone will tire the students very quickly, make them bored and frustrated. At the same time, according to the physiological teaching of I.P. Pavlov, such a speech becomes a permanent stimulus, causing the braking process in the cortex of the cerebral hemispheres, making the student restless and sleepy. The speed of speech largely depends on the individual psychological characteristics of the teacher. Some teachers speak quickly, while others speak slowly. But the teacher should not forget that the most convenient speed of speech for students to acquire knowledge is an average lively speech.

Hasty speech destroys the acquisition of knowledge, quickly tires children and creates protective inhibition. Too slow speech leads to laziness and boredom. Loudness of speech leads to the same situation. Excessively harsh, sharp, shouting speech touches the students' nerves, quickly tires them, and creates a protective inhibition. Here, one of the Eastern thinkers, Nasiruddin Tusi, "... the teacher's speech can never and anywhere be poisonous, rude or harsh. It would be very appropriate to quote his advice that the teacher's lack of self-control during the lesson can spoil the work.

The empty, slow voice of the teacher sounds bad. Speech gestures, various sharp movements enliven the students. In this way, gestures and actions are used in moderation by experienced teachers. But too much of the same incessant actions gets on a person's nerves.

The teacher must have a high level of speaking ability. Sound is also important. It is necessary for the teacher's speech to be loud, clear, free of words characteristic of different dialects, and to have high communicative ability. Speaking is an important tool in every profession in the world. There are different professions and different trades in the world. Each of them uses its own working tools. No matter what subject he is, if the teacher does not have the ability to use the language skillfully, that is, if he does not have the skills of true cultural speech, if his speech in the class is weak and colorless, no matter how deep and complete his knowledge is, the 45-minute opportunity is a severe pain for him and for the student the teacher's speech should be an example for the student in following

the standards of literary pronunciation. Violation of the standards of literary pronunciation occurs primarily as a result of dialect. Therefore, it is not easy for the teacher to completely free his and his students' speech from the dialectal articulatory base and phonetic laws of the dialect. Sometimes in the speech of those who know another language perfectly, the defect of saying a certain word according to the pronunciation principle of another language is noticeable. There are several requirements for the communication between the teacher and the student, which must be strictly followed during the pedagogical process. These requirements are as follows: the teacher's speech should be fluent, the teacher's statement of thoughts should be clear and understandable, the use of hand, eye, and facial gestures in the process of speech should achieve their coherence (connection), pedagogical influence on the mind, heart, and behavior of students through speech. to demonstrate, to take into account their oral characteristics (pedo-psychophysiological) in the process of communicating with the student through speech pronunciation the formation of moral norms in the pronunciation of the teacher's speech, the teacher's ability to communicate with students in a way that is characteristic of his personality and appropriate, the teacher's speech ability to avoid methodological and stylistic mistakes in his speech pronunciation, the teacher's ability to speak positively when explaining the topic to the students during the lesson to educate them, to form human qualities in their minds and behavior, to determine moral norms, to strictly observe the art of artistic speech in the process of communication, the teacher is eloquent.

It depends on mastering his art and then entering into communication, regularly engaging in exercises that develop speech pronunciation, the teacher using pauses and intonations wisely in his speech pronunciation, and the teacher trying to think clearly and correctly during the communication process. The range is the size of the sound. Its limit is determined by a very high and low tone.

Timbre is the color of sound, brightness, and at the same time its softness, warmth, originality. it is necessary to follow sound hygiene so that the teacher does not have an occupational disease. The teacher speaks for 50% of the time. The teacher should avoid talking for a long time for 2-3 hours after the end of working hours. If necessary, he should speak briefly and slowly. It is necessary to pay attention to this when setting the lesson schedule. After 3-4 hours of class, the speech apparatus gets tired, after that the voice should rest for 1 hour. A teacher with many years of experience gets tired in 2-3 hours and needs to rest for 2 hours. Attention should be paid to the upper respiratory tract, nervous system, and diet.

Communicative qualities of the teacher's speech, such as correctness, accuracy, appropriateness, lexical richness, expressiveness and purity, determine the culture of the teacher's speech. Pedagogical speech according to the purpose is characterized by its logic, reliability, observation. One of the functions of speech is to ensure the complete transfer of knowledge. There is a direct connection between the communicative uniqueness of the teacher's speech and the acceptance and retention of knowledge by students.

Speech can enable or hinder this. The teacher's speech should not only provide information, but should affect the mind and intuition of the student, encourage them to think. Speech is to ensure productive interaction between the teacher and the student. Speech also plays the role of managing the student-teacher relationship. Everything is important here: how the teacher addresses the students, how he greets them, how he makes his demands, how he warns, how he expresses his wishes; speech impotence, facial expression, look, also affects the child. Their importance becomes even greater in extracurricular communication. A lot depends on the teacher's individual communication style (fear based on home, based on friendly relations), also depends on the social characteristics of communication. Another feature of oral speech is that it is improvisational. An experienced teacher speaks without looking at the text or synopsis, the student listens to him and sees that the words and expressions are caught at once. There is a situation where the teacher seems to be opening this truth and thoughts with the students for the first time. The teacher's voice, pronunciation, diction, the lively speech in general always serves as a unique reference model for students.

SUMMARY

In short, the communicative qualities of the teacher's speech, such as correctness, accuracy, appropriateness, lexical richness, expressiveness and purity, determine the culture of the teacher's speech. Pedagogical speech according to the purpose is characterized by its logic, reliability, observation. One of the functions of speech is to ensure the complete transfer of knowledge.

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