

The Role Of Speech Culture In Teacher Activity

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Annotation.

This article was written especially for shopper speaking skills, cultural aspects of cultural behavior and functions, and improved respect for their speech in forthcoming teachers. In addition, achieving methods, logics, and speech patterns were highlighted as well.

Key words: speech, cultural side of speech, literary language measure, slangs, vulgarisms, barbarisms.

The emergence of the Republic of Uzbekistan in the socio-economic and spiritual spheres, the way of its development, and the deeper integration into the market economy make the higher and secondary special education the task of training highly competitive specialists with high moral values. The emphasis on the development of modern education requires not only the intellectual growth of the individual, but also the harmony of his moral, moral and professional development. The full realization of this process is inseparably linked with the professionalism of the teacher. Teacher's Speech Culture. Before thinking about the art of oral, written and oral speech, it is important to remember some of the language and speech. Speech culture is a very important component of the life and culture of the society, as it is a particular reality and manifestation. It involves daily, continuous, necessary processes such as sharing ideas, communicating, speaking, becoming "controlling" them, becoming realities and influencing them. Speech is the process of using a unique, socially-unique tool called language, the manifestation of language units and capabilities in a mutually necessary, permanent relationship with the objective reality, vision and situation. Speech is the official language. It is made up of words, phrases and sentences. The concept of striving for cultural speaking has existed in all nations since ancient times. This concept is related to certain linguistic norms, ethical and aesthetic requirements. Consequently, the concept of speech culture is an ethical and aesthetic category, a phenomenon that defines the spirituality of each nation's language and

nation. The approach of the culture of speech to the literary language differs from the grammatical relation with the following features.

(a) The culture of speech should be able to identify and correct the deficiencies in speech patterns that may change or impair the literary language;

(b) the culture of speech is constantly evolving into the literary language;
to examine as a changing phenomenon and the standard of literary language
new, changing, changing conditions in the system,
and take into account the circumstances of the loss.

c) The culture of speech is contradictory in the system of literary language norms

It should also identify and check all the language levels. It is known that the emergence and development of language is inextricably linked to the development of society. It is a social phenomenon that occurs in the process of development of society, labor activity, and exists only in society, among people. As society grows, so does the language. This means that the language of the people who speak this language will increase in their spirituality and speech. Otherwise the language will be degraded. This leads to the depletion of the speech skills and the worsening of the spirituality. Every person in the community is a speaker. The teacher is no exception. But the common language for all of them is the language of the society. A person with a good knowledge of the rules of literary language culture in speech activities, especially in reading fiction, newspapers and magazines, watching radio and television, and generally speaking independently through the media and in continuous communication. Anyone who has a deep literary culture will have a professional speaking culture. Attention to the language, genuine love and respect for it are essential in the acquisition of literary culture. The teacher must speak the literary language. Literary language and its norms cannot be acquired by merely pursuing or pursuing them. Human speech is manifested in three ways: speaking, reading and listening. Speaking means that the speaker asks for information, advice, orders, and questions that are unknown to him. The knowledge, culture, morals and etiquette of the speaker arise. There are monologist and dialogical forms of speech. Reading is a student's dialogue with the author and his images through written speech. Thanks to the readings, the story reflected in the written speech becomes aware of the event. It is an expression of a certain form of text formed by the speaker or the writer, which is not only a linguistic phenomenon, but also a phenomenon of the soul and the soul. Therefore, when speaking well, it means that the intended purpose is to reach the listener or reader fully and clearly, and to influence them. Accordingly, there are certain requirements before the talk. These requirements are communicative qualities that imply that the

speech is logical, reasonably clear, well-structured and well-directed. Accuracy, accuracy, cleanliness, logic, responsiveness, and expediency are the most important requirements.

Accuracy of speech is its most important communicative quality. Because, if the speech is not correct, it also undermines other communicative qualities, such as logic, accuracy, and expediency. Clean speech is, first and foremost, a literal language.

The cleanliness of our speech is usually influenced by the following:

1. Local dialect and dialect words, phrases, and grammatical forms, pronunciation and accents of words and phrases.
2. Adverse words and phrases.
3. The jargons.
4. Vulgarisms.
5. Parasitic words that are overused in speech.
6. Careers.
7. Barbarisms.

The inappropriate use of the above makes the daily speech as well as the artistic speech dark. Every teacher should work to ensure that his speech is at the level of literary standards. Inadvertent use of language means, which are peculiar to their dialect, also distorts speech. But dialectic and barbarism can also serve as an artistic and aesthetic task in the language of the work of art, and serve to the realization of the author's specific ideas and intentions. Other words that are used inappropriately in speech are called barbarisms. Jargon is the words and phrases used by a group of people to convey their own meaning and use it to separate themselves from the majority.

Vulgarisms are harsh words or phrases (insulting, insulting, vulgar, ignorant).

Glossary units, also called parasitic words, are foreign to the language culture. They are often used in speech, resulting in the speaker's failure to monitor his or her speech and become more and more addictive.

The logic of the speech is inextricably linked to its accuracy and accuracy. Because it is natural that both grammatically incorrect speech and the vocabulary that have been chosen to express an idea fail in logic. Effective speech is, in principle, the spoken word process. Accordingly, the emotional state of the speech is also taken into account. That is to say, the speaker must control the listener, from their level of education, to their age, to how their speech is perceived. Just as it is not advisable to speak in simple, straightforward language to people with professional knowledge, it is not advisable to try to speak in a scientific or official

language, even to a simple, insufficient audience. The teacher should always remember that the speech is the most important quality indicator.

Speaking in a language that your audience can understand and persuading them is a prerequisite for teachers. For this purpose, as mentioned above, not only a good knowledge of the teaching material and its content and content, but also a clear, well-defined plan for the presentation. The attitude of the teacher to his speech is also an important professional character. This helps to strengthen the relationship between the teacher and the listener. When the speaker tries to prove his point by using examples from his or her own life, expressing subjective judgment on the subject, the speech becomes more persuasive and powerful. Metaphor, metonymy, synecdoche, imitation, epithet, repetition, and literary movements are also instrumental in achieving the power of speech. In addition, it is important to use proverbs, sayings, proverbs, and phrases, especially phrases, to make your speech more effective. The expediency of the speech is crucial. The culture of speech is a thorough understanding of literary language and its full use in speech.

Language - a tool of communication, language - a mirror of life, language - is a symbol of spirituality, and also serves as the most important methodological tool for the teacher. It is also the language that separates man from the animal world and turns him into the ruler and master of the universe. The highest fruits of human mental activity, the "fruits" of thought, come from language and speech. The historical, cultural and spiritual service of the word is endless. However, the language possibilities are opened through speech, in the process of speaking, and teachers need to make the most of these opportunities. When speech quality is poor, endless language opportunities do not appear in the educational process.

R. Emmerson, a Fapb scholar, states: "Speech is a powerful force: it persuades, encourages, imposes." The phrase emphasizes the quality of the speech, which is primarily the art of persuasion. A teacher who interacts with students should be able to speak with persuasiveness, his speech must be motivated, well-grounded. Only a teacher who has confidence and love of the students can be called a true teacher.

Language in action. Speech connects language units logically and moves them together. The talk will consist of words, phrases and sentences.

Speech, speech ethics is the main criterion for determining one's spirituality and enlightenment. Hence, the good manners first of all appear in his speech. Speaking ethics means conveying the messages that are to be conveyed in a literary manner, with the listener respecting and agreeing with his or her wishes. The ugly message can also be conveyed insultingly to the

listener. For this, the speaker must be fluent in the language. Speaking kindly and kindly does not come naturally. This is achieved by imitating, learning from, and systematically forbidding and imitating the good examples of those who have been taught from a young age. The best example is a teacher. The teacher must always feel this. It is also necessary to teach the child the kindness to do well, and the etiquette of giving thanks to those who fulfill the request. There are beautiful expressions of encouragement and gratitude in our language. The way they are used in everyday life and how they use it can decorate one's behavior. The teacher should encourage students who have done well in the task with sweet and sweet words.

“The level of culture of each person, how much he or she has learned, is reflected in his written and oral statements.” - S. Ibrokhimov.

There are also great requirements for the written speech of the teacher. These are spelling literacy, fluency in writing, adherence to the rules of writing

to avoid spelling, punctuation and punctuation and stylistic errors. Therefore, the teacher's written speech is said to consist of two components - spelling literacy and calligraphy (calligraphy, writing style). Perfect oral and written speech is conventionally (figuratively) referred to as two "light faces" of a teacher.

The teacher should be well versed in the art of speaking in order to present the material well. In most cases, the art of speech is not the gift of nature, but the result of working hard on it. One important indication of speech technique is its sensitivity. Psychiatry considers positive emotions a powerful factor in human activity. The possibilities of emotional paints depend largely on the content of science. Social science teachers have more opportunities than teachers of technical sciences. But any "dry" science can be expressed in a lively, interesting way. The teacher's speech ensures that students fulfill their teaching and learning objectives. Therefore, in addition to the general cultural requirements, the teacher's speech includes professional and pedagogical requirements. The teacher is responsible for the content and quality of his speech and the consequences. For this reason, The concept of 'teacher's speech' is usually used only when it comes to the teacher's oral speech. A teacher's oral speech is a speech that occurs when a teacher speaks.

Pedagogical speech:

- A) The effectiveness of teacher-student collaboration;
- B) Positive effect of teacher on forming beliefs, motivations of activity in pupil;
- C) Ensures the proper organization of student learning activities.

The concept of "pedagogical speech" is closely related to the concept of "communicative behavior of a teacher." In the scientific literature, "teacher's communicative behavior" is not simply a process of communicating, communicating, but the organization of emotional and psychological communication between teachers and students, speech and related teacher behavior. Characteristics of the communicative behavior of the teacher: the level of speech, the way in which students are addressed, the facial expressions, and the speech-specific actions. Teacher's speech is an important part of his teaching skills. The teacher's oral speech is of two types: monologue and dialogical.

The most common forms of monologist discourse are story, school lecture, vocabulary, clarification, critical thinking.

The teacher's dialogues will be in the form of question-and-answer conversations.

In order to perform pedagogical tasks, the teacher's speech should meet the following students:

- literary language norms;
- The use of orthoepic and grammatical words and the requirements for expressive speech - figurative, emotional brightness.

One of the main objectives of a teacher's speech is to convey knowledge.

Tasks of the teacher's speech:

- development of information delivery;
- to influence the formation of attitude to knowledge;
- orientation to knowledge and action.

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Learning outcomes of teacher speech:

- Intellectual wealth;
- Understanding knowledge, perceiving them as personal value;
- the use of knowledge for one's own behavior and for guidance.

In summary, speech is the development of personal psychophysiological traits that are essential for acquiring skills and skills. One of the prerequisites for a teacher's speech is to visualize what he is saying, the events, the processes.

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