
Professional And Speech Communication In The Pedagogical Activity Of A University Teacher

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Abstract

The article considers the importance of speech and professional communication in the pedagogical activity of a University teacher.

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Science and education belong to those social institutions in which the weight of highly professional intellectual work is particularly high and where the quality of scientific and pedagogical personnel is objectively crucial. University teachers are one of the main socio-professional groups that are assigned two important and interrelated tasks by the society:

- preservation and enhancement of the cultural (in the broad sense of the word) heritage of society and civilization as a whole;
- socialization of the individual at a crucial stage of its formation, associated with obtaining professional training that requires higher education.

The new paradigm of professional education is focused on the formation of a competent personality of a University graduate, which has a set of personal, General professional and special qualities of a specialist. Competence should be considered as an **independent** ability to act. Hence, the goal of modern education

is the overall development of the individual, the formation of his professional culture, for which the teacher is responsible. In our opinion, the functions of a teacher (duty, range of activities, purpose, role) of a modern higher professional school are changing dramatically. The teacher becomes the organizer of cognitive, transformative activities of students, who act not as passive objects, but as subjects of the educational process.

The problem of the teacher and his personality in the conditions of professional education is of paramount importance. The role of the teacher as a bearer of cultural values determines the requirements for the content of his training, which should provide: “adequate to the world level of General and professional culture of society; the formation of students’ adequate modern level of knowledge and the level of the educational program picture of the world – getting training profession and appropriate qualifications”

These modern socio-cultural requirements for the preparation of University graduates impose on the teacher the following responsibilities: - to ensure high efficiency of the pedagogical and scientific process;

- to form students’ professional qualities in the chosen field of training (specialty), civic position, ability to work and live in the conditions of modern civilization and democracy;

- develop students’ independence, initiative, creativity; - systematically engage in professional development. The process of training future graduates with higher professional education carried out by teachers is a multi-faceted system, the main purposes of which are: - production of knowledge – scientific research, their implementation, expertise; formation of new academic disciplines, educational programs and their scientific and methodological support;

- knowledge transfer – educational process in all variety of forms, methods, tools and educational technologies;

- dissemination of knowledge – development of highly effective educational technologies; publication of educational and scientific monographs, articles, publication of popular science literature;
- presentations to the non-University community, participation in scientific, educational and cultural events of regional, Federal and international significance.

These functions define three main components of teaching: scientific-subject, psychological-pedagogical and cultural-educational. A specialist applying for the position of a University teacher must perform the following functional duties of the teaching staff of the higher school: - planning, organization and implementation of scientific research and specific practical developments;

- preparation of training courses, their methodological and methodological support, selection of means of information (audio, video, computer, telecommunications, etc.) support;
- creation of educational, training and monitoring programs, including computer programs;
- author's participation in the preparation of educational literature and teaching AIDS;
- lectures, laboratory, seminars and other practical classes, up to conferences; role - playing, situational and business games;
- organizational and methodological support and participation in the practical training of students;
- search and development of new pedagogical methods and educational technologies of increased efficiency;
- consulting and other individual work with students – - search for sources of funding for research and customers of specific scientific and technical, scientific and methodological and other professionally important developments;
- preparation of scientific, methodological and other materials; - preparation of patent developments and other technical documents;

- continuous personal and professional development, improvement of scientific and pedagogical competence and qualifications.

This list of functional responsibilities shows that the teacher of higher (and not only higher) educational institutions must: have the skills of an organizer, speaker, analyst, psychologist;

- know the logic of the pedagogical process; possess literary oral and written speech;

be a highly competent specialist in your field and a polymath in other fields of knowledge.

No other profession has such a multi-faceted, detailed qualification characteristic. The teacher requires not only certain natural abilities (and preferably talent), but also huge mental, physical, time and emotional-volitional expenses.

Pedagogical activity of a teacher is characterized by the following main qualities: research, design, constructive, organizational, communicative and educational.

The research qualities of a teacher are the ability to:

- analyze the educational process for its integrity and effectiveness, compliance of the achieved result with the planned one;
- carry out search (heuristic) activities, study, generalize and implement various types of innovations, new forms, methods and technologies in the educational process;
- independently work with various sources of information, including the latest information technologies and databases;
- extract from various sources, generalize and systematize, including the results of their own research, the necessary material for the educational process;
- highlight the main essential when selecting, structuring and presenting educational material – - logically consistently and reasonably present the educational material, make the necessary conclusions and generalizations;

- create an atmosphere of productive and cognitive cooperation in the process of interaction with students;
- set and achieve goals related to continuous self-development in both professional and personal terms.

The teacher's design qualities are the ability to:

- formulate current and final pedagogical goals and objectives, find rational ways and forms of achieving and solving them;
- carry out long-term planning, correctly set strategic, tactical, operational tasks and choose ways and methods to solve them;
- anticipate possible results of solving pedagogical tasks during the entire planned period of training;
- to set General group and individual goals of classroom and extracurricular (independent) work for students;
- to model the content of educational material, forms and methods of teaching courses, taking into account their place and role in the General program of training of students, the relationship with other disciplines and the future professional activity of a University graduate;
- design your own professional career based on setting stage goals and planning their achievement in the process of scientific and pedagogical activity.

The constructive qualities of a teacher are the ability to:

- select and structure information on newly developed or updated training courses;
- compositionally determine the content of individual lectures, seminars and other types of classes, taking into account the existing regulations, restrictions and time limit, as well as be able to use educational materials, technical training tools, information technologies and visual AIDS;
- use various forms, methods, tools and technologies of teaching;
- monitor the quality of students' educational activities;
- determine the system of activities that activate students' cognitive activity;

- adjust the educational process depending on various internal factors and external circumstances;
- to master various new forms, methods and techniques of pedagogical activity, taking into account the individual abilities of students and the specifics of the discipline.

The organizational qualities of a teacher are the ability to:

- organize group and individual work of students taking into account all factors that determine the need to use certain forms, methods, tools and technologies of training;
- organize individually differentiated work with students both in the classroom and in extracurricular time;
- organize various business, educational and technological games, discussions, trainings, creative seminars, conferences, etc.;
- manage the socio-psychological state of the group and individual students in the classroom;
- organize diagnostics of students' cognitive abilities;
- organize and structure your pedagogical, scientific, and other professional activities over time.

Educational qualities of a teacher are the ability to:

- to form students' creative, creative and active attitude to the future profession, a sense of civic and professional responsibility for the results of their activities;
- to carry out the processes of formation and development of the personality of a highly qualified specialist, his worldview and civic position, General culture, breadth of Outlook and ethics of behavior;
- self-development as a person in the General and professional culture, subject area of scientific knowledge.

The communicative qualities of a teacher are the ability to:

- build interaction and relationships with students depending on the goals, content, forms of organization and methods of training in achieving positive results of the pedagogical process as a whole;
- establish a social and psychological communicative contact with students that ensures the creative nature of the learning process and a high level of assimilation of the studied material;
- to form trusting and friendly relationships with students in interpersonal communication, to achieve individually oriented interaction with the student in the educational process and outside it;
- find a positive and stable contact with the student on academic, special and other issues;
- maintain broad, active creative contacts on the issues of their scientific and pedagogical activities in the University and outside it.

A high level of speech culture is an integral feature of a cultured person, and a teacher of a higher educational institution to a greater extent. It is the task of every specialist to improve their speech. No one will deny that the most important thing in the activities of those who teach, educate, and direct the work of pedagogical collectives is the tool of communication and influence, which we habitually call the word and speech, without even thinking how great its significance is for everyone and especially for teachers. It is impossible to transfer knowledge, carry ideas, beliefs into scientific concepts, beliefs into young minds and hearts without possessing a real culture of speech that reflects the logic, clarity, and depth of our thinking. The art and culture of word ownership are currently attracting the attention of not only linguists, but also of our entire society with its most progressive Outlook and desire for the harmonious development of the human personality. To master the word, oral speech is the first sign of pedagogical skill. Rhetoric provides answers to questions about how to learn the art of eloquence, what are its features in relation to a particular field of activity, the

impact on a particular audience. A real teacher should be able to master rhetorical techniques and speech styles, so that depending on the topic of classes, on the specifics and characteristics of listeners, they can be varied. When justifying the requirements for the teacher's speech, it is advisable to rely on the General criteria of the rhetoric of science on how to correctly and clearly Express your thoughts, logically build the composition of your speech, choose a natural and reasonable rhythm and style depending on the communicative tasks and situation.

The teacher must control himself and his voice: "high", sharp voice, as a rule, irritates, tires. Disposes to the dialogue of a soulful voice, soft. Plato did not accidentally write: "To speak is to do and create something". The teacher should create an atmosphere of good, creative cooperation, spiritual communication, make students participate in the creative process of learning, should teach them to think and communicate in their native language. Aristotle in the "Rhetoric, said: - It consists of three elements: from the orator, from a subject about which he speaks, and the person to whom he speaks: it is the ultimate goal of all" the Purpose of the speaker to seize, "to defeat the multi-headed Hydra" to captivate the audience the theme and content of the speech. Moreover, we must remember that "everyone hears what they understand" and, therefore, we must take maximum care of the availability of speech, ensuring its understanding.

The effectiveness of students' intellectual work, rational use of time in the classroom, aesthetic education and the formation of a General speech culture of students depend on the teacher's speech culture. The teacher should contribute to the development of the personality of each student, the development of self – awareness, thought and speech, bearing in mind that the student is a modern language personality, the subject of a dialogue of cultures, requiring a respectful, dignified attitude. The highest goal of pedagogical culture is to educate a cultured, charming, intelligent person of the XXI century. Students, thanks to the efforts of the teacher, should realize that each of them is a person who has incorporated the

culture of their people and at the same time is a part of it. Therefore, every teacher and every student must master the rhetorical culture, including knowledge of the Russian language system and the basics of speech culture.

Summarizing the above, it can be noted that the modern teacher is required to:

- pedagogical competence, including knowledge of the basics of pedagogy and psychology, medical and biological aspects of intellectual activity, possession of modern forms, methods, tools and technologies of training, education and development of the future specialist's personality;
- socio-economic competence based on knowledge of global processes of development of civilization and functioning of modern society, as well as the basics of sociology, Economics, management and law;
- communicative competence, including developed literary oral and written speech; knowledge of foreign languages, modern information technologies, effective methods and techniques of interpersonal communication;
- socio-cultural competence containing a high level of professional and General culture (formed scientific worldview, a stable system of spiritual, cultural, moral and other values in their national and universal understanding). Competence is an integral manifestation of the teacher's personal qualities, which combines elements of professional and General culture, experience, and experience of pedagogical readiness for activity.

The growth of competence is associated with self-analysis and self-assessment of the individual, which are internal incentives for professional self-determination. The communicative competence of a teacher is considered as an integral ability of a person to assess the situation, a communication partner, their own communicative potential (communication abilities, knowledge, skills, experience) in the context of a professional task to be solved and to choose constructive ways to solve it and methods of communicative interaction, which are

based on the culture of speech, which forms an influential argument in the process of teaching-learning – it provides the logic of forms of expressive speech influence and interaction in the educational situation and in the system of communicative intentions that are characteristic of various types, structures and stages of educational activity.

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