

**THE IMPORTANCE OF THE TEACHER'S SPEECH IN THE
IMPLEMENTATION OF THE COMMUNICATIVE AND
EDUCATIONAL FUNCTION**

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Abstract

The great role of the foreign language teacher's speech in comprehending by the students the laws of development of nature, society, in acquiring experience in moral relationships with people is an indisputable fact and proven by the centuries-old existence of the teaching profession.

Keywords. Implementation, peremptory assessments, revealing, empathy, contemplation, correlates, embodiment.

Introduction

As in any art and in any science, those teachers who are generously endowed by nature with the corresponding talents can achieve the best success in mastering speech. Speaking intelligently is a reality for many teachers. To speak beautifully, enchanting students with their persuasiveness, is the lot of artistic teachers who do with a word what the artist depicts with a brush. [1] They describe with the help of a rich vocabulary and a variety of artistic techniques. Their speech always has a touch of artistry. She is expressive and impulsive. In many cases, the beauty of speech can be explained by the individual talent of a certain person. Sometimes it happens that a person does not speak flowery, and you can listen to him endlessly.

So, the effectiveness of teaching a foreign language is determined by many factors, the most important of which is the teacher's ability to use the language being taught in the process of communicating with students.[2] The teacher's speech plays a very important role in the implementation of the communicative and educational function.

In general, the teaching profession has accumulated good experience in verbal education. But over the past decades, other stereotypes of speech and teacher's

communicative behavior have also become firmly established in the public mind: a necessarily loud voice, an instructive tone, peremptory assessments and comments

Professional speech of the teacher is the main means of teaching and education. The ability communicates with students, master the content of professional education and master the developed abilities for professional communication is necessary for any teacher. [3]

The teacher's speech as a form of communication through language plays a major role in interpersonal interaction with students, establishing contacts and gaining mutual understanding. It is realized in everyday acts of speech activity and speech behavior, which manifests itself in the manner, nature of speech actions and speech activity, including somatic activity.[2]

Speech is the ability to speak, speaking. [4]

The structure of speech acts that make up speech behavior includes the subject, the object to which information is addressed, the goal, content, verbal and non-verbal means used.

In pedagogical communication, the object of interaction is a student's personality, and the teacher's speech actions reflect the attitude towards her as a subject of interaction, revealing the level of not only linguistic, but also moral culture.

The behavior of the individual in society involves the development of a complex of social roles. Their repertoire depends on the status, i.e., position occupied in various spheres of life, family, production, public places. The performance of a particular role has a formative influence, determining psychological attitudes. This pattern also applies to the speech behavior of the teacher.

Statements addressed to students that evoke certain verbal and behavioral responses are pedagogical actions that reflect the level of professional culture. The decisive role is played by the living spoken word in the unity of verbal and non-verbal manifestations.

The speech actions of the teacher have a certain communicative content and form. For example, it is possible to induce a student to some educational actions with the help of a hint, request, advice, instructions, requirements, etc. If the content of a speech act is mainly due to pedagogical goals, then the form is

characterized by the features of interpersonal relationships, functional or trusting friendships.

It is known that the success of educational influence depends not only on how much the teacher knows the subject of conversation and the methodological subtleties of its organization, but also on how much he manages to find a common language and establish contact with students.

The unrealized communicative potential of speech behavior turns into a weakening of the direct educational influence of the teacher's personality on the student's personality. In this regard, there is a need to highlight the specific functions of the teacher's communicative-oriented speech.

The function of a language is understood as its purpose. Traditionally, such functions of oral speech are differentiated as coordinating, influencing and informational. In pedagogical communication, they are implemented at the didactic and educational levels. With his word, the teacher organizes and coordinates subject activities, communicates the necessary information, influencing the rational, emotional and volitional spheres of students.

The classification of functions has a universal character, reflecting the purpose of any speech activity, and not just pedagogically oriented. In order for the teacher's speech behavior to be built not so much on an intuitive level as on a conscious level, a fairly clear idea of its specific functions is necessary. The study of the theory and practice of pedagogical communication makes it possible to single out the following functions of the teacher's speech behavior:

- 1) self-presentation
- 2) motivational
- 3) psychotherapeutic

Self-presentation function.

The personality of the teacher is the object of close attention of students literally from first moments of communication. From the effect of "first impression" depends on the further development of the relationship of joint work. Preparing for a meeting with the students, experienced teachers think through the expressive subtleties of their external self-shaping, greetings and ending with farewell.

The purpose of this article is to prove that the teacher's speech as a form of communication through language plays a major role in interpersonal interaction with students, establishing contacts and gaining mutual understanding.

To achieve this goal, it is necessary to solve the following tasks:

- Show that the teacher's speech is one of the main conditions for pedagogical excellence.
- Describe the forms and communicative qualities of pedagogical speech.
- To reveal the functions and features of the teacher's pedagogical speech.

The skillful use of this property of oral speech helps the teacher to evoke an intellectual response in students to their words, to create an atmosphere of empathy, contemplation, infecting everyone with a general mood, experience. And this brings teachers and students closer, disposes them to cooperation. What informs the teacher's speech orientation? First of all, the presence of one's own attitude to what he is talking about. The sincerity of words For a wise teacher, his speech, communication with children is also a way of conjuring up, "self-disclosure of spiritual wealth to students.

The orientation of the speech to the teacher is also informed by his ability to build his monologue as an internal dialogue with students, as an appeal to their mind, feeling, conscience. His speech will also contain direct motivations calling for joint work ("imagine>>, <<let's dream up", "I think this will arouse your interest>>, <<of course you remembered", etc.) , and the expression of one's own assessments, impressions, and emotionally expressive words, expressive intonations.

A feature of the teacher's oral speech is also that its content is perceived by students through two channels - sound (through the sounding word - intonation) and visual (through facial expressions, gestures, movements of the teacher). Facial expressions, posture, body movements of the speaking teacher enhance the semantic capacity, expressiveness, emotional content of his speech, to some extents are a clear manifestation of the teacher's attitude to the subject of his speech.

The visual channel also provides students with information about the working health of the teacher, his desire (or unwillingness) to communicate with students, decisions (and disrespect) towards them.

Knowledge of the language and possession of its resources, as a fundamental factor in pedagogical skill, correlates with a professional image. Listeners have a sharply negative attitude towards errors in the teacher's speech, to speech clichés, worn-out phrases ... An unsuccessful word from an elder can give a different direction to thoughts, make something touching funny, distort the content of what was said" [3]. The speech of a modern teacher should be a reference embodiment of the language norm, as well as those communicative qualities that contribute to mutual understanding of the participants in the training. A mistake or slip of the tongue made by a teacher often makes it impossible for him to achieve a positive, desired image.

One of the components of speech is the quality of the teacher's voice. The culture of the teacher's speech is inseparable from the proven speech technique, by which we mean a system of technological methods of breathing, voice formation, diction, pronunciation skills, brought to the degree of automatism. All these factors ensure professional pedagogical interaction between the teacher and the students.

As we said, that the voice is the most important element of speech technology. For the teacher, it is the main tool of labor. There are a number of requirements for the vote:

- The voice should not cause unpleasant sensations, but should have euphony.
- The teacher should be able to change the characteristics of his voice, taking into account the situation of communication.
- The teacher needs to be able to control his voice in communication with other people, to speak not for himself, but for the audience.

So, a good voice, clear diction, correct literary pronunciation, the ability to accurately, figuratively, emotionally express an idea are the main components of the speech of a future teacher.

Conclusion

The main essence of foreign language education based on teachers' professional speech competence is to improve the competences of using the knowledge, skills and abilities acquired in the educational process organized by foreign language throughout their personal life, as well as in professional and social activities is counted.

Becoming a master of public speaking is a great achievement for those who wish it and will not stand before anything, since what they have achieved will open the doors to all areas of our life, and perhaps help change some of the negative aspects of this most difficult endless process.

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