

## FORMATION OF A PROFESSIONAL-SPEECH CULTURE OF FUTURE TEACHERS

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### ABSTRACT

An important factor in improving the educational process is inextricably linked with the high level of formation of professional competence of teachers of vocational education in the higher education system. Therefore, the most effective use of the capabilities of modern educational technologies as well as the educational methodological complexes being created on the basis of professional education teachers determine that the creation of theoretical and practical foundations of the process of formation of professional competence is one of the urgent tasks. Therefore, in this article, we will try to cover this topic in more detail.

**Key words:** Empathy, perceptual, communicative, pantomime, range, timbre, Ability, speech, pedagogy, education, culture, eloquence.

### INTRADUCTION

The main aspect that brings it to the surface in the activities of the educator is his speech. - The ability to speak-the self-feeling of a person with the help of speech, at the same time mimicry and with the help of pantomimics is the ability to express clearly and clearly. This the teaching profession is of exceptional ability. Because information from the teacher to the students it is mainly given by a second signal system – speech. In this context, its internal and external features are implied.

In the lesson, the speech of a capable teacher will be aimed at students all the time. Will the teacher explain the new material, comment on the reader's answer, whether students approve of the response, their behavior or behavior, or reprimand does he give, so, no matter what he does, his speech is all the time his credibility, it should be distinguished by such internal strength as attractiveness.

Speech culture – reflecting social culture, culture of personality society is a mirror. Speech culture for both forms of literary language – written and oral necessary. Attention to the culture of speech is not from a single teacher, but from every citizen conscious mastery is one of the human qualities that are required. To possess it every depends on the cultural level and knowledge of the teacher and the individual. Teacher pedagogical the culture of speech in his skill, not only his wealth in spiritual and moral terms, but also determining knowledge, thinking, scientific worldview, thought and observation is the norm. The speech culture of the teacher is formed at

once and reaches its climax the process is not, it is with pedagogical skill, during the career of the profession, the turn of experienced mentors the result will be improved over the years. The teacher's speech ability is cultural, it is formed on the basis of professional, pedagogical requirements. Its development is carried out only by the teacher depends on shijoati. Thanks to this ability, the teacher's speech culture was also formed goes [2].

Current socio-psychological research suggests that a person can both be its initiator in communication, and sometimes participate as an active or passive subject of interaction, depending on the situation. The peculiarity of professional-pedagogical communication is that the initiative of the teacher in this place also leads a holistic educational Ja rayon as a means of managing communication. It should be said that from a socio-psychological point of view, in the course of the lesson, the management of the search for knowledge in the mutual creative activities of the teacher and the educational community is carried out only as a result of pedagogically correctly organized communication. For example, in the lesson, the correct Organization of communication with the classroom team in the absorption of a new topic into the minds of students, explaining new material or creating a problem situation is necessary for the teacher, as a result of which students together become a stable team and think and seek mutual freedom in the lesson, in the study of knowledge. In communication, the initiative of the teacher, educational and socio-psychological provides the opportunity to find solutions to a number of Strategic and tactical problems: the teacher's role of directivity in the educational process, the formation of good mood, emotions of students, ensuring the effectiveness of educational activities, providing the opportunity to create the necessary socio - psychological environment, provides intense communicative communication with a pedagogical purpose [4].

Conducted by pedagogical scientists studies have found that between 25 and 150 different cases occur during the course of a lesson when the teacher and students are psychologically unable to adapt to each other. These are not consciously controlled, which means, a specific goal is not set by the teacher in relation to this situation. On the contrary, a properly found and implemented communication system in the lesson activates students, provoking their desire to participate intensely in educational activities. Thus, the socio-psychological side of educational activity is considered a practical reserve of educational optimization [3]. Sometimes not new methods of education, but a reliable socio-psychological provision of their existing methodology it will be necessary to look. Analysis of the psychological characteristics of retreats in the behavior of students who cannot master classes shows that its negative qualities, passivity in relations with peers, variability in

behavior it arises not only as a result of his own activity, but also as a result of his dissatisfaction with his state in the community of students, as well as communication with him, which is not lacking in friendly relations. All these situations lead to a sharp negative change in the student's mood. Teachers of secondary schools in the system of pedagogical communication, most often, the perception, thinking of this or that student is formed in one mold, before the eyes of the teacher, they become the object of stable psychological communication. When a student is caught in the "bad behavior" in the eyes of the teacher, it affects the teacher's communication practice towards him [1,3].

## CONCLUSION

In conclusion, it can be said that the culture of pedagogical speech – its level of knowledge, the scale of its intelligence, in addition to its maturity in thinking-also depends on the fact that it is able to take advantage of the wealth of its native language. Language is the weapon of every educator, the direct exit of thought to reality. As the sages noted, the richest achievements of human intelligence, thinking and consciousness, thoughtful knowledge, large-scale science, fiery emotions remain unknown to humans unless they are clearly, resonantly and attractively expressed in speech. Consequently, the task of the educator, orator, is to achieve the understanding that the thoughts being spoken are received directly by the audience. That is why the formation of a culture of speech of future teachers is the most important and central place for elevation.

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