



THE CULTURE OF THE TEACHER'S SPEECH WHEN TEACHING THE RUSSIAN LANGUAGE

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ABSTRACT	KEYWORDS
This article is devoted to the culture of the teacher's speech when teaching the Russian language. The most important task of education at the present stage is the educational process. In this regard, the teacher's speech culture is a necessary developmental element that makes it possible to mentally perceive and use grammatical constructions in speech.	perception, conformity, content, relevance, accessibility, expediency

The culture of speech is a broad and capacious multicomponent concept, but first of all it is the literacy of phrase construction. A solid knowledge of grammatical rules enables the teacher to express his thoughts correctly, gives his speech a harmonious, meaningful character, which makes it easier for students to perceive and understand the educational material.

Currently, a lot of information and pedagogical technologies are used in teaching the Russian language, and this brings diversity to the educational process, increases the nature of the discipline. In this regard, the speech culture of the university teacher is of great importance. Therefore, when conducting classes in the Russian language, the teacher's speech should be associated with the culture of speech and the correct use of speech norms.

The main theoretical and practical aspects in the field of speech culture of a teacher (teacher) are revealed in the works of N.D. Desyaeva, T.A. Lebedeva, L.V. Assuirova and other scientists. The researchers note that the teacher's speech activity is subject to certain norms, is built in accordance with professionally significant criteria.

The criteria of speech culture include:

- content;
- correctness;
- communicative intelligence;
- richness (diversity) language tools;
- accuracy;
- expressiveness;
- stylistic dexterity;
- consistency.

The main criteria of speech culture are correctness and its communicative expediency. The correctness of the culture of speech is: compliance of the speaker or the writer with the orthoepic, orthographic, lexico-phraseological, word-formation and grammatical norms of the language.

The communicative purposefulness of speech culture is achieved if speech has the following properties: content, accuracy, richness, relevance, logic, purity of pronunciation, persuasiveness, accessibility, etc.

The importance of speech culture in language learning is clearly expressed in the qualities highlighted above. The inclusion of such characteristics and having pedagogical qualities of great effort for the correct perception of concepts by listeners and language learners. At the same time, the teacher should remember and pay attention to his statements and explanations, because the student and the listener pay attention to the tone, tempo, and diction of the speaker's speech in order to gain sufficient knowledge of the subject. This will definitely protect the listener or students from violating such pronunciation rules when learning Russian.

It should be noted that the result cannot be achieved only on the initiative of the teacher. Because there may be few opportunities for a non-Russian speaker, since this language is a non-native language. It should not be overlooked that students and students in the classroom may be shy and embarrassed because of incorrect pronunciation. In the Russian language classes, in addition to the teacher's speech, there are many interactive tasks, such as; conversations, reading texts, answering questions on the text, performing grammatical tasks on the topic, and of course memorizing poems.

In such situations, the teacher should establish contact with the audience and deliver his speech in a simple and understandable form. Therefore, in such cases, the teacher should lower his voice and use vocabulary that is understandable to the entire audience.

For a successful lesson, the teacher should remember what his role is and, of course, follow the rules for involving the entire audience in the learning process. Correct pronunciation, precise stress in words, the appropriateness of grammatical constructions and the correct use of words and phrases are the essence of the speech culture of the teacher. And the ability to behave in front of an audience is one of the components of public speaking skills.

The teacher's speech is also expressed in his behavior, thoughts, poses and facial expressions. In this case, facial expressions are an emotional expression of the teacher's speech. Therefore, if there is no facial expression or gesture, the desired results in thinking, learning and understanding of the student, the student may not be achieved.

Awareness (understanding) by such methods of secondary school students and students of higher educational institutions also causes the solution of some problems. Since university students differ from schoolchildren in that they are older, more independent and have a wider outlook.

In fact, the teacher's speech is an unexplored problem, and there is no doubt that the effectiveness of teaching depends on the teacher's speech behavior. The analysis of the teacher's speech behavior in the audience can make it possible to identify elements that contribute to improving the effectiveness of teaching.

Thus, the culture of speech of a teacher of higher educational institutions is considered the most relevant topic. Because all the knowledge, skills and culture of behavior associated with language learning are considered the main support of purposeful influence on the listener. And the indicator of student activity is a reflection of the teacher's skill.

Used Literature

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