
THE IMPORTANCE OF TEACHER SPEECH CULTURE IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

A person all his/her life is engaged in overcoming various difficulties that constantly arise in his life, and it is extremely important for a person to withstand the difficulties of maturity, endure them with the help of the mind and overcome them. Overcoming foreign language difficulties and mastering the types of speech activity is a natural phenomenon that occurs in student life.

The aim of studying, summarizing and disseminating best practices in teaching foreign languages is also aimed at achieving positive results. The ability to properly organize it helps us to solve the task set before us. The implementation of this depends on the knowledge, skills, abilities, competencies, conditions, availability of tools and their good knowledge by the teacher.

This article discusses important aspects of speech culture in teaching English.

KEYWORDS: *Innovation, Education, Learning Effectiveness, Pedagogy, English Language, Education System.*

INTRODUCTION

Today, the teaching of foreign languages, especially English, is becoming increasingly important through the use of innovative teaching methods in the system of preschool education and general education. The development of content is observed throughout the education system based on pedagogical initiatives and teachers' innovations. It also has a positive impact on the development of the education system as a whole. In short, innovation means a new approach to solving a problem in a given area of activity. [1]

In our country, a comprehensive system of teaching foreign languages is being created as part of the implementation of the Law of the Republic of Uzbekistan "On Education" and the National Program of Training Specialists. At the same time, the analysis of the current system of organization of teaching foreign languages shows that educational standards, curricula and textbooks do not fully meet modern requirements, in particular, the use of advanced information and media technologies. Teaching is mainly conducted by traditional methods. Further improvement requires the organization of continuous learning of foreign languages at all levels of the education system, as well as the training of teachers and the provision of modern educational and methodological materials. [2]

METHODS

It is necessary to teach English in educational institutions. Teaching English in them is a great help in preparing schoolchildren and students for comprehensive development. Especially after our country gained independence, the teaching of English rose to the first place in the training of personnel. With this in mind, a training program was developed and approved in 1997. It provides for the continuous teaching of foreign languages, including English, in the training of personnel, in

the comprehensive development of young people, in their upbringing, in teaching the sciences.

The importance of development, progress, period, time and the need for teaching a foreign language, including English, in our country is obvious. At present, taking into account the continuous teaching of the English language, the issue of teaching English in various types of educational institutions and the development of programs, textbooks, manuals for them, and consideration of their methodology is relevant. [3]

Language learning is one of the most important areas in human society. Language, which is a means of communication, can be practiced in a natural environment (in the family, in society) or in an organized lesson. Knowledge of linguistic phenomena is studied theoretically. In the modern world of international relations, knowledge of languages and multilingualism are of great importance. [4]

In general, pedagogy is developing rapidly, such concepts as innovations in education, innovative activity, innovative pedagogy, management of innovative processes in education, learning foreign languages, teaching in a foreign language have appeared. In our country, the organization of teaching foreign languages and teaching in all educational institutions, starting with preschool, is rising to a new level. This is evidenced by the Decree of the President of the Republic of Uzbekistan "On further improvement of the system of learning foreign languages" dated December 10, 2012 and the introduction of continuous teaching of foreign languages in the first grades of secondary schools from the 2013-2014 academic year. Today, the goal of learning a foreign language, especially English, is to focus on this innovative process as a key factor in achieving the achievements of world science and development in order to join the ranks of developed countries in science, culture and economy. [5]

RESULTS

The teaching of foreign languages, especially English, in educational institutions is associated with the creation of an innovative theory of education. This will lead to the formation of attitudes towards the educational process through the introduction of pedagogical technologies in the education system, increasing the efficiency of education, ensuring the socialization of the individual, assimilating the child's foreign educational achievements in the educational process in order to achieve certain success. [6]

Most importantly, teachers should ensure that the lessons are not only cognitive, but also developing. It is also important to give students the opportunity to express themselves (albeit incorrectly) on the issue under discussion, to encourage them to think, to think in any case. Today, it is important that educators have the skills and ability to innovate. Educators are required to be innovative in order to be able to master the skills of innovation. Essentially, the acquisition of innovative activity skills by teachers is based on the decision of the innovative approach. [7]

In the context of globalization, education plays an important role in the comprehensive development of the individual, in the formation of the qualities of excellence and a qualified specialist. The modern rapid period requires equipping students, including schoolchildren, with short-term and reliable information, creating the necessary conditions for a thorough mastery of the basics of various sciences. [8]

In modern conditions, in the educational process, it is required to focus on the development, socialization of the individual and the development of skills for independent, critical, creative thinking. An education capable of demonstrating these abilities in itself is called student-centered education. [9]

An English teacher will know the correctness of the method, method, methods, exercises that he uses, how he transfers knowledge to students, students, reveals shortcomings, exam results.

Schoolchildren and students studying and learning English are interested in knowing the result of their knowledge. [10]

Among living beings, only man has the ability to think. Contemplation is a complex mental process that occurs through the use of words, phrases and sentences in speech activity.

The teacher's speech should be as syntactically simple, engaging and effective as possible. Any knowledge and upbringing are transmitted mainly through the classroom and extracurricular everyday speech of the teacher. In speech, whatever form it takes, we must respect our values. The peculiarity of pedagogical speech communication is characterized by the fact that the teacher is a teacher everywhere, in any situation. The teacher spends more time in the classroom with his students. His speech has a scientific and pedagogical content. Such speech reflects the rules, terms, conclusions characteristic of different fields of science. In such a speech, everything is in its place, in moderation. Explanations of terms, new words are given by simple syntactic techniques learned by the teacher. Rules and theories are explained with vital, reader-friendly examples. [11]

The correctness of speech is its compliance with the norms of the literary language. Since the norms of the literary language are multidisciplinary, the correctness of speech also includes a number of conditions. The accuracy of speech is its most important communicative quality. If the speech is wrong, other communicative qualities will be destroyed. With an incorrect structure of speech, one cannot talk about its logic, accuracy, relevance, and so on. In order to compose the correct speech, the speaker must master the norms of the literary language. This is a very difficult, painstaking work. [12]

DISCUSSION

Speech activity is studied by a number of disciplines. Linguistics is engaged in the scientific analysis of the product of speech signals (text-text), psychology - in the speech process, physiology - in the mechanisms of speech. Psycholinguistics is a new science of speech perception and reproduction. [13]

Methodology provides scientific considerations about why (educational goal), what (educational content), how (based on teaching methods and principles), and whom (student) to teach.

Speech in the form of a monologue (single) and dialogue (double) is a small type of speech. The monologue is practiced using the topic, and the dialogue is practiced in conjunction with the teaching speech situation (TSS). [14]

Speech activity proceeds orally and in writing. Oral speech consists of speaking and listening, written reading and writing.

The operational (participation of linguistic material) and motivational (expression of opinion) aspects of speech activity are revealed. Vocabulary, grammar, and pronunciation units are spoken and used in written language, and reading and listening comprehension is a functional aspect of speech. In the motivational aspect, the recipient (speaking and written narrator) and the producer (listener and recipient of information) communicate their ideas to others or understand the opinions of others. [15]

When these parties are interested in teaching English in educational institutions and together draw the right conclusions from the results of the exam, English teaching will be of a general, educational, practical, developmental nature, the goals will be achieved. [16]

The word noatama, widely used in colloquial speech, means "control over the state of affairs, the course, observation, examination, examination of human behavior." A positive change in work/activity is expected from such an investigation. So, the result is not to blame or find fault, but good intentions are at the heart of the investigation, such as correcting the shortcomings, correcting the error, setting the case in motion.

The terms "inspection", "control", "monitoring" have meanings. Among them, the concept of "control" is broader, as if there is a slight negative in the "examination". [17]

In order to control the process of teaching a foreign language, it is necessary to master the method of its transmission. We give a methodological analysis of what, why and how is checked and how the result of control is measured. It is known that a foreign language is taught for practical purposes, and its technical and pedagogical aspects are also mastered to master speech activity. In a word, conversational skills and competencies in a foreign language are developed. [18]

This stage, which lays the foundation for speech activity, is invaluable for improving the effectiveness of teaching a foreign language at later stages. Along with the modest skills of speaking and listening in a foreign language, considerable time and effort is spent on mastering the skills of language technology, such as writing and reading. This stage in the curriculum is given relatively more time. Classes are held in small groups. At this stage, students develop stable listening and pronunciation skills. Speech and reading aloud are often practiced in the process of creating auditory-motor notations for language units. It is known that other types of speech activity are also learned through speaking. [19]

The methodology of teaching a foreign language as a science has its own theory, practice and history. The scientific category of the content of teaching a foreign language, which is also part of the content of education, has its own theoretical and practical aspects, historical sources and attracts the attention of researchers.

The study of the content of education shows that, although the theoretical aspects of the content of teaching a foreign language are actively studied by methodologists, this methodological concept is interpreted in different ways. [20]

Spoken English is also a type of conversational activity. Information is transmitted through speech. This speech activity is closely related to other types of speech activity. The better the student has mastered the ability to listen and understand, the faster speech will develop, otherwise the opposite will happen. A student who is able to receive information in English provides information in English, taking into account its content. It is difficult for the reader to respond if the student does not understand the content. When information is received from listening and inner speech occurs, inner speech occurs before speech, and then external speech. It is interpreted in both cases, but before speaking and then in listening. Thinking, memory and perception play an important role in these internal discourses. [21]

Reading is connected with speaking, it is connected with it. The reader speaks through the information he reads, gives information. The more he reads, the more information he has to say. For this reason, the reader collects information within the student in order to read aloud and speak aloud. Reading is a source of information for speaking. [22]

The student presents in writing materials, information read, heard, spoken by the student. When they put the information in writing, it is well stored in his memory. It's easier to speak. Writing also helps to memorize verbal information, material.

From the foregoing, it can be seen that speech activity is connected with other speech activity. According to a number of studies, oral speech accounts for 30 percent of the total volume of speech, and written is just 9 percent. Therefore, speaking is the most important goal of teaching and learning English. [23]

Listening to the speech of the teacher in the classroom plays an important role in teaching speech. The more the teacher speaks correctly in the lesson, the more the student says, the more the student says, the less the student says, the less the student says. For this reason, the teacher is required to work on himself, prepare for organizing a lesson in English, and use English phrases

correctly. In the classroom, if the student always hears English speech, an English-speaking environment is created that helps the teacher to listen and understand. In the classroom, the teacher should greet in English, introduce himself, give information in English, provide information about the country where the language is being studied. [24]

Opinions of specialists about the nature of what is taught in the learning process are interpreted different, often contradictory. This raises two problems: the first is that in answering the question of what is taught, most scholars return to teaching the content of education, but the general answer is correct. [25]

Although the acquisition of knowledge is an important factor in the development of thinking, any acquisition or acquisition of knowledge does not have a developmental impact on the student's thinking. To do this, it is necessary to activate knowledge, forms of activity. A simple return of the acquired knowledge will not be enough for the development of independent thinking of students. Active learning, independent thinking are essential. The process of self-acquisition of knowledge and the process of applying the acquired knowledge becomes the formation of new knowledge, an effective source of thinking for the student. [26]

CONCLUSION

In conclusion, the teaching of foreign languages, especially English, through the use of innovative teaching methods in the education system and educational institutions is of great importance today. The development of content is observed throughout the education system based on pedagogical initiatives and teachers' innovations. In single word, innovation means a new approach to solving a problem in a given area of activity. [27] Hence, the role of the speech culture of the teacher in the perfect mastery and teaching of any foreign language is of great importance.

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