

# Role and Essence of Pedagogues in Development of Communication and Speech Culture of Future Teachers

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**Abstract:** This article studies the role and essence of teachers in the development of communication and speech culture of future teachers.

**Key words:** Speech, language, outlook, thinking, culture, process, text, integration, school, society, higher education, attitude.

Recently, more attention is being paid to the development of communication and speech culture of future teachers.

It is well known that the character, language demonstrates the cognition, outlook, and aspirations of the nation. Of course, people express their thoughts and feelings through language. Language gives an opportunity to make a communication. Language serves as a communicative tool between people and is constantly living in speech, which is its leading function.

**Speech** – to speak, discourse; the ability to speak. It can be considered as the use of language in the process of expressing and exchanging ideas; the process of using the language units by speaker and the product of this process.

**Communicative speech** - we can say that it is the process of people exchanging ideas with each other.

**Communication and speech culture** - is the skillful use of speech by people in the process of exchanging ideas with each other, following the rules of ethics.

It would be important to provide information to future teachers so that they can learn that the crucial communicative quality of speech is the richness of speech. It can be concluded that the important conditions that ensure the richness of speech: a large number of active word combinations used in speech, various morphological forms and syntactic structures.

Grammatical structure, logic, accuracy of the speech means the speaker's vocabulary. The more vocabulary a future teacher has, the more free he will be in communication.

Clarity of speech is an important sign of communicative speech. Each word in the speech must be fully consistent with its dictionary meaning. Otherwise, the thought that needs to be said will not find its expression and becomes ambiguous[1].

In communication, words are also required to be clear. Speech should be used consistently. The speech must fully cover the idea to be expressed by the author and reveal its theme and main idea. The next important communicative quality of speech is its purity, that is, the absence of extraneous elements in the literary language.

Speech is inseparable from all human activity, it is related to it through many channels, and it is most related to pedagogical activity. This communication is harmonious, it has its own place in the nature of speech.

Pedagogues believe that "what and how a person remembers, how quickly and accurately he repeats the necessary material depends in many ways, and sometimes decisively, on the achievement of the goals a person set, on the implementation of motivations that encourage him to act" [2].

An innovative approach to the development of communication and speech culture of future teachers requires improvement based on the transition from the adaptive level to the systematic modeled level.

It can be said that the pedagogical process in the conditions of an active approach to education can be characterized by the following criteria:

goal orientation of pedagogue and student interaction, which is carried out to achieve a conscious communicative goal;

students' communicative thinking activities;

participation in solving communicative tasks;

a situation that envisages the creation of educational situations in which students' communicative knowledge and skills are relevant.

In this way, it is important to focus on development of linguistic responsibilities of the participants of the educational process, future teachers; increase the skill of use speech as a means of communication and information exchange, as it is considered one of the crucial tasks of the modern world.

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Currently, the main task of pedagogical competence is, first of all, acquiring scientific knowledge, ability to teach, awakening students' interest in getting knowledge, formation of certain personal qualities and character. This request to the teacher comes from the essence of pedagogical activity, which involves solving countless tasks aimed at forming the personality of another person. The professional skills of the teacher are expressed in the successful solution of these tasks.

Pedagogical qualification means mastery of certain methods of pedagogical activity based on the conscious application of psycho-pedagogical and methodical knowledge. Nevertheless, no matter how well the lesson is organized and planned, the pedagogue cannot succeed if he cannot organize his communicative and speech activity [3].

On the other hand, the communicative activity of the pedagogue in carrying out the curriculum of the educational session can be successful only if he can establish the right relationship with the whole group and each student and among students.

Pedagogical communication, as a special type of communication, has common aspects of collaboration and the educational process.

Communicative etiquette is considered one of the main qualities of a pedagogue, an important organizer of the pedagogical process.

Pedagogical process is exchange of status of "teacher-student" system. The operation of this system is based on the exchange of activities between the teacher and students, and the organization of students' activities is the subject of the teacher.

The teacher and the student are the subjects of the process, but the leading role belongs to the teacher, because he is the organizer of the conscious activity of the students in the acquisition of social experience. In this way, the teacher is a connecting link, a bridge between the social experience to be mastered by the students and the students themselves.

It is necessary to distinguish the following qualities of professional training of a teacher:

to know the features of the process as a practical system of "teacher-student";

preparation for managing the advanced pedagogical process;

understanding the role of the teacher in ensuring the unity of communication and exchange of activities between the participants of the pedagogical process;

to know the characteristics of various forms of activity, methods and forms of organizing the interaction of participants in the pedagogical process.

Thus, the teacher's efforts must be focused on organizing and improving the interaction in the "teacher-student" system. The teacher's communicative and speech etiquette must become a tool for improving the pedagogical process and serve as a means of developing the participants of the pedagogical process [4].

Development of communication and speech culture of future teachers must be an aspect of their professional training and its result. It should be noted that it is possible to improve the quality of preparation of students for pedagogical activities based on the development of communication and speech culture of future teachers in a higher educational institution.

According to the studies on improvement of communication and speech culture of future teachers it can be concluded that, it is crucial to study the experiences and approaches of developed countries in training future teachers, adapt them to the conditions of Uzbekistan and effectively apply them to prepare specialists who can be competitive in modern pedagogy.

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