

COMMUNICATIVE COMPETENCE OF THE EDUCATOR AND ITS CHARACTERISTICS

Musurmankulova Mukhaya Mamatkulovna
Gulistan state University
Department of pedagogy and psychology”
independent researcher
UZBEKISTAN, Gulistan

ABSTRACT

In social situations, there is a specific role of communicative competence in the formation of interaction in the mother tongue and in any foreign language, adherence to the culture of communication, social adaptability, the formation of the dignity of effective work in the team in cooperation, the article describes some aspects of pedagogical communicative competence.

Keywords: Communication, pedagogical communication, dialogue of management, speech, teacher, student, listener, mutual understanding.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In our developing society, great attention is paid to the issue of bringing a healthy generation, perfect people to adulthood. One of the important qualities of a perfect person is the culture of communication. Communication is an important condition of a person's life and activity. With the help of the same communication, people will have the opportunity to master nature and work together to meet their needs. Professional pedagogical communication is an integral part of the pedagogical impact, this is the professional communication of the teacher and the student in the educational process, in which information is exchanged and educational influence is made on the students.

Professional-pedagogical communication is a complex phenomenon. He puts in front of the teachers several tasks before him before the professional-pedagogical communication. In particular, sets a goal, when communicating, where, how many plans to conduct with the elderly. The most important stage of pedagogical communication is modeling. This stage is used in solving an important, responsible problem. For example, preparing for a lesson, planning a lecture also goes into this stage. First, a lesson project is drawn up in accordance with the program. Secondly, the individual characteristics of the students are taken into account. In the third, the methods of teaching and learning that are used in the course process are selected. From the quatrain, the ability to mentally develop a child is taken into account.

The second stage is the stage of direct communication. This can be called a "communicative attack". Because the teacher begins the lesson by taking the full initiative into his own hands. And the third stage is the stage of Communication Management, which is an important component of professional communication.

The task of professional-pedagogical communication is the mastering of technology, in which the teacher is able to apply warm relations, as a result of which the pedagogical personality is manifested.

The communicative culture of the teacher plays an important role in the success of professional and pedagogical communication. The child should be able to feel that the teacher is speaking from the heart. If not, then communication as a volunteer will not take place. Some educators communicate with children without taking into account their age. If the teacher feels that the child is getting older, this indicates that he is forming a culture of communication.

In order to achieve a pedagogical communicative culture, it is necessary to attach importance to:

listen to the child patiently listen to the culture of child abuse;
 also listen carefully to the child if it is interesting;
notice that you are bored, send the topic interesting fun to the other side turn the child;
try to raise the mood of the child before becoming engaged in conversation;
the objectives are set such as ensuring the assimilation of a culture of communication that is appropriate to the economy of the market.

The teacher should draw up for himself a holistic portrait of the dialogue that will be with others. This will help to establish the relationship that will be with the audience. Pedagogical communication is an important part of the educational process.

The communicative activity of the teacher, educator and pedagogue plays an important role in the communication of pedagogical activity. Communicative skills are manifested in the following forms:

- One of them. Ability to communicate with people;
- Two. Ability to organize joint creative activities with students;
- The three. Ability (Ability) to organize and manage purposeful communication.

The main component of communicative abilities is the diverse manifestation of communicative skills. We know that people who communicate easily, quickly, promptly (operatively) organize communication. Such people are always at the very center of communication. Communication in pedagogical activity arises not only as a personal trait, but also as a professional-personal trait.

The communicative activity of the educator also includes his abilities. In particular, didactic (to be able to explain the subject in an understandable, simple language), emotional and willful influence, influence on the permission of the reader on the basis of perceptive - pedagogical observation, explain the idea on the basis of Express - speaking, mimic, pantomime, correctly establish relations with communicative - pupils, pedagogical tactics, perseverance, etc. Apparently, all pedagogical abilities are associated with communicative abilities.

In order to study the peculiarities of speech in the pedagogical activity of the teacher, it is necessary to know the requirements for speech techniques. These requirements are that speech is logically correct, clear, beautiful, bright and purposeful. The following main features of speech arise from these requirements.

- The main features of speech
- Correctness and fluency of speech
 - Accuracy and sensitivity of speech
 - Speech logic of speech.
 - Cleanliness of speech and expressive speech.

The correctness and fluency of speech is its compliance with the norms of the literary language. The Bunda focuses on two aspects: the emphasis and the observance of grammatic norms. Emphasis-ensures the correct pronunciation of words.

The grammatic norm is the sum of various rules that express the meaning of speech, the alternation of words in the flow of speech, the combination of content with each other.

The accuracy and effectiveness of speech is the factor by which meaningful speech affects the listener. Tiradi the teacher provides knowledge to students on the basis of clear facts with fluency of speech and language, the ability to speak, develop their skills and skills. The teacher's speech should be clear, it is a condition of deep sense of responsibility. Accuracy is that the subject under study corresponds to the reality expressed by the teacher, fakts. When determining the limit of accuracy, the teacher is required to be able to use the words correctly, to know Uzbek grammar perfectly, to be able to pronounce correctly.

The logic of speech – the logic of speech depends primarily on the teacher's vocabulary, the ability to think, the skill of perception. The teacher tilni can know very well, the vocabulary can be extensive. But if he does not have in-depth knowledge of the subject he is thinking about, if he can not analyze his knowledge within the framework of his own thinking, then the art of eloquence does not give a result. The correct expression of words in accordance with the subject expressed by the teacher, the correspondence of word combinations, sentences, texts to each other, subordination to a coherent statement of thought are indicative of the fact that speech is logically rich. The thought being told to the readers must be logically interconnected. With the loss of coherence, a thought connection between the sentences undermines the logic of the teacher's speech.

In order for there to be a logical link between the texts of the subject under study, the texts are separated by a predicate (for example, in conclusion; at the same time; it is worth noting, etc.). So, when we say the logic of the teacher's speech, it is understood that every word, phrase that is structured on the basis of a holistic system, the narration of thoughts and thoughts is consistent, is used for a specific purpose.

The purity and expressiveness of speech – the purity of the teacher's speech, first of all, is determined by its expression in accordance with the linguistic norms of the literary language. The beautiful and rich speech of the teachers is evaluated according to the requirements of the current Uzbek literary language, its status as one of the elements of an unusual language. The elements that interfere with the purity of speech are: dialectism and varvarism. After all, these elements should not be used in the speech of the teacher in the course of the lesson process and educational activities, even if they perform a certain artistic and aesthetic task in the artistic literature. The constant use of non-departmental Terms, official words and phrases by the teacher causes his speech to be inaccurate, unreliable. As a result, the ideas used by the teacher in the education of students through the method of persuasion can not be perfectly explained.

The speech ability of the teacher is formed on the basis of cultural, professional, pedagogical requirements. Its development depends only on the enthusiasm of the teacher. Thanks to this ability, the teacher's speech culture is also formed. The following teacher should not forget about the tools inherent in the culture of speech:

One of them. The culture of speech is a component of the moral and moral perfection of the teacher. After all, speech is a vivid and reliable evidence that shows the level of culture that our nation has achieved, demonstrating respect for our native language.

Two. The culture of speech distinguishes teachers with their spiritual and cultural level, as well as with their excellent knowledge of literature, in a certain sense from other professions.

The three. The ultimate goal of the culture of speech is the spiritual upbringing of a harmonious generation with a free mind, regardless of what profession it grows.

The four. Speech culture — this first of all creates speaking skills and speaking skills in teachers. This skill is improved in pedagogical activity, the qualification for special labor and exercise evazi is improved, as well as the ability and skill are formed due to the achieved success.

The five. The culture of speech is achieved on the basis of perfect acquisition of the Uzbek literary language. To do this, the teacher must know the laws of the literary language, constantly read the works of art literature, memorize poems and read them with a declaration, monitor radio and television broadcasts.

The six. Another manifestation of mastering the culture of speech is a colloquial imitation, which young teachers can learn on the basis of an enviable attitude and imitation of the spoken art of the mentor, who is better, more beautiful, meaningful and impactful than himself.

Impressiveness and expressiveness of teacher's speech. The impressiveness of the teacher's speech is considered one of the main attributes of speech, and the correctness and clarity, logic and purity in speech will be directed to influence the listener.

When we say that speech is impressionable, it is mainly meant the process of oral speech by the teacher, and the mental situation that arises in the acceptance by the students is taken into account. That is, the speaker-teacher should take into account the pupils, monitor them from the level of their knowledge, even up to their age characteristics, the mood at the moment of the performance of the speech, control how his speech is perceived by the pupils. It is not advisable for teachers with professional knowledge to speak in a foreign, simple language, even young teachers who do not have a simple, sufficient level of conversational knowledge should try to speak in a scientific and official language. Well, the speaker is asked to keep a job, depending on the situation, and any thoughts that he wants to express are put on the task of trying to convey to the students on a scan.

Speaking in a language that students can understand, trusting them is one of the main conditions before the teacher. To do this, the teacher must have a clearly defined plan of explaining it, in addition to having a good knowledge of the subject as stated above. It is necessary to formulate the thoughts in the speech in the first and second way, interacting with them, first introducing the reader to the plan of speech, and then start the word. Taking into account time is one of the speaking qualities. Because students will not be bored if they are announced before the deadline and adhere to it, if possible, finish it slightly earlier.

Therefore, speech should be clear and fluent, correctly structured, subject to the rules of literary pronunciation, consistently explained from the beginning to the end. Such knowledge, which is studied on the basis of speech, is stored for a long time in the memory of the reader. Such speech meets the requirements of cultural speech. To do this, teachers are required to do tireless research and work on their own, philological knowledge and a thorough conversational exercise.

The speech of a teacher with technical speaking experience should provide the following:
mutual relations and productive communication between the teacher and his / her educators;
full acceptance of knowledge in the process, awareness and reinforcement of education;

to have a positive impact on the activities of the readers, their ability and emotions with the aim of forming the instincts of the reader;

to organize educational and practical activities of students in accordance with the objectives of the study.

The concept of " pedagogical speech technique " is inextricably linked with the concept of communicative syllables of teachers. When the communicative behavior of the teacher is called, it is envisaged not only the process of his speech and giving information, but also the organization of speech, which affects the emotional psychological environment for the communication of the teacher and the reader, the relationship between them and the style of work, and the speech delicacy of the corresponding teacher.

The oral speech of teachers in pedagogical activity is in a monological and dialogical form. Common forms of monological speech are narrative, school report, interpretation. Types of dialogical speech are in the form of a conversation, a question - answer.

For the successful conduct of pedagogical activity, the teacher's speech must meet certain requirements, that is, it must meet the communicative qualities necessary for the formation of speech skills, as well as the speech must comply with several literary norms: Chunchi, modern norms, expressive, literary language norms.

Communicative qualities of pedagogical speech, such as correctness, accuracy, compatibility, lexical wealth, expressiveness and cleanliness, determine the culture of teacher speech.

The pedagogical speech technique, which is suitable for the purpose, performs several functions with its own logic, reliability, observability:

The first function of teacher's speech is a phrase from ensuring that the knowledge being studied is given in its entirety. There is a direct connection between the communicative originality of teacher's speech and the perception and recollection of knowledge by students. Speech can provide or make it difficult.

The teacher's speech should not only give information, but also affect the consciousness, intuition of the student, accelerate their thinking activities.

The second function of the teacher's speech is to ensure the effective assimilation of the knowledge learned in the lesson, based on the teacher's speech in the process of the student's educational activities.

Students perform a number of operations without hearing the speech of the teacher: determine the information given in a visual form, react to it with knowledge in its own way, remember, monitor the logic of speech, the development of thoughts.

The height of the tone of the voice, the loudness of the sound, the same speech make the students tired. The effectiveness of the teaching – learning process is also influenced by the communicative behavior style chosen by the teachers in the lesson. the teacher often uses words that express dissatisfaction, such as " turn off your voice", " sit quietly", " raise your head", " finish the exercise", " make the book", or the reader will have an answer on the subject, " you do not know anything as always", " where did you understand this topic", using words that are

not peculiar to pedagogical tactics. This situation leads to a sharp violation of the relationship between the teacher and the pupil, a decrease in the activity of the pupils in the lesson.

The third function of the teacher's speech is to ensure a correct productive interaction between the teacher and the students.

It also performs the role of the teacher in the management of speech techniques – teacher and student attitude. Here everything is important: how the teacher will address the pupil, greet the pupil, how he will put the requirements, how he will warn, how he will explain; the attractiveness of his speech, the expression on the face, the look will also affect the pupils. The importance of this in extracurricular communication is even greater. The individual communication style of the teacher (based on intimidation, based on educational influence, based on friendly communication) also depends on his psychological character trait.

The characteristic of the teacher's speech technique is a passionate and continuous activity, aimed and directed primarily at students. The speech of the teacher in the educational process can be safely called a pedagogical monologue, in which the most unique aspects of pedagogical skill are embodied. The reputation of the teacher, the smooth functioning of the nervous system, the productivity of work activities and the achievement of positive results depends on the extent to which the speech technique is developed in it.

The main feature of the teacher's oral speech is that its content is perceived by the students by two channels in a sound and visual way. Visual actions increase the sensitivity, expressiveness of the teacher's speech, it also gives continuous information to the students about the mood of the teacher. Therefore, a young teacher should formulate his or her ability to manage his or her appearance in communication.

Another feature of the oral speech of the teacher is that it has an improvisational (without any preparation) character. An experienced teacher speaks without special preparation for the house, regardless of the text or the synopsis, the reader can see that he is being held in words and expressions, sometimes speaking shortcomings, without listening to him. There is such a situation that the cockerel will be as if the teacher is opening the truth about himself as a speaker, his thoughts with the pupils for the first time.

In order for communicative speech to be successful, teachers are required to develop in themselves specific, Kator special skills in the art of speech:

- perceptive ability social abuse;
- the ability to imagine social thinking;
- ability to manage self-abuse;
- ability to manage one's own mental state in communication;
- ability to exert willpower;
- Tira buying ability to trust.

In order to successfully master the skills and abilities of speech techniques, it is planned to improve the general mental, physical characteristics of the speaker, to develop in it Imagination, imaginative memory and fantasy. In such activities, an important role is played by sound, range, timbre, dictation, articulation, rhythm, proper breathing.

In order for the teacher to avoid the occurrence of a occupational disease, it is necessary to follow sound hygiene. The teacher speaks for 50 percent of his working time. The teacher is

asked to refrain from talking with people for a long time for 2-3 hours after the end of work. If it remains zapyp should speak briefly and slowly.

It is necessary to pay attention to this when putting on the timetable. 3-4 hours from the lesson the Cong speech Appar is tired, after which 1 hour the voice should rest. Experienced, a teacher who has worked for many years, is tired for 2-3 hours and should rest 2 hours. It is necessary to pay attention to the upper respiratory tract, nervous systems, eating regimen.

The speed of the teacher's speech depends on the individual quality, the content of his speech and the state of communication. In different nationalities, the pace of speech is different. Chunanchi, in Russian, about 120 words per minute, in English up to 120-150 words. According to research, in 5-6 classes it will be correct for the teacher to speak 60 words per minute, in 9-11 classes up to 75 words per minute.

Most of the training time (1/4, 1/2) will be related to the teacher's speech. Therefore, the understanding of the instructional material by the students is connected with the perfection of the teacher's speech.

In order for the teacher to improve his speech, he must constantly follow the following directions in the educational and educational process::

- excellent knowledge of the laws and norms of the Uzbek literary language;
- self-regular self-control and conversational activities;
- constant development of the culture of speech □ self-expression;
- to be able to apply the rules of speech literature in all cases
- to create conditions for oneself to occupy.

For the development of self-control and expressive speech skills, the teacher must monitor his speech activity, know whether he is lively, diverse, emotionally painted or the same monotonous. Independently in the process of preparing and practicing your speech, find the answers to the following questions:

- What kind of opinion do I want to evoke in people?
- On what mood do I want to create a positive atmosphere in the auditorium?
- What intonation and rhythm of speech content and conditions do you require?

Before any training session, several times write down your own speech (audiorecorder, dictaphone) and listen and try to correct your mistakes, practice your speech back. Enrich your speech with colorful artistic-literary words.

Enrich and complement with the addition of your own impressions. With the perfection, purity, impressiveness of the teacher's speech, they attract the attention of students, they find a way to their heart, overcoming all the contradictions that they encounter in their professional pedagogical activity without any difficulties. As a result, the teacher is not exhausted in pedagogical activity, the nervous system is constantly healthy.

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