

TECHNOLOGIES FOR DEVELOPING STUDENTS' COMMUNICATIVE AND SPEECH CULTURE

Hamid Sadikov

Senior lecturer of the Department of General pedagogy of the
Jizzakh state pedagogical Institute, **UZBEKISTAN**

ABSTRACT

This article will focus on the development of technology for the development of communicative and speech culture of future teachers and its study in working with students, on determining the circumstances that affect the high level of development of communicative and speech culture of future teachers.

Keywords: Teacher, speech culture, educational technology, activities, knowledge, skills, communication, opinion.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the development of communication and speech culture, especially in recent years, the exchange of technologies, as well as the promotion of new technologies, has been clearly manifested, which increases the relevance of the problem.

If we proceed from the practice of applying technologies, then the definition of optimal technologies in which the communicative and speech culture is developed is fundamental. If it is derived from generalized typographies, then the definition of technology as a system of methodological techniques is associated with the unity of typographic cases, which determines the scientific content of their content, the degree and effectiveness of their objectivity. When choosing educational technologies, it is necessary to proceed from the relationship of educational goals and conditions as interrelated dimensions: educational conditions regulate the choice of a goal, while educational goals require the creation of appropriate learning conditions. This is the basic unit of dialectical unity.

Speeding up the educational process and improving the training of students, as well as the problem of their professional training, provides for the solution of a number of tasks. Requirements for the skills and qualifications of communicative and speech activity are important when using optimal models and technologies of communicative and speech development of students.

The orientation of modern education on the individual is associated with the predominance of the human, humanitarian factor in the training of specialists. The goal of humanization of education follows from this-the formation of a person's desire for self-observation, the ability to model their own life environment, the scale of assistance in solving personally significant life tasks.

Modern trends in the development of the pedagogical education system require a revision of coordinated and technical approaches to the training of teachers, since the idea of adapting the future teacher in professional training to a traditional school currently prevails. As for the practice of educational institutions, it has its own requirements-it requires the ability to build

an individual model of professional activity in a multidimensional educational environment, to create a personal pedagogical image.

Communicative support of educational activities creates an atmosphere of reliability and psychological comfort. Communicative pedagogical activity plays an important role in solving didactic tasks.

In the structure of the educational process, two systems can be distinguished: didactic (content) and communicative (formative). This division can only be abstract, in fact, the subordinates of this system reflect a single integrity. Didactic content systematization is carried out directly through communicative-formative, didactic components. In order for educational activities to be effective, the material and training methods themselves are not enough. Each didactic effect must have a communicative support.

To implement the communicative and speech culture of the future teacher, as the leading method in the training system, pedagogical discussion is used, which assumes a completely different level of interaction between the teacher and students, contributes to the acquisition of new knowledge, exchange of ideas on a particular problem, and strengthening of personal opinion.

The communicative approach requires the organization of non-standard technological methods of the educational process, which can be expressed as follows:

A student is a source of information. The essence of this method is that it is expressed as a resource on the problem under study in the student's learning system. Communication skills the exchange of educational information in various forms and variants is developed on the basis of some of the methods that we will consider

- in the process of independent work on the studied problem, students Express a number of theses that are a source of further dialogue.;
- questions are discussed on the theses expressed in the online mode, motivating everyone to interact with it;
- to prove the positive aspects of the discussed problem in a meaningful way; to convince opponents of the truth of their point of view ; ;
- expressing your thoughts in a logical sequence.

Implementation of this method will help to achieve independence from cognitive activity, increase motivation for reading and speech activity. As a result, the level of communication among students increases, they acquire the skills of conducting discussions, learn to manage their mental activity.

In the process of managing educational and cognitive activities, the position of the teacher may change depending on the situation that arose during the training session ("consultant", "speaker", "opponent", "observer", "active participant in the discussion"). Working on the problem, therefore, motivates students to return to the original source, read, and understand this content. This method gives teachers a deeper understanding of the theoretical aspects of the problem under study. The next way to achieve a high level of communication involves a psychological aspect in itself. There is a pedagogical reflex of "psychological barriers" that prevent individual communication of students. It is known from practice that not every student can freely enter into a discussion, which is fraught with "psychological barriers": the "barrier" arises because of incompatibility of beliefs, fear of this audience, lack of communication, fear

of mistakes, high communicative control. In the process of pedagogical reflex of joint activity (discussion) with students, we distinguish "psychological barriers" that interrupt communication in a given situation or arise in the system of classes, jointly monitor and search for ways to eliminate them for each student. In the process of implementing this method, the teacher takes part in the role of "consultant", "assistant".

This method is related to the following using self-knowledge in the process of communication. Self-awareness in this area of communication. When implementing this method, the student realizes himself, his personal qualities as a subject of communication in the future professional activity. The student is asked to answer a number of questions:

What did he understand? What is the reason for the interest in the communication process? "What did you like?" What did he discover in his personality in the process of interacting with other people?

Using this method, feedback is established between the teacher and the students, which helps the teacher to regulate the individual activities of each student.

Speech is the main component of interconnected communication. We know the requirements for speech, the criteria for its evaluation. They are as follows: the description of the performance of speech; the naturalness of the method of speech; what is the situation; whether gestures are appropriate; whether he believes in himself.

The expressiveness of speech is explained as follows:

1. Is this sound loud enough?
 2. Is the teacher's condition natural?
 3. Did he connect with the audience?
 4. Whether the material is well absorbed.
- II. Description of the subject and purpose of the study:
1. Is the topic appropriate for the speaker?,
 2. Is it interesting for the audience?,
 3. The duration of speech is 5-7 minutes.
 4. Is the main thesis clearly expressed?
 5. Whether the speaker has achieved his goal.

Thus, the purpose of our further work is to develop a technology for developing the communicative and speech culture of the future teacher in the educational process of the University, as well as to test this technology in practice. The initial rules for us were the following:

- the technology of development of students' communicative and speech culture in the process of professional development should be optimal for future teachers of all specialties;
- the development of communicative and speech culture of future teachers should be continuous and inalienable.

The process of forming the communicative and speech culture of future teachers will be based on compliance with the continuity systems of secondary and professional educational institutions. Improving the process of forming the communicative and speech culture of future teachers determines the high level of communicative and speech culture of University teachers.

Based on the theoretical provisions about the pedagogical process as an object of pedagogical activity, we consider it necessary to pay attention to the object of future activity in the process

of developing the communicative and speech culture of students in the process of professional formation of future teachers.

In the process of developing the communicative and speech culture of future teachers, it is necessary to solve the following tasks:

Experience of development of communicative-speech culture of the future teachers-the definition of the content and structure of the test work; development of technologies for the development of communicative-speech culture of future teachers and study her work with students; identify conditions that influence a high level of development of communicative-speech culture of future teachers; determine the dynamics of development of communicative-speech culture of future teachers.

At this stage, University teachers should purposefully build work with students in order to fully use the possibilities of pedagogical Sciences for the development of components of the communicative and speech culture of future teachers, studying their individual characteristics. The entire educational process in the first stage should be aimed at forming a positive attitude to pedagogical activity.

It is necessary not only to direct students to an in-depth study of the subject, but also to direct future teachers to work with the educational person, using the widest opportunities of the school pedagogical process for the development of the pupil's personality. To do this, it is necessary to focus on goodwill, humanism, and democratic relations in the "teacher-student" system.

Thus, the first stage will allow future teachers to create their own initial conditions for the development of communicative and speech culture. This stage corresponds to the first academic years of students at the University and is the basis for subsequent stages.

The second ("theoretical") point, the students in the study of social, psychological, educational, cultural, special subjects, master the system of theoretical knowledge about the activities and personality, methodology of scientific cognition, the theory of a holistic educational process, master the culture of professional and pedagogical activity, the methodology of analysis of their future professional activity. At this stage, students' abilities are developed, the need for independent pedagogical activity is formed, the method of humanitarian, democratic, constructive interaction in the "teacher-reader" system is formed, and knowledge, skills and abilities are acquired for further use in educational activities.

The third stage ("integrator"), in our opinion, should be aimed at forming and improving the system of knowledge on the theory of the integral pedagogical process, developing skills for the practical application of theoretical knowledge accumulated in the previous stages.

The future teacher should analyze their activities and the entire pedagogical process as a whole. In conclusion, we can say that it is planned to speed up the educational process and improve the training of students, as well as solve a number of problems of their professional training. Requirements for the skills and qualifications of communicative and speech activity are important when using optimal models and technologies of communicative and speech development of students.

REFERENCES

1. Abdukodirov A. A. Innovative technologies in education. - Tashkent: Talant, 2008 y.
2. Djuraev R.H Interactive technologies in education. - Tashkent.- 2010y.
3. Khalikov A.A. Pedagogical skill / textbook. "Economics-Finance".- Tashkent. 2011y.