

ELOQUENCE IN TEACHER'S PROFESSIONAL TRAINING THE IMPORTANCE OF PERFORMANCE

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Abstract

In this article, the fact that speaking ability is an art in the teacher's professional skills, that famous scientists have become one of the leading problems in scientific research, its current situation, the need for development, and the modern point of view are analyzed. The author emphasized how important it is for the teacher to master the secrets of the art of public speaking in his pedagogical work, and highlighted the ways to further improve it.

Keywords: Public speaking ability, psychology of teaching public speaking skills, oral speaking ability, professional activity, class team.

INTRODUCTION

The problem of rhetoric in the professional activity of a teacher in pedagogy L.S. Vygotsky, L.A. Vvedenskaya, P.Ya. Galperin, I.A. Zimniy, V.V. Ilin, V.V. Kraevskii, A.N. Ksenofontova, V. It was intensively analyzed by well-known scientists such as I. Maksimov, L. I. Skvor-tsov, L. V. Sokolova and other psychologists. True, in the following decades, various and colorful patterns of the teacher's oratory art, forms of communication - of course, a loud voice, a strict admonition tone, demanding forms of assessment of the student's behavior, encouraging them to blindly obey the order indicating a reprimand and warning - remain in the minds of the students of the class. Even expressions such as "speaking in a teacher's tone", "the teacher's iron-sounding voice", "expressing his displeasure in rude words", "and of course punishing the student with a grade" are appearing. With these expressions, it can be felt whether a negative attitude is expressed towards the teachers who caused these incidents, or whether they express anger.

The authors of the book "Psychology of Teaching Public Speaking Skills" (M., 1999) B.Ts. Badmaev and A.A. Scientists such as Malyshev believe that speech skills in traditional education, that is, the ability to express one's thoughts in words and sentences, are not the result of special education. Expressing one's opinions to the interlocutor with eloquent skills is mainly given to a person in a random, spontaneous, random, piecemeal manner. He does not have the same eloquence as everyone else. Nowadays, absurd phrases like "The most important thing is to do the work, we all know how to talk" or "don't spare your father when it comes to it" have become commonplace in our lives. It is impossible to agree with this understanding of the main role of the word. Educating people to the culture of speaking at school is the first necessity, the demand of the present time. After all, sometimes people have to prove the real nature of even a trivial reality with the power of speech and words.

Therefore, the owner of any profession should first of all know the culture of conversation and public speaking, and have the knowledge and level to be able to convey his thoughts and opinions clearly and fluently to the interlocutor. In this case, one of the main criteria of a teacher's pedagogical skills, which is the mastery of speaking ability, is of great importance. Because it educates and brings up a person responsible for building a democratic society in our country. In order to train the young generation to become a competitive workforce in the future, great tasks are assigned to the teacher. One of these important tasks is to form the culture of speech and eloquence in citizens. A student who cannot properly explain his thoughts and opinions in his mother tongue with the infinite power of speech and rhetoric cannot become a competitive person in the future. Therefore, regardless of what subject the teacher teaches students, he must first master the art of beautiful speech and the secrets of the art of public speaking. Then he will be able to inculcate the art and culture of speech and the secrets of public speaking in the minds of students. Forms of oral speech rarely exist in their own, "pure" form. They seem to be absorbed into each other as a complex mixture of stories, bites, questions, answers, evaluations. The usual atmosphere created on the basis of the communicative dialogue between the teacher and the student, whether in the course of the lesson or in an extracurricular situation, is manifested in an instant, and it is difficult to restore it verbatim (except for the case of using audio recording techniques).

This should be taken into account by all, even future teachers, because the responsibility for the choice of words, tone, and gestures used in such a momentary communication process is usually assigned to the teacher. It should not be forgotten that every word "typed" by the speaker (of course the teacher) remains in the memory of the listeners (students) for a long time as an impression from the meeting. Teachers sometimes forget that in this technologically advanced age, every student is armed with a recording device and video recording equipment. Students record the teacher's most sensitive aspects during the training, including his erratic behavior, some flaws in his speech, the fact that he completely deviates from the topic, talks about the events that happened in his life, and sometimes uses words that are contrary to educational norms, on sound recording equipment or on video. No one guarantees that they will not spread from hand to hand. Therefore, the teacher must strictly adhere to all the laws of the art of oratory and the culture of speech, the procedures of oral communication with students. The teacher's oratory art must meet certain requirements corresponding to the pedagogical activity: have perfect standards (must correspond to the accentological, orthoepic, grammatical standards characteristic of the modern literary language); accuracy in the use of words (words are pronounced sonorously, politely and accurately); expressiveness (imagery, emotionality, brightness).

In general, such qualities as correctness, accuracy, appropriate use, lexical richness, expressiveness, and purity determine the teacher's oratory culture. The requirements for the quality and effectiveness of the teacher's speech art arise from the tasks of the pedagogical process. One of the main tasks of a teacher's speech is to deliver knowledge to students in a complete and perfect way. There is a direct relationship between the specific aspects of the teacher's speech, the students' breadth of thinking, and the successful acquisition and retention

of knowledge. The teacher's art of speaking can either help to receive knowledge or, on the contrary, make it difficult. The importance of this task is that knowledge will remain in the memory of the students for a long time due to the special brilliance of the teacher's oratory, i.e. emotional variety, gentle and sonorous tone, wave-like orientation, figurative pronunciation of words. There are such mentors-teachers who, even after many years, his advice, knowledge, whatever he said will remain in the minds of his students for life. About the teachers, the students used expressions like "he nailed words like nails". Even after many years, his students repeated his words, expressions, and habits of speaking.

Well-known pedagogic scientists M.N.Skatkin and I.Ya.Lerner wrote: "The main pedagogical task of the teacher's speech when explaining a new topic in the lesson is not only to convey the learned knowledge to the minds of students, but also to create in their thinking an attitude towards the learned knowledge as an emotion and priceless value, it is necessary to form the basis of the need to consider knowledge as programmatic in one's behavior. Modern didactics requires to treat the content of education and the minds of students with feelings towards the learned knowledge and as an invaluable value. In conclusion, it can be said that the speaking ability of the teacher is one of the urgent problems of today. In general, there are actual problems that are still waiting to be solved at the base of the classification of speech activities. They can have different definitions. In particular, one of such problems is public speaking, which has its own characteristics. It is possible to distinguish the types of speech activities used in public places, such as social-political, professional-production, educational-pedagogical, academic (scientific), judicial, diplomatic, social-household. These problems also require a separate scientific study in the future.

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