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БЎЛАЖАК ЎҚИТУВЧИНИНГ “КОММУНИКАТИВ НУТҚ МАДАНИЯТИ” ТУШУНЧАСИНИНГ МОҲИЯТИ ВА УНИНГ НАЗАРИЙ МОДЕЛИ

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Аннотация. Бўлажак педагогларда коммуникатив-нутқ маданиятини шакллантириш уларнинг педагогик фаолиятини олиб боришида муҳим саналади. Ушбу мақолада бўлажак педагогнинг “коммуникатив нутқ маданияти”, тушунчасининг моҳияти ва унинг назарий модели баён этилган.

Калит сўзлар: бўлажак педагоглар, коммуникатив-нутқ маданияти, педагогик фаолият, модел, кроссмаданий, инсонпарварлик.

СУЩНОСТЬ ПОНЯТИЯ “КОММУНИКАТИВНО-РЕЧЕВАЯ КУЛЬТУРА ” БУДУЩЕГО УЧИТЕЛЯ И ЕГО ТЕОРЕТИЧЕСКАЯ МОДЕЛЬ

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Аннотация. Формирование коммуникативно-речевой культуры у будущих педагогов является важным в их педагогической деятельности. В этой статье описывается сущность понятия “коммуникативно-речевая культура” будущего педагога и его теоретическая модель.

Ключевые слова: будущие педагоги, коммуникативно-речевая культура, педагогическая деятельность, модель, кросс-культура, гуманизм.

THE ESSENCE OF THE CONCEPT “COMMUNICATIVE-SPEECH CULTURE ” OF THE FUTURE TEACHER AND HIS THEORETICAL MODEL

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Annotation. Formation of communicative and speech culture of future teachers is important in their teaching activities. This article describes the essence of the concept of “communicative speech culture” of the future teacher and his theoretical model.

Key words: future teachers, communicative speech culture, pedagogical activity, model, cross-cultural, humanism.

Reforms in the higher education system are taking place not only in the context of social orientation, values, scientific, cultural, social development, but also in the context of globalization and intercultural communication. Reforms also cover both formal (traditional, distance learning) and significant aspects of education (typical programs, phonetics, hours, content of general education, special courses, information services and the quality of educational services).

Such priorities are rooted in the processes of globalization that are taking place all over the world today. The role of knowledge has grown so much that it has become one of the most important constructive factors in the development of individual regions and the entire state. Changes in the economy, politics, culture and the information society have become the basis for radical changes in its role, organization and content in education.

Humanistic thinking is directly related to the problem of the formation of a linguistic personality in the context of a communicative culture. With the beginning of the new millennium, the most important task of pedagogical science is not only the high professionalism of the student, but also the justification of the new paradigm of the higher education system, which ensures the formation and development of the student-future specialist.

Speech culture interacts directly with other components of culture. This interaction is important for our study, since it is important to take into account the influence of modern society on the speech culture of young people, their professional identity and the real level of a student’s speech culture in the process of forming a communicative culture.

The communicative mechanism is a system of personal qualities, including the culture of speech. Communicative culture plays a leading role in the overall cultural and professional development of the individual and is considered as one of the priority tasks of education as a special object of modeling in the unity of the structural and functional components of pedagogical systems and is an important organizer of humanitarian education.

In this article, we learned about the importance of forming a communicative and conversational culture of students in the pedagogical process and its relationship with the competence and professionalism of future teachers, as well as the need to integrate the studied culture into vocational training.

An analysis of the psychological and pedagogical literature on the problem of communicative-speech culture showed that the targeted training of the future teacher in the "teacher-student" system is not well understood. The modern education system needs highly qualified, creative and communicative teachers who can do everything possible to increase the effectiveness of the pedagogical process and increase the effectiveness of the work of teachers and students. The school does not need a "new teacher", but a teacher with the same knowledge and skills as before, who has the knowledge, skills and abilities necessary for effective and efficient interaction with students, which ensures effective interaction in the "teacher-student" system. Accordingly, the formation of a communicative culture of a future teacher should be considered as an aspect of professional training in the pedagogical process of pedagogical universities.

For further research, it is necessary to clarify the meaning of the concept of the future communicator "communicative-speaking culture".

The formation of the communicative and communicative culture of the future teacher is an integral part and aspect of training. Therefore, the formation of the communicative and communicative culture of the future teacher should be accompanied by professional training.

Given the structure of communicative-speech culture, we can give the following definition:

Each mode of relationship, such as authoritarian (willful, governing), democratic (constructive, humanistic), liberal (unstable, anarchic), is characterized by certain qualities that are grouped by their form and meaning. The formative nature of the interaction style involves the students' appeals, forms of communication, and the meaning of their particular actions - the basis of their pedagogical activities.

The teacher is obliged to treat everyone equally, not to distinguish "favorites", to objectively evaluate students' abilities and behaviors, not to forget the encouraging role of positive assessment, and not to equate individual behavior with individual assessment. He should behave in a voluntary manner, remember that personal example is more effective than any tips, instructions, etc. He should know how to please students with his own mood and love, and always give them a desire to read better. Each teacher should strive to communicate with students not only during lessons or special events and activities, but also after extracurricular activities, but with respect to boundaries. The teacher is obliged to constantly improve his / her knowledge in the field of pedagogy, psychology, pedagogical process management and use the latest achievements of pedagogical science and practice in his work.

Knowledge of teaching is not innate quality, it develops in pedagogical activity based on knowledge of theoretical and methodological foundations of pedagogical activity and practical experience of pedagogical activity. Particularly valuable is the experience gained through critical evaluation of your work, understanding the reasons for success and failure, and comparing your work with the best examples. Creative pedagogy takes positive experience from practice, during which it seeks for new, more effective ways to organize the pedagogical process. In addition to vocational training, the teacher must have good psychological training, which together can help to improve the effectiveness of the educational process and its creative organization.

In addition, the educator should allow students to realize their abilities as well as ensure their development. In this way, it helps the students to use their opportunities to solve the learning tasks facing them and, on the other hand, to their personal development.

To enhance their students' aspirations for learning, the educator should commend them when they succeed in learning, and take responsibility for them when they fail. It does not seem logical, but it is important and useful in organizing the educational process. The teacher must know how to unlock the talents and abilities of their students.

To summarize, the following table presents the implications of the future teacher's concept of communicative speaking culture and its theoretical model.

The future teacher's communicative culture	
Criteria	Indicators
1. Motivational criteria	<ul style="list-style-type: none"> • Positive attitude to the teaching profession; • Lack of interest in teaching activities; • Active in acquiring the skills necessary to improve the quality and effectiveness of the pedagogical process.
2. Knowledge of the theory of integrated pedagogical process and its management	<ul style="list-style-type: none"> • Understanding the nature of the pedagogical process; • Knowledge of components, driving forces, educational mechanisms of the pedagogical process; • Knowledge of pedagogical process management; • knowledge of ways to improve the pedagogical process.
3. Communicative competence	<ul style="list-style-type: none"> • Skills that provide effective interaction within the teacher-student system; • Method of interaction in the system of "teacher-pupil".

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