



CULTURE OF SPEECH OF THE TEACHER WHEN LEARNING RUSSIAN

Adilova Dilorom Kadirovna

Senior Lecturer, Department of General Methodology
University of Economics and Pedagogy (NSU)

Azizova Dilfuza Mahmudovna

Senior Lecturer, Department of General Methodology
University of Economics and Pedagogy (NSU)

Annotation

The main article is devoted to the description of the pedagogical history of the linguistic and practical discourse of the Russian language teacher. The specific nature of the main topic is explained by the fact that the study is more professionally active and is, with this primary organization, an effective tool for the entire educational process. On the other hand, pedagogical speech is the speech of contemporary Russian speech for international students, and any disturbances can be the cause of non-privileges in the speech of students.

Key topics: linguistic discourse; Russian language as an integral language; pedagogical speech; types of speech activity; pace of speech; pauses; gestures; facial expressions; monolog; dialog

Annotation

This article is devoted to the description of pedagogical speaking as part of the linguodidactic discourse of a teacher of Russian as a foreign language. The relevance of this topic is explained by the fact that speaking takes up most of the professional activity of a teacher and is, with its proper organization, an effective tool for the entire educational process. On the other hand, pedagogical speaking is a speech model of modern Russian speech for foreign students, so any errors or violations can cause irregularities in the speech of students.

Keywords: linguodidactic discourse; Russian as a foreign language; pedagogical speaking; types of speech activity; speech rate; pauses; gestures; facial expressions; monologue; dialogue

Говорение и слушание в профессиональной речи педагога относятся к тем видам речевой деятельности (ВРД), уровень владения которыми отличает профессия педагога от других профессий, хорошего преподавателя от плохого. О большой





роли данных видах речевой деятельности в педагогическом дискурсе указывают и некоторые исследователи, которые отводят говорению и слушанию иногда до 98 %.

MATERIALS AND METHODS

The purpose of the project is to work on the elimination of the convention on the elimination of all forms of discrimination against women. In the linguistic didactic discourse (LDD) of the Russian language as in the RCT [1]. Pedagogical research as a kind of LDD – a complex process, in which several stages are highlighted: the preparatory stage, the planning stage and the final stage. In the first step, the speaker defines the objectives and objectives of the oral expressions, their subject and the manner in which they are presented. At the same time, it simultaneously analyzes the national cooperation in the future environment, the education of students, their maturity, their physical and mental degree of adaptation to the new environment, etc. In the next step, the teacher will think about the meaning of meaning, communication preparation and speech protection of the future of expression, as well as the optimal for non-natural and studying repertoire of non-verbal means. The entire process of pedagogical planning and processing is carried out here by the main body of the candidate [3, P. 86]. The result of pedagogical research is the reflection of the learners: they hear or do not hear it; listen to and understand it; they listen, but they don't listen or hear, but not everyone does.

RESULTS AND ENQUIRIES

By the ability to create a new, realistic education, which happens on the basis of students, contribute to the main experienced teachers, so that they are interested in the field of interruption and training require special attention and skills, how they can be encouraged to get involved in a public speech to accompany the professional communication culture of the Teacher of the RJ in the International Audience [2, S. 163]. For example, such as the observance of the pedagogy of speech, it is possible to learn how to communicate with the consent of the information, or when moving from one of the studies to another, or when attracting the attention of the entire educational group or by studying and T. D. In addition, the tasks of the newsletter should oblige the teacher to pay attention to the students on any information or to improve the discipline of the study.





The speech of the pedagogue cannot be insensitive and unemotional-evaluative, the special cooperation with the learner expects a sincere desire for success / lack of success in the field of study (I am a rada (red), excellent, special, super, shaky...). The use of non-verbal means of communication is avoided: logical (non-institutional), kinesic (gestures, facial expressions) means of the language adopted in the long-term situation of body movements. When the pedagogue smiles, frowns, pinches his shoulders, learners learn the language of Russian gestures, in the result of which the reader is at risk. association of the language with linguistic studies (gestures) of the Russian language [4].

It is better for every teacher to know how much it is better to present speech messages, as well as the existing parameters of the time-sounding speech in the Russian language. It is believed that the sounding speech is perceived better if the pace of the sounding and listening sound is improved. In the case of too fast or slow paces, the perception of the sounding speech is difficult. It is also impossible to create a picture of the fact that with a decrease in the rate of speech, the quality of the speech deteriorates significantly. In order to solve the question, which pace of speech is more considerable than the word rate in the Russian language in the international language First of all, it is impossible to remember that the pace of speech is determined in terms of publicity, retention and degree of meaning. Academician L.V. Shcherba described the dependence of a person's speech from address and address, from the services of publicity and its goals [12, S. 20].

In addition, the speed of speech when receiving infection is influenced by the cognitive goals of education.

In the Russian language, various types of data sound: information dialogue; information control; dial-wake-up; dialog-rasspros. The interaction between the teacher and the students is expressed in the dialogue, while the applicants have common or similar legislation and in many ways to help each other. One of the reasons for the communication failures of a Russian scholar to do so can be made to have an independent reference to a student or subject. In this case, the oral speech of the pedagogue may be able to acquire a phrase of pseudo-education (in the absence of interest in the field of understanding) or a patriotic conversation (unrestrained dialer).

CONNECTION

Therefore, the head of the RCT has the greatest opportunity to gain specific knowledge and skills in the field of orphemics, rhythemics, integration. The main goal of teaching the Russian language and the activity of the teacher in the morning is the





fulfillment of communication. speech qualification of international students, the ability to improve, revise, modify texts presented in a sound, oral or written form, pedagogical legislation should be reduced by the integrity of the form and retention.

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