

Oratory in teacher professional training importance of art

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Abstract: This article analyzes the fact that the ability to speak in the teaching profession is an art, one of the leading problems in the research work of well-known scientists, its current state, the need for development, from a modern point of view. The author highlights the importance of mastering the secrets of the art of public speaking in the pedagogical activity of the teacher, highlighting ways to further improve it.

The problem of public speaking in pedagogy LS Vygotsky, L.A. Vvedenskaya, P.Ya. Galperin, I.A. Zimny, V.V. Ilin, V.V. Kraevsky, A.N. Xenofontova, V. It has been intensively analyzed by well-known scientists such as I.Maksimov, L.I.Skvor-tsov, L.V.Sokolova and other psychologists.

It is true that in the last decades, the students of the classroom have become accustomed to various and colorful patterns of teacher rhetoric, forms of communication - a loud voice, a firm tone of advice, a form of demanding blind obedience to the command to evaluate, reprimand and warn students. . There are even expressions such as "speaking in the teacher's voice", "teacher's iron-voiced voice", "expressing dissatisfaction in rude words", "of course punishing the student with an assessment". With these expressions it is possible to feel whether the reason for the occurrence of these phenomena is expressed in a negative attitude towards the teachers or in the expression of pitching.

The authors of the book "Psychology of teaching public speaking skills" (M., 1999) B.Ts. Badmaev and A.A. Scholars such as Malyshev believe that in traditional education, speech skills, that is, the ability to express one's thoughts in words and phrases, are not the result of special education. Expressing one's thoughts to the interlocutor with oratory skills is given to the person mainly in a chaotic, spontaneous, random, piecemeal manner. Even then, not all people have the same ability to speak.

Nowadays, such nonsensical phrases as "The most important thing is to do the work, we all know how to talk" or "Don't leave your father when it comes to talking" have become commonplace in our lives. Such an understanding of the basic role of the word can never be reconciled.

Teaching people the culture of public speaking at the school desk is a priority, a modern requirement. After all, sometimes people have to prove even the simplest trivial reality, the exact state of things, with the power of speech and expression. This means that any professional must first know the culture of speech and eloquence, have the knowledge and

level to be able to convey their ideas to the interlocutor in a clear, fluent language. At the same time, it is important for the teacher to master the ability to speak, which is one of the main criteria of pedagogical skills. After all, he brings up a person responsible for building a democratic society in our country. In order for the younger generation to become competitive in the future, first of all, the teacher has a huge task. One of these important tasks is to form a culture of speaking and public speaking in citizens. It is impossible to develop a competitive cadre in the future from a student who cannot express his thoughts and opinions correctly in his native language with the infinite power of the art of speech and rhetoric. Therefore, no matter what subject a teacher teaches to 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 instill in the minds of students the art and culture of speech, the secrets of public speaking.

Forms of oral speech rarely exist in a separate, "pure" form. They seem to blend into each other as a complex mix of story, bite, question, answer, evaluation, and so on. The usual environment created by communicative communication between teacher and student, whether in the classroom or outside the classroom, is instantaneous and difficult to recreate literally (except in the case of the use of sound recording equipment). This should be taken into account by all, even future teachers, because the responsibility for the choice of words, tone, gestures used in such an instantaneous communication process is usually assigned to the teacher. It should be noted that every word spoken by the speaker (of course, the teacher) "collector" will remain in the memory of the audience (students) for a long time as if it was an impression from the meeting. In the advanced technological age, teachers sometimes forget that every student is armed with a recording device and video recording technique. During the lesson, students record the most sensitive aspects of the teacher, including risky behavior, some shortcomings in speech, completely deviating from the topic, telling about events in their lives, sometimes using words that contradict educational norms on audio recording equipment or video. No one can guarantee that they will not spread from hand to hand. Therefore, the teacher must strictly follow all the laws of the art of speech and speech culture, the rules of oral communication with students.

The teacher's oratory must meet certain requirements that correspond to the pedagogical activity: have perfect standards (must meet the accentological, orthoepic, grammatical norms that are characteristic of modern literary language); clarity in the use of words (words are pronounced loudly, politely and clearly); expressiveness (imagery, emotionality, brilliance). In general, the qualities of speech, such as accuracy, precision, appropriate use, lexical richness, expressiveness, purity, determine the culture of the teacher's speech.

The requirements for the quality and effectiveness of the art of teacher oratory stem from the tasks of the pedagogical process. One of the main tasks of teacher-specific speech is to convey knowledge to students in a complete, perfect way. With the specific aspects of teacher speech, there is a direct correlation between students' breadth of thinking and their ability to successfully absorb and remember knowledge. The art of public speaking can either help to acquire knowledge or, conversely, make it more difficult.

The importance of this task is that the knowledge is stored in the memory of the learner for a long time due to the unique brilliance of the teacher's oratory, ie emotional diversity, gentle and resonant tone, rhythmic wave orientation, figurative pronunciation of words.

There are teachers who, even after many years, his teachings, the knowledge he gave, everything he said, will remain in the minds of his students forever. About the teachers, the students used phrases like "he was nailing those words like a nail". Even after many years, his students kept repeating his words, expressions, and speaking habits.

Well-known pedagogical scientists M.N. Skatkin and I.Ya. Lerner wrote: "The main pedagogical task of a teacher's speech in introducing a new topic in the lesson is not only to convey to the minds of students the learned knowledge, but also the attitude to the knowledge learned in their thinking. , should be formed on the basis of the need to know that knowledge in their behavior is programmatic. Modern didactics requires that the content of education and the minds of students be treated with emotion and as a priceless value. "

One of the main conditions for immersing students in the impressive beautiful tones of oral and written speech is to explain to them from the day they first sit down at the first school desk why and why they need to master public speaking.

Unfortunately, if students want to be modern, cultured and educated, they don't realize from a young age how perfect oral and written communication is for all professionals (although every young man and woman dreams about it but doesn't know how to achieve it).

Analyzing the importance of speech in teacher professional training, B.Ts. Badmaev and A.A. Scholars such as Malyshev have identified the following functions of oral and written speech, which have their own characteristics:

Specific functions of oral speech include speaking activities such as informative, persuasive, inspiring, entertaining, inviting.

The informative speaker informs people about the latest information, arouses their curiosity, creates new impressions about something already known. It is characterized by impartiality, objectivity, and neutrality, which excludes the politically personal preferences of the speaker.

In addition, the informative speaker is designed to strive for new, up-to-date, interesting information that meets people's practical needs.

A persuasive speaker differs from an informative speaker in that he or she is emotionally, passionately, dependent on the person speaking the content, but at the same time the speaker has an impressive and meaningful, lexically profound logic to prove certain rules, a particular point of view or vice versa. , denial is aimed at affirming or denying the position of some (or someone). In practice, a persuasive speaker is used to promote scientific ideas or conduct political propaganda work.

Inspirational oratory is a type of advocacy and propaganda speech in which the speaker seeks to clarify some vital issues in addition to convincing the audience of his or her oratory, emphasizing to the audience its importance in the future and lifting their spirits. The difference from informative speech is that inspiring speech does not aim to provide new information, to

provide new information, as well as to change people's minds on the basis of propaganda. For example, when a proxy advocates voting for a deputy, mayor, or a candidate in a position, a candidate's presentation of facts and figures demonstrating or confirming useful work may encourage him or her to apply them without calling for a vote and in practice.

An entertaining speaker. His purpose is reflected in his name, for the entertaining speaker has no other purpose than to delight the audience, to encourage them to be calm and cheerful, and to cheer them up when necessary. Making people happy is the main goal of this type of oral speech. An entertaining speaker can respond to a goal only under certain circumstances. First, to capture the listener's attention and interest, he or she should draw pictures that reflect a mix of humor and serious thoughts, truth and fiction, stories and anecdotes, careless jokes and sharp satire, pitching and fake seriousness, each other's friendly satirical look. Second, the speaker himself, who conveys the rhythm of the entertaining speaker, must also have the ability to be humorous and make people laugh. Not everyone has this ability. Satirical writers, artists working in the humorous genre, circus clowns, comedians of the theater, and actors who act in comedies have such talents. Third, the subject of an entertaining discourse must have a clear and definite logical development, a single semantic line, and a volume specific to the genre but intended for specific moments. Humorous stories told in pop genres, performances of satirical story writers in their meetings with readers must meet the same set requirements. But often instead of a intended topic, there is also a common goal - to make the speech interesting, engaging, and funny for the audience. In small events of the circle of friends and in a narrow circle of colleagues, in various gatherings of interlocutors full of interesting memories, anecdotes, funny and funny proverbs, entertaining conversations do not fit into a particular topic of speech, but only serve to delight.

An inviting speaker is a speech that encourages people to take active action. We know the main role of the proclamation speech in the pre-election campaign, from the speeches urging farmers to harvest without destroying the harvest, from the speeches calling for Saturdays in the cities in different seasons. Conversational speech is also associated with a type of activity that encourages the elimination of negative events of national importance and local area. (In case of emergencies, technological accidents, various accidents and catastrophes).

Specific functions of written speech. We know that written speech, which is associated with one type of activity, does not have its own independent purpose, does not belong to any other type of communication related to any activity, and no text written by a person is invaluable, but serves as a means of any other activity. Being a means of an activity performed by a person is its main function. So in what types of activities is written speech used as a tool? This is primarily in epistolary activity, in written (literary) creativity, in the writing of the course and results of research work, in management activities.

In written speech in epistolary activity, two people can communicate directly with each other in writing from a certain distance. It is the act of communicating in a difficult situation where it is not necessary or impossible to meet and talk, even when they are close to each other. Sometimes, even when people have the opportunity to meet, they prefer to communicate through correspondence, expressing their thoughts, ideas, pains, inner feelings, their position in society, their position. For example, the letters of the thinker Alisher Navoi to his teacher

Abdurahman Jami, his students, friends, or letters of other famous scholars, poets and writers to their relatives. However, they met regularly on the need for creative activity. This means that writing a letter when it is necessary to express one's ideas, thoughts, and feelings in a calm, consistent manner, or, to put it simply, through correspondence, has not lost its significance among people even today. The epistolary heritage of world-renowned thinkers, scholars, writers, poets, and various other well-known historical figures is of great cultural and spiritual value today and serves as a major source for scientific research. A distinctive feature of the epistolary genre, which is a function of written speech, is its high level of sincerity and, at the same time, its secrecy from the public, because in the life of the authors their letters are not published and presented to the public.

In addition to letters and correspondence, memoirs, postcards, telegrams, personal faxes are also important as a product of epistolary activity.

Written (literary) creativity is another important function of written speech, the task of which is to popularize the work of the writer, poet, journalist. Literary work, like the epistolary genre, is not aimed at one person, but at many people, the masses - the readers, that is, the abstract consumers. The literary product of written creativity, therefore, implies a certain range, a certain category of readers, but does not take into account the particular characteristics of a particular person. That is why novels "about rural life" or "telling the stories of love", fairy tales for children and adults, stories on various topics, popular poems and dramas are the product of written (literary) creativity. Of course, this does not mean that any written literary work is intended for readers of a profession, age or other limited environment: children's poems can be watched by adults, or "rural life" novels can be read with great interest and excitement by the townspeople. . It mainly depends on whether the work is well or badly written by a writer or a poet in terms of art and authenticity, its literary value, the extent to which it reflects the fate of certain people, life conflicts, and how psychologically reliable it portrays the main characters. Through acquaintance with the work of art, the reader learns from himself the life carefully observed by the master of the pen, for the writer always has good psychological abilities, so that they may be known to the world and rise to the podium of fame.

Writing the course and results of research is an important function of written speech activity, which differs significantly from the research process in terms of content and essence, because it is not for the researchers themselves, but for the general scientific community or practitioners. and is intended for "certain categories of people" whose subtleties are often misunderstood, and most importantly, it is not intended for the general public, not even scientists. It is no coincidence that the famous scientist KA Timiryazev once said, "I work for science and I write for the people." Both great and universal discoveries, as well as the results of the humble scientific work of future scientists, are invaluable to the general public for their practical results. That is why written speech plays a special role in popularizing the results of scientific research.

Sometimes even the best essays written on the subject of literature in secondary schools can be recognized as an example of literary creation.

The mnemonic function of written speech (the function of written speech as a means of memory or the function of serving the process of storing information in memory) is a record for storage in ordinary, well-known memory. This is probably the oldest function of written speech. As the well-known scholar LS Vygotsky points out, "it is no coincidence that many researchers call the first period in the history of writing the 'mnemonic-technical period.' Notes for memorization are abstracts, memoirs, theses, diaries, future plans, etc. that reflect the author's thoughts and opinions. Many scientists also include the well-known cribs in the mnemonic function, but this is less true. The difference between written speech and the above-mentioned products is that the notes for memory are not intended for anyone other than their author, or they are written for the author himself.

Finally, the governing function of written speech is to include decrees, decisions, instructions, directives, orders, directives, reports, information-analytical records, and various other instructions intended for executive bodies subordinate to administrative instances. Of particular importance are the information-analytical records, which are very common in our time among the listed documents. Records in management function - analyst (analyst) - is a type of scientific document designed to rely on real conditions, meaning that the decisions made by scientists (consultants, consultants, experts, staff of scientific institutions, etc.) are thoroughly analyzed, ie well studied. .

Thus, the functions of the art of teacher oratory are distinguished by their diversity, and all of them are important. Ignoring them in the pedagogical process leads to unsatisfactory results of the teacher's professional activity.

F.N. Gonobolin and v.A. Scholars such as Kan-Kalik argue that "teacher rhetoric" (synonymous with "the art of pedagogical rhetoric") is used, as a rule of literary language, only when the phrase refers to a teacher's oral rhetoric (as opposed to written rhetoric). Oral speech refers to both the process of speaking and the verbal reasoning that results from this process. A teacher's oral speech is speech that is produced during speaking aloud (written speech that is read aloud, for example, is different from reading aloud a paragraph of a given topic in a textbook).

Pedagogical oratory should provide the following activities:

- a) the teacher's productive interaction with students in the educational process, aimed at a specific goal;
- b) to have a positive impact on the minds and emotions of students in order to educate them at the level of a well-rounded person, to form confident aspirations for their dreams, to carry out any activity;
- c) full comprehension, knowledge, understanding and consolidation of knowledge in the educational process;
- g) effective organization of educational and practical activities of students in the educational process.

The concept of "pedagogical rhetoric" and the concept of "communicative behavior of the teacher" are always closely related. Well-known psychologist A.N. Leontev meant

communicative communication not only the process of speaking and conveying information, but also the organization of effective speech, which affects the nature of the relationship, the emotional environment in the communication between teacher and students.

In conclusion, the art of teacher rhetoric is one of the most pressing issues of today. In general, at the heart of the classification of oratory activities are still pressing issues that need to be addressed. They can have different definitions. In particular, one such problem is the practice of public speaking in public places. There are socio-political, professional, industrial, educational, pedagogical (academic), judicial, diplomatic, social and public speaking activities used in public places. These problems also require separate scientific research in the future.

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