



SPEECH CULTURE OF A MODERN TEACHER

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Abstract

The importance of the teacher's speech in the young generation's comprehension of the laws of the development of nature, society, in gaining experience of moral relationships with people is an indisputable fact, proven by the centuries-old existence of the teaching profession. This article analyzes the main components of the teacher's speech culture, the importance of verbal and non-verbal communication, types of language cultures of teachers, and some rules to make speech culture of the teacher appropriate and punctual enough.

Keywords: teacher, speech culture, students, language, communication, monotone, knowledge, expressiveness, diction.

Introduction

Communication is the most important professional tool in teaching. Verbal communication is one of the main means of education and development of schoolchildren. The teacher's speech forms the speech culture of students and serves as a model for them. Through speech, the teacher conveys certain information, develops and enriches the intellect of students, encourages students to act on the basis of the knowledge gained, controls the attention of students, forms the world of their ideas and concepts.

Main part

One of the components of the teacher's skill is the culture of his speech. Whoever owns the culture of speech, other things being equal, the level of knowledge and methodological skill, achieves great success in teaching and educational work. Components of the teacher's speech culture:

1. Literacy in the construction of phrases
2. Simplicity and clarity of presentation
3. Expressiveness: a) intonation and tonality; b) the rate of speech, pause; c) the dynamics of the sound of the voice; d) vocabulary wealth; e) imagery of speech; f) diction.
4. Competent pronunciation of words from everyday life: a) correct stress in words; b) exclusion of local dialects.
5. Correct use of technical terminology: a) exclusion of phraseological turns that cut the ear; b) exclusion of unnecessary words; c) exclusion of jargon and buzzwords.
6. Reticence.
7. Propulsion coordination.

The culture of speech is a broad and capacious multicomponent concept, but above all it is the literacy of constructing phrases. A solid knowledge of grammatical rules allows the teacher to correctly express his thoughts, gives his speech a harmonious, meaningful character, which makes it easier for students



to perceive and understand educational material, commands, etc. Otherwise, incidents may occur. So, one teacher in terms of educational work wrote: "To teach children to eat with their mouths closed." The grammatically correct structure of speech ensures its meaningfulness, logical consistency, and comprehensibility.

The second component of the culture of the teacher's speech is simplicity and clarity of presentation. One and the same thought can be expressed in a form that is understandable for students, or, conversely, speech can be given such a scientific look that students will never be able to understand what is required of them, what they must learn. The ability to tell simply about the complex, to make the abstract intelligible is based on the clarity of the teacher's thinking, on the imagery and vitality of the examples given to explain.

The third component of the culture of speech is expressiveness. It is achieved both by the selection of the necessary words and syntactic structures, and by the active use of the main components of the expressiveness of oral speech - tone, dynamics of the sound of the voice, tempo, pauses, stress, intonation, diction.

Intonation and tonality affect not only consciousness, but also the feelings of students, as they give emotional coloring to words and phrases. The tonality of speech can be festive, solemn, sincere, joyful, angry, sad, etc. Depending on the situation, the teacher should use all the richness of the tonality, and not utter monologues in an impassive, monotonous voice.

In case of plot games, the teacher, by changing intonation, contributes to the formation of adequate representations and visual images in students corresponding to the plot. For example, when playing the game "The Fox is Coming", in order to get the children to move silently and carefully, the teacher introduces a story into the lesson: "Nobody moves (narrative), everyone is silent (the sound of the voice is lowered). Silence (pause). The fox walks through the clearing (the voice is louder), looking for bunnies. But there are no bunnies. Where did they go (confusion and question)? And the bunnies are silent (in a quiet voice with a conspiratorial intonation). The fox is gone, and the bunnies are playing again, jumping (funny, loud sound), and rejoicing that they escaped from the fox."

The tone of the teacher's speech should be calm, confident, domineering. However, for this it is necessary that the teacher himself be calm, convinced of the correctness of the orders given, his actions, assessments of the actions and actions of students. An edifying, mentoring tone is extremely undesirable; it usually repels students from the teacher, since the older the student is, the more he expresses the desire for self-affirmation, for recognizing himself as a person.

The rate of speech also determines its expressiveness. It is unsuitable as too fast speech, because it is difficult for students to concentrate on what the teacher is saying, to have time to "digest" all the information, and very slow speech, which has a soporific effect on the students.

Speech pauses, when used correctly, allow you to better convey the meaning of the spoken words and phrases. With the help of a pause, you can increase the intriguing meaning of the teacher's speech, his message about an event, etc.

Another factor that determines the expressiveness of the teacher's speech is the dynamics of the sound of the voice, the variation of its strength. Insufficient speech volume adversely affects listeners. It leads to rapid fatigue of students, who, as a result, need to either disconnect, stop following the content of the



teacher's speech, or force themselves to listen attentively. The same loudness of speech throughout the entire session (stability of the pitch) has a soporific effect.

Vocabulary richness contributes to the imagery of speech, and through it - and expressiveness. Skillful use of proverbs, sayings, winged words, metaphors, hyperbole makes the teacher's speech juicy, emotional, raises the students' spirits. Of course, you need to use only those speech means that are understandable for children of a given age.

The imagery of speech plays a significant role in the intelligibility for students of the educational material explained by the teacher.

Diction - clear and distinct pronunciation of sounds, words and phrases, makes it easier for students to understand the teacher's speech. Carelessness in pronouncing the end of words ("swallowing"), nasal - these shortcomings of diction can be eliminated by the teacher if he systematically exercises both independently and under the guidance of a speech technique specialist.

The fourth component of the culture of the teacher's speech is the correct pronunciation of words from everyday speech. There are, for example, mistakes in the formulation of stress in words. So, some teachers say "kilOmeter" instead of "kilomEter", "undErstood" instead of "understOOd", etc.

The teacher needs to expel from his speech and jargon and fashionable words, such as "hang out", "what's up?", "props", "blatant" etc. Inadmissible in the teacher's speech, no matter how irritated he is, offensive words.

Another component of the culture of the teacher's speech, which I would like to dwell on, is reticence. Some teachers, instead of clearly naming the tasks of the lesson, describe in detail what the students will do in the lesson, what will be discussed. Verbosity is also expressed in the repetition of phrases and words.

Of course, reticence is not an end in itself. An overly compressed, almost telegraphic language also does not decorate speech, especially when, due to the reduction of words, the teacher's phrases become ambiguous.

Communication is the most important professional tool in teaching. Verbal communication is one of the main means of education and development of schoolchildren. A lot of wise advice regarding the speech communication of the teacher was given by the outstanding teacher-innovator V.A. Sukhomlinsky. He called the teacher's speech culture "the mirror of his spiritual culture" and demanded that the teacher master the word: "every word spoken within the walls of the school must be thoughtful, wise, purposeful, full-fledged."

Speech culture is also an important aspect of a contemporary teacher's overall professional and pedagogical culture.

Speech is both a means of teaching and a means of learning. The teacher's speech forms the speech culture of students and serves as a model for them. The instructor uses speech to communicate information, grow and enrich students' intelligence, inspire students to act on the knowledge learned, influence students' attention, and shape the world of their ideas and concepts. The instructor communicates his attitude, character, intellect, will, attitude toward students, and the subject being demonstrated, and he expresses his feelings and emotions through speech. Students remember, first of all, the thoughts and mood of the teacher, but only that speech that has consistency and accuracy, grammatical correctness, originality, relevance and economy is stored in the memory. The quality of



knowledge assimilation by students depends on the accuracy of the sentences and concepts formed by the teacher.

Three styles of teacher language cultures can be identified in a modern school:

1. Bearers of elite speech culture.
2. Representatives of the "middle literary" culture.
3. Teachers with a literary-conversational type of speech behavior.

Teachers of the "first type" master the entire functional-style system of the literary language, and each style is used in accordance with the situation. There are no violations of literary language norms in their speech in terms of pronunciation, stress, grammatical form development, or word usage. They use the language creatively, their speech is usually individual, there is no stamping in it, and in colloquial speech - the desire for bookishness.

Speech behavior of carriers of "middle literary" language culture reflects the low level of their general culture (impossibility of creative use of winged expressions, artistic samples of classical literature, ignorance of literary norms of pronunciation, poverty of speech), is characterized by monotony in the voice, lack of emotionality; lack of gesticulation, which, as a rule, does not lead to contact; ignorance of quotes from works of art (for a literature teacher); incorrect placement of stress; stinginess with synonyms, comparisons, epithets, etc.

The speech of representatives of the "third type" is far from the norms of public speech. Teachers with a literary-conversational type of speech behavior try, imitating the youth speech culture, and partly some slang phrases and expressions, to teach the material. However, this behavior is unacceptable. The teacher should be a role model for the student, an example, both culturally and verbally. A teacher is a person who brings up in a child the concept of culture, including the culture of communication. Therefore, such high requirements are imposed on the teacher's speech, namely:

- Content (the teacher's speech should be informative, saturated with factual scientific material related to life, enriching the personal experience of students);
- Literacy of speech and lexical richness;
- Logicity and accessibility (accessibility is understood not only in the sense of the accuracy and simplicity of the teacher's statements, it means the ability to adapt them to the age and individual characteristics of schoolchildren);
- Technical perfection (delivered breath and voice, clear diction, optimal tempo and rhythm of speech);
- Intonational expressiveness, emotionality and imagery (words and expressions that evoke visual representations have the greatest imagery. The teacher needs to learn to speak so that students seem to "see" what is being discussed. To do this, you need to master figurative linguistic means, appropriately and freely use comparisons, epithets, metaphors, personifications, in speech);
- The relevance of speech (selection of the content of speech, language means, certain communicative actions);
- Literary (exclusion of words-parasites and vulgarisms) and adherence to speech etiquette;
- It is important to skillfully use non-verbal means of communication (gestures, facial expressions, pantomimic movements).



There are rules for the teacher's speech culture:

1. The teacher should speak softly, but so that everyone can hear him, so that the listening process does not cause significant stress among students.
2. The teacher must speak clearly.
3. The teacher should speak at a speed of about 120 words per minute.
4. To achieve expressive sound, it is important to be able to use logical and psychological pauses. Without logical pauses, speech is illiterate, without psychological pauses, colorless.
5. The teacher should speak with intonation, i.e. be able to put logical stress, highlight individual words that are important for the content of what was said.
6. Melody gives the teacher's voice an individual color and can significantly affect the emotional well-being of students: inspire, enthrall, calm. Melody is born in reliance on vowel sounds.

Conclusion

Of course, knowledge of the above requirements and rules of speech culture, their observance and constant improvement of their speech is the key to the successful work of a modern teacher, whose task is to develop the historical memory of the people, to familiarize those for whom this culture is perceived, first of all, through the influencing word.

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