

THE CURRENT STATE OF COMMUNICATIVE-SPEECH CULTURE AND COMPETENCE OF FUTURE TEACHERS

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Abstract: The study of the current state of communicative-speech culture and competence of future teachers is an invaluable sign of the existing language of each nation - the identity of this nation. In this sense, the communicative-speech culture implies changes in the motivational sphere, the psyche of the teacher, which leads to the reconstruction of the whole structure of activity. Therefore, it is necessary to form the professional competence of the teacher, but this alone is not enough. It is the training of the future teacher, along with changes in communicative competence and motivational structure of the person, should be aimed at the object of activity, to ensure high results of teachers' work in the humanization of the pedagogical process.

Keywords: communicative-speech, culture, competence, language, communication, thinking, worldview, education, upbringing, knowledge, ability.

INTRODUCTION

The process of studying the current state of communicative-speech culture and competence of future teachers led to the conclusion that the existing language of each nation is an invaluable sign of the identity of this nation. The language of any nation is the original spirit of the nation, its first and foremost sign. Through language the national psychology and the character of the nation, the features of its thinking and artistic creation are expressed. Language is interpreted as a means of forming and expressing thought, a person's understanding of the world around him, the expression of his thoughts and feelings. Language is a means of

communication between people, it lives and exists in speech, which is its leading function.

MATERIALS AND METHODS

We are well aware that language in society expresses the character, thinking, worldview, aspirations of an entire nation. Through language, people express their thoughts and feelings. It is used to communicate. Language is a means of communication between people, and its constant function is to live in speech constantly. The communicative function of language is so rich that it always encourages people to respect each other in society and in nature. We can also see that a number of pedagogical scholars have studied the problems of future teachers in terms of communicative-speech culture.

- questions about the essence of speech activity;
- Issues of the essence of speech activities of schoolchildren;
- Issues of developing students' communication skills in higher pedagogical education;
- The question of the interdependence of the categories of communication and communication.

Nowadays, it is not actually necessary to provide speech-related information to future teachers. Because they have this information at all stages of the continuing education system. However, from the point of view of the teaching profession, there are some ambiguities in our approach, so we decided to dwell on the following concepts in order to answer the question of what is communicative speech.

Speech - the ability to speak and to talk. 1. The role of language in the processes of expression and exchange of ideas; the process by which the speaker uses language tools and the product of that process. Speech organs. The various parts of the human body that are involved in the formation of speech sounds (tongue, lips, teeth, throat, etc.). Speech sounds are the sounds that make up speech, pronounced by a person. 2. Language in use, in the process of speaking.

Speech culture. We connect some words in our speech and make a sentence. 3. The type and method of language, which differs in the selective use of linguistic means, depending on the purpose and conditions of communication. Poetic speech. Artistic speech. Oral speech. 4. A sermon is a speech done in front of public. Fiery speech. Exciting speech. The speaker's speech. Speaking. Prepare for the speech.

RESULTS AND DISCUSSION

Based on the above information, we answered the question of what is communicative speech as follows.

Communicative speech is the exchange of ideas between people through speech.

Communicative-speech culture is the skillful use of speech by people in accordance with the rules of ethics in the process of exchanging ideas with each other.

Prospective teachers will be informed about the important communicative quality of speech. Students learn that an important communicative quality of speech is the richness of speech. Important conditions that ensure the richness of speech are: a large number of active word combinations used in speech, various morphological forms and syntactic structures.

The grammatical structure, logic, accuracy of the speech indicate how good lexical resource the speaker has. The more vocabulary a future teacher has, the more fluent he will be.

Speech accuracy is an important feature of communicative speech. Each word in the speech must correspond exactly to its lexical meaning. The idea that needs to be said remains unexpressed. Events should reflect clarity in the speaker's speech.

In communicative speech processes, words are required to be clear. Speech should always be used correctly. The speech must fully cover the point to be made by the author and reveal its subject and main idea. The next important communicative quality of speech is its purity, i.e. the absence of foreign elements

in literary language. The presence of parasitic words in speech partially removes responsibility for the spoken word, indicating a lack of lexical reserve, perhaps a lack of confidence in the truth of the subject matter of the speech, or a lack of information about it.

It can also be seen that pedagogical scientists are dealing with the problems of communicative speech and professional competence in the educational process, as they have not lost their relevance.

The problem of developing the communicative competence of a future teacher is comprehensive and complex in improving his professional qualities. The development and implementation of this problem in practice is of great importance in increasing the level of success in pedagogical activities.

We understand the communicative competence of the future teacher as a set of sufficiently formed professional knowledge, communicative and organizational skills, self-control skills, empathy, verbal and nonverbal interaction culture.

An innovative approach to the development of communicative-speech culture of future teachers requires improvement on the basis of the transition from the adaptive level to the systemic modeling level. Communicative competence is the knowledge, skills, and competencies needed to understand the speech behaviors of others and to form their own personalities that are appropriate to the goals, areas, and situations of communication. The concept of communicative competence includes the following areas:

- Awareness of linguistic theory, its understanding as a system of rules and a system of general requirements governing the use of language in speech;
- knowledge of speech theory, mastery of the main types of speech activity;
- the ability to analyze the speech situation and, accordingly, to choose a program of speech behavior, taking into account the direction and purpose of the conversation, in relation to different areas and situations of communication.

Also, in the context of an active approach to education, the pedagogical process is characterized by the following criteria:

- Purposefulness of the interaction between teachers and students, which is carried out to achieve a conscious communicative goal;
- Speech thinking activities of students;
- participation in solving communicative tasks;
- a situation in which students create learning situations in which their communicative knowledge and skills are relevant.

Thus, it is necessary for pedagogical institutes to pay serious attention to this, as it is a requirement of the time for the participants of the educational process, future teachers to develop language responsibility, practical mastery of modern literary language, the ability to use speech as a means of communication and information.

At present, the main feature of pedagogical skills is, first of all, knowledge of science, the ability to teach, arousal of interest in knowledge, the formation of certain personality traits and character. This requirement for the teacher stems from the essence of pedagogical activity, which involves solving a number of tasks aimed at shaping the personality of another person. The professionalism of the teacher is reflected in the successful solution of these tasks.

Pedagogical qualification is the acquisition of certain methods of pedagogical activity based on the conscious application of psychological-pedagogical and methodological knowledge. However, no matter how well-organized and planned the lesson is, the educator will not be able to succeed if he or she does not organize his or her communicative-speech activity.

Communicative-speech culture is one of the main qualities of a teacher, an important organizer of the pedagogical process. Due to the addition of virtual information to the print stream of knowledge and the constant rate of reduction of the time of interaction in the "teacher-student" link, the teacher is no longer the only source of knowledge, the problem of maximum effectiveness of interaction in the "live" link. In the stage of professional training, in our opinion, the

combination of professional and communicative-speech training is the most promising and provides an opportunity to improve performance.

The pedagogical process is a change in the state of the "teacher-student" system. The basis of this system is the exchange of activities between teachers and students, and the organization of student activities is the subject of teacher activities.

The teacher and the student are the subjects of the process, but the leading role belongs to the teacher himself, because he is the organizer of conscious activity in the acquisition of social experience by students. Thus, the teacher is a bridge, a link between the social experience to be mastered by the students and the students themselves.

We agree with the authors who believe that the orientation of the professional training of future teachers to the object of activity will contribute to a more productive activity of the teacher. So, in the process of professional training of future teachers it is necessary to direct them to the expected object of activity - the whole pedagogical process.

It is necessary to distinguish the following qualities of teacher training:

- to know the features of the process as an existing system of "teacher-student";
- preparation for the management of the developed pedagogical process;
- to understand the role of the teacher in ensuring the unity of communication and exchange of activities between the participants of the pedagogical process;
- to know the features of different activities, methods and forms of organizing the interaction of participants in the pedagogical process.

Thus, the teacher's efforts should be focused on organizing and improving the teacher-student relationship. The communicative-speech culture of the teacher should become a tool for improving the pedagogical process and serve as a tool for the development of participants in the pedagogical process.

The humanization of the education system requires a high level of professional competence of teachers, and changes are also needed in the content of professional training of future teachers. But contrary to our expectations, even a high level of teacher professional competence does not yield the expected results. Professional competence, general professional activity needs to be "built". In order to use it effectively in their work, the teacher must have knowledge of the object of his activity, master the theory of management of pedagogical activity.

In addition, the communicative-speech culture of the teacher implies changes in the motivational sphere, the psyche of the teacher, which should lead to the reconstruction of the whole structure of activity. Therefore, it is necessary to form the professional competence of the teacher, but this alone is not enough. It is the training of the future teacher, along with changes in communicative competence and motivational structure of the person, which, in our opinion, should ensure high results of teachers' work in the context of humanization of the pedagogical process.

This means that during professional training it is necessary to ensure that the future teacher is able to change the object of his activity. The development of communicative-speech culture of future teachers should be the result of their professional training. It should be noted that the development of communicative-speech culture of future teachers in higher education can improve the quality of preparation of students for pedagogical activities.

CONCLUSION

Analyzing the current state of communicative-speech culture and competence of future teachers, it is concluded that today it is necessary to study the experience and technologies of developed countries in the training of future teachers, adapt them to the conditions and train them to meet modern requirements.

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