

## SPEECH MEANS OF LECTURER MASTERY

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### ABSTRACT

This article analyzes the ways and means of lecturing skills in conducting laboratory classes for students of higher educational institutions.

**Keywords:** speech, word, lecturing skills, culture of speech, monologue, dialogue, tact, ethics, personality of the speaker.

### INTRODUCTION

Speech is a form of communication through language. Speech communication is carried out according to the laws of a given language. Speech is a factor in improving language, acquiring knowledge and forming consciousness, the main mechanism of thinking. Speech is related to mental processes, such as perceiving, memorizing, comprehending, and reproducing material. Speech is a means of communication and a means of thinking. Its function is communicative and cognitive.

The lexical unit of a language is a word.

In the act of verbal communication, the pronunciation of speech, its perception and understanding.

Speech: entertaining, entertaining, interested, to support attention; informative, inspiring, appealing to feelings, emotions; persuasive, refuting, appealing.

A component of speech lecturing skills is: correctness of speech, observance of the norms of modern literary language; expressiveness of speech, the ability to use all its richness (national language) to influence listeners; speech hearing, which helps to correctly perceive and evaluate one's own and other people's speech; ethics of speech behavior during lectures. It is also the control of speech, the sense of the word. It is necessary to pay attention to musical tones above noises (musical 0 vowel, sonorant consonant and voiced noisy consonant, noisy-voiceless consonant); euphonious speech, in which vowels are replaced by consonants (sound monotony with repetition of sounds), expressive speech. This is the necessity and importance of the correct pronunciation of words (spelling norms), an indicator of the cultural level of the lecturer.

It is necessary to: pay attention to the pronunciation of CN (as SHN): skuCHNo – skuSHNo;

Thu (as PCT): To – Shtoby; E in foreign words: тEmphasis – тEmп;

ability to use stylistic features of linguistic means;

possession of one's own "bank" of speech means (words, phrases, sayings, proverbs);

knowledge of synonyms, epithets, similes, metaphors, personifications, and other "decorative" means of speech.

The expressiveness of the lecture is in the repetition of individual words, expressions, addresses, in rhetorical questions. Culture of speech is the ability to use all the possibilities of the language with knowledge of the laws, rules and peculiarities of oral speech.

The culture of speech is related to the culture of behavior, to the effectiveness of speeches (lectures), to the general communicative culture of the lecturer. The culture of the lecturer's speech in his style of speech (expressiveness, imagery, clarity, clarity), in the richness of the national language, its use.

A lecturer needs to constantly develop and improve speech culture. It is categorically forbidden for a teacher-lecturer to use stereotyped thoughts, empty phrases, slogans, grandiloquence, bureaucracy.

The main thing in the lecturer's speech is the living word, the ability to use it; Adjust the volume of speech to the requirements of the situation. articulate all speech sounds; pronounce words correctly and put accents in them; feel the melody and tempo of speech; correctly place logical stresses; have speech hearing; have your own manner of giving a lecture (intonation, melody, accents, expressiveness).

Intonation is closely related to the actual vocal characteristics and is created with the help of such means of speech as increasing or decreasing the strength of the voice, pauses, speeding up or slowing down the pace of speech, stretching out sounds or emphasizing certain sounds. The melody of a speaker's speech is the main component of intonation in linguistics. From an acoustic point of view, speech melody is the change in time in the frequency of a fundamental tone, measured in hertz (Hz) or musical intervals.

1. Organizes a phrase by breaking it down into syntagms and rhythmic groups and linking its parts.
2. Distinguishes between communicative types of utterance (question, inducement, narration, exclamation, etc.).
3. Highlights the most important part of a statement or underlines its individual elements.
4. It expresses emotions, shades of modality, irony, subtext.

According to the source, the **accents of the speaker's speech** can be divided into three aspects:

1. **Ethos** is the emphasis on how a speaker is perceived by his listeners. The main tool is the status of the speaker: reputation, professional experience and education, personal achievements, and so on.
2. **Pathos** is the emotional impact on the audience. For example, the speaker uses metaphors to create vivid images for the audience, or tells stories from life to engage the audience in the narrative.
3. **Logos** is persuasion through argument. The goal is to persuade the audience through reasoned reasoning. To do this, the speaker backs up his ideas and assertions with arguments. For example, he cites research data, statistics, excerpts from laws, and so on.

**Expressiveness of speech** is the specific features of its structure that enhance the effectiveness of the statement, maintain the attention and interest of the reader or listener, and affect the senses and imagination.

Expressiveness of speech is given by various units of the language of all its levels.

Sound expressiveness in speech lies in its harmonious euphony, in the use of rhythm and rhyme. Alliteration and assonance also add expressiveness.

**The personality of the speaker.** What does a person need in order to acquire public speaking skills? Of course, first of all, it is necessary to note the importance of natural data. These include the peculiarities of the nervous system, the functional activity of the brain, the

structure of the vocal cords, and the motor system. A future speaker needs to have developed voluntary attention, a good figurative and logical memory, ingenuity, depth and breadth of thinking. Cicero said: "Perfection is given to no one, But if you study hard and persistently, you will be able to get as close to it as nature will allow you." In addition, in a person who wants to influence others, the Personality must be clearly manifested. "Typical personal qualities are independence and originality of thinking, benevolence, openness, self-confidence, charm, artistry and, of course, diligence, strong will and active character." If a speaker is such a person – strong, able to persuade and influence people's behavior – then the moral attitudes that he brings to the masses become a very important factor. According to sociologists, moral pluralism now prevails in our country: each person has his own moral code. This state of affairs is dangerous because it can lead to moral promiscuity or permissiveness. Respecting the personal opinion of everyone, it is still necessary to form a certain system of values, guided by which, on the one hand, a person does not lose his individual qualities, and on the other hand, is a representative of a certain society. Therefore, rhetorical education should be accompanied by ethical education and moral education, which form such principles of social interaction as the rejection of the monopoly on truth, readiness for dialogue and compromise, positive criticism, the fight against evil, love for one's neighbor, decency and honesty.

**Ethics and Aesthetics of Public Speaking** The most important condition for the effectiveness of public speaking is contact with the audience. Its establishment is undoubtedly influenced, first of all, by the relevance of the problem under discussion, the novelty in the coverage of this issue. Experienced speakers never express important ideas at the beginning of the speech because they know that at this stage the audience is still getting used to the speaker. Sometimes a speaker needs to make a controversial statement to pique the interest of the audience. Emotional empathy is necessary to establish contact, i.e. the speaker and those present in the audience must have similar feelings towards the subject of the speech, and the speaker must "infect" the audience with his interest and emotionality. The establishment of contact is also influenced by some peculiarities of the psychology of the listeners. It is important that they feel confident in the speaker's behavior, see calmness and dignity on his face, hear firmness and determination in his voice. The more confident and calm the speaker is, the more confidence the audience will have in him. The peculiarity of the psychology of listeners is that they are at the same time spectators. Therefore, all aspects of the speaker's appearance become the subject of close attention. A speaker's proper manners are more important than even his appearance. Listeners make special demands on the speaker: they have given him the main role – the speaker must take this into account. If he behaves indecisively, indifferently, and as if apologizing for his mission, the feeling of expectation in the listeners will instantly be replaced by disappointment and annoyance. Listeners are not indifferent to whether the speaker is looking at the audience as if it were an empty space, or whether he seems to be speaking to everyone and everyone. The correct posture should combine ease of posture and ease of movement. Gestures should be appropriate for their purpose: their number and intensity should correspond to the nature of the speech and the audience. Psychologists emphasize that a necessary condition for the emergence of contact between the speaker and the audience is sincere respect for the listeners, recognition of them as communication partners, goodwill and professionalism. Benevolence excludes such forms of

speech behavior as aggressiveness in its various manifestations (reproaches, threats, insults) and demagoguery (lying). The audience sensitively catches whether the lecturer has come to "teach", "make happy", "open eyes", or whether he represents the concerns and requests of those sitting in the hall and addresses each of them personally. A professional attitude "presupposes the ability to work with any audience: with the one that is friendly, and with the one that is aggressive, and with the one that expresses indifference to the speaker" (Russian Language and Culture of Speech. / Ed. by Prof. Maksimov V.I. M., 2002, p. 109). A speaker's speech is his professional activity, and he should be guided by the interests of the cause, subordinating his feelings and emotions to it. Outwardly, contact is manifested in the behavior of the public. The main indicators of mutual understanding between the speaker and the listeners are a positive reaction to the speaker's words, the external expression of attention in the listeners: their posture, concentrated gaze, exclamations of approval, consonant nods of the head, smiles, laughter, applause. The confident and natural behavior of the speaker himself is also an indicator of contact with the audience. Establishing contact with the audience is very important, but this, alas, is not enough. It is much more difficult to maintain this attention throughout the performance: no matter how interesting it is, the attention becomes dull over time, and the person stops listening. A speaker needs to have various techniques for managing the audience in his arsenal and plan them in advance. These include: – a direct demand for attention; – voice techniques (remember the example of Winston Churchill); – interruption of speech, creation of a pause; – addressing the audience with an unexpected question; – dramatization of speech (emotional and visual depiction of events related to the topic); – the so-called question-and-answer move (the speaker poses a question and answers it himself, as if reasoning and arguing aloud, raising doubts and coming to certain conclusions). – examples from fiction, proverbs, sayings, phraseological expressions enliven the performances; – Experienced speakers introduce elements of humor, puns, and anecdotes into a serious speech. I would like to once again return to the idea that any speech should be alien to mentoring in the worst sense of the word, excessive didacticism, peremptory statements, disrespect for the opponent or the audience, hypocrisy and rudeness. Those who cannot get rid of these shortcomings have no moral right to bring their word to the masses. To achieve success, you should keep the following rules in mind.

1. It is necessary to refute the opinion, point of view, views of the opponent, and not his personal qualities, predilections, way of life.
2. Appealing to the audience's feelings should not escalate into manipulating them.
3. A person's views should not be identified with the views of the group to which he belongs (they do not necessarily coincide completely).
4. Do not distort the opinions of opponents. Be scrupulously precise when quoting.
5. Do not flaunt your personal qualities, do not exaggerate your role in any events, joint activities, etc.
6. When defending your point of view, prove and justify. Phrases like "it's clear as daylight that" are always objectionable; "Of course, I don't need to tell you that"; "No man in his right mind would deny that"; "I can assure you that..." We often come across examples of monologues. And we get special satisfaction when, in addition to new knowledge, we also receive truly aesthetic pleasure from the way a person has mastered the Art of the Word.

The teacher-lecturer uses monologue and dialogue, including in their complex.

**A monologue** is an explanation, exposition, conclusions, conclusions. It contains logic, persuasiveness, evidence, generalization, vivid examples, comparisons, facts.

**Dialogue** is the exchange of information, the mutual search for the truth, the identification of the attitude to the object of the dialogue. In an atmosphere of mutual understanding, trust and frankness. On an emotionally positive basis and a lively interest in the object of the dialogue. Questions are not asked, but through them a conversation takes place. The lecturer can address not only direct, but also internal dialogue, indirect (with listeners).

The use of the considered speech means by the teacher-lecturer is an indicator of the high level of not only speech and lecturing, but also of his general culture.

Non-verbal means of lecturing:

eyes, their expression; a glance, its different meaning; "raying" and "perceiving rays" (of the eye, of the gaze);

facial expressions (faces), expression and movement of its individual parts (lips, eyebrows);

gestures (hands); movement (head, hands, fingers);

voice (strength, timbre); diction, tone, intonation;

pose; gait; manner; behavior, tact, etiquette; style;

Appearance;

acoustic means.

The use of these non-verbal means by the teacher-lecturer characterizes not only his lecturing, but also his general culture.

It is necessary to dwell on such means of non-verbal communication of a teacher-lecturer as tact, etiquette and style.

**Tact** is a sense of proportion, the ability to behave appropriately, the right approach to listeners, communication with them, measure in the choice of forms and means of lecture. Tact is in the ability to speak, to tell without hurting the self-esteem of the listeners, their authority. Tact in remarks, value judgments, even intonation. **Tact** is the control of one's state, it is restraint, attentiveness, patience.

**Etiquette** is a set of rules of conduct – treatment of listeners, forms of address and greeting, behavior, manners. Etiquette is an integral part of external culture. It has a purely external form. These are the rules of courtesy, treatment, on a respectful and benevolent basis (etiquette is interconnected with aesthetic).

The lecturer's communication styles with the audience are a set of techniques, methods, and a characteristic manner.

The style of the lecturer depends on: individuality, competence in the issue under consideration; general culture, including communicative culture; emotional and moral attitude of the lecturer to the object of the lecture; creative approach of the lecturer to his work; on the characteristics of the listeners that the lecturer needs to know.

Styles of communication between the lecturer and the audience: humane, democratic, authoritarian, detached, declarative-demanding, flirting, superior. Priority to democratic style.

The democratic style of a lecturer-teacher is based on a genuine emotional basis, on conscious motivation, benevolence, instilling confidence in one's competence, and seeing a positive result.

It is a style based on humanistic relations plus ethical norms and rules. The style of the lecturer is flexible – depending on his personality and professional factors, on the audience. Lecturers use acoustic means for optimal auditory or musical-figurative perception. Timbre, voice intonation, intonation properties of speech, music, and sound synthesis contain a certain cognitive component, give the ear an idea of the lecturer's personality, emotional state, character, etc.

Lecture skills are necessary for a university teacher (the course "Pedagogical Mastery"), who educates teaching staff - both for professional and personal purposes and in solving the problem of professional lecture training of students of a pedagogical university. The higher the level of a teacher's lecturing skills, the better the effectiveness of his pedagogical activity in training personnel for various educational structures. Consequently, an important task of our society is being solved - a new approach to the education of a new generation - socio-communicative, which has socio-psychological prerequisites.

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