

The Importance of Speech Techniques in Assessing Students' Professional Potential Opportunities

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Abstract: This article talks about the importance of speech skills in assessing students' professional potential, how to provide a good atmosphere in the course of the lesson, as well as how to improve the quality of education by increasing the effectiveness of the course.

Keywords: pedagogical technique, methodology, language model, native language, imagination, conversation, speech technique.

The teacher should know the following processes in order to improve his skills while improving the skills and qualifications of the pedagogical technique in his pedagogical activities. One of the important components of the pedagogical technique that a teacher should master is his speech technique (speech tempo, diction, ability to make the tone high, medium, low, etc.).

The speech of the teacher always plays an important role in the perception of educational materials during the lesson. According to scientists, students' perception and acquisition through thinking directly depend on teachers' speech and their correct pronunciation of words. Students listen to the teacher's speech with extreme observation and interest. The lesson of the teacher who speaks in a low tone is boring for the students; speaking extremely loudly during a simple conversation will annoy the students and tiring.

The students are relieved by this kind of teacher education. Therefore, a teacher should be able to speak literately, express his speech in a beautiful, understandable, and impressive way, and have the skills to clearly express his thoughts and feelings in words. The speeches of beautiful, literate, and impressive speaking teachers quickly affect the minds of students, create a great opportunity for learning materials easily, and students impatiently wait for the lessons of such teachers. Teachers should work tirelessly on their speeches, practice words to make them beautiful, meaningful, and impressive, and always practice the power of voice ranges, the mobility of speech timbre, and diction.

The limit of the voice range is determined by the high or low tone of speech. Shortening the range causes the sound to be low-pitched. Speaking in a low tone relaxes and diminishes the teacher's perception. If the teacher uses the sound range in connection with its timbre, the words will be beautiful, soft, attractive, attract the listeners, and the content of the educational materials will be better understood. The teacher's oratory technique is manifested in the clear, correct, clearly audible, and comprehensible presentation of words. A teacher with accurate and perfect voice diction will express words expressively. Expressive speech involves the tongue, lips, small tongue, and lower jaw.

In order for the teacher to speak expressively and pronounce words, he should always practice the above organs. Thus, as speech skills become important in pedagogical techniques, the teacher should always practice speaking tempo, rhythm, diction, voice power, range, and mobility.

Each teacher should have his own thinking, ability to think, professional direction, and professional laboratory. Students acquire this direction and laboratory by thinking independently, learning independently, improving their pedagogical skills, developing the qualities of a skilled teacher, and striving for professional idealism.

Perfect knowledge of the secrets of pedagogical techniques also depends on the teacher's acquisition of organizational and methodical skills. These skills are acquired by listening to a lecture on the necessary knowledge and reading special literature. Organizational-methodical skills are appropriate if the teacher tries and develops skills in his individual professional experience.

The correctness and fluency of the speech are important as the main characteristics of the speech are clear and effective, logical, as well as clean and expressive. The correctness and fluency of the speech depend on its compliance with the norms of the literary language. Attention is paid to two aspects: emphasis and adherence to grammatical norms. Accent: this ensures that your speech is pronounced correctly.

Grammatical norm is a set of various rules that show the meaningfulness and meaning of the speech and express that the changes of the words in the flow of speech are connected to each other in terms of content.

Clarity and expressiveness of speech are factors affecting the listener of a meaningful speech. The teacher imparts knowledge to students based on clear facts and the fluency of words and language and develops their skills and abilities. The clarity of the teacher's speech is a condition for a deep sense of responsibility.

It is clear that the studied subject is in accordance with the reality and facts expressed by the teacher. When defining the limits of accuracy, the teacher must be able to use the word correctly, have a perfect knowledge of Uzbek grammar, and be able to pronounce it correctly.

The logic of the speech. The logic of the speech depends primarily on the teacher's vocabulary, thinking ability, and perception skills. The teacher may know the language very well and have a wide vocabulary. But if he does not have a deep knowledge of the subject he is thinking about, if he cannot analyze his knowledge within the framework of his thinking, the art of public speaking will not work. The correct expression of words in accordance with the subject expressed by the teacher, the matching of phrases, sentences, and texts, and the fact that speech is logically rich, indicate. The ideas presented to the students should be logically connected. The logical connection of the teacher's speech is undermined by the loss of coherence between sentences. In order to have a logical connection between the texts of the studied topic, the texts are separated by the beginning. Therefore, the logic of the teacher's speech is understood as a speech structured on the basis of a single system, the development of thoughts and opinions is consistent, and every word and phrase is used for a specific purpose. Cleanliness and expressiveness of speech: the cleanliness of the teacher's speech is determined, first of all, by its expression in accordance with literary and linguistic norms.

Teachers' beautiful and content-rich speech is evaluated based on the fact that it is structured in accordance with the requirements of the current Uzbek literary language and is free of non-literary language elements.

Also, there are elements that destroy the purity of speech: dialecticism and verbalism. After all, these elements should not be used in the speech of the teacher in the course of the lesson and educational activities, even if they perform a certain artistic and aesthetic task in the literature.

The teacher's constant inappropriate use of departmental terms, formal words, and phrases makes his speech unnatural and unreliable.

As a result, the ideas used by the teacher through the method of persuasion in the education of students are not perfectly explained. The purity of the speech is that it is free from various slang words and is expressed only in numerical language. Language tools are used depending on the

situation. The speech of the teacher, which is formed without dense words and phrases, is natural and sincere, and it quickly reaches the hearts of listeners and students. Language and speech, culture of speech, language norms, pronunciation, accent, pronunciation, and the laws of sentence structure. Also, the figurative means of the language should be suitable for the purpose of the same conditions. In speech, language is a tool for exchanging ideas, a mirror of the teacher's heart, and a tool that fully demonstrates the teacher's teaching style and pedagogical skills. If various language tools are expressed in the speech, such a speech is considered a rich speech. It should be noted that language and speech have been closely related to each other since time immemorial. Whatever language the speech is spoken in, it is carried out on the basis of the laws of the language of that nation. However, they are different from each other.

Language is material for speech. Speech is organized based on this material. An idea that has become a reality using the available means of expression in speech is manifested in two ways: internal and external speech. Internal speech is a person's thinking, reasoning, and thinking without opening his mouth, which is formed in the teacher's mind and is composed of elements of language that have not yet been realized.

It is a speech-external speech that occurs as real sounds with the influence and movement of the teacher's reasoning and thought on the speech organs through the medium of language, and it is seen as a social phenomenon.

In conclusion, the teacher, as an educator, should use the possibilities of forming the above skills, mastering their contents deeply, and mastering pedagogical techniques. Then he leads the teacher into pedagogical skills. Thus, the teacher's perfect mastery of speech skills gives the students the opportunity to express their opinions to the teacher independently and without fear by freely thinking about what they see and hear.

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