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TO THE PROBLEM OF SPEECH CULTURE IN TEACHING*Kerimbekova Meruert Zhenisovna**Teacher**Karaganda Medical University Karaganda, Kazakhstan***ABSTRACT**

This article deals with constantly changing, growing person to whom sample approaches and stereotype actions are inapplicable. The article gives valuable

Information about the process of formation of speech culture. Speech culture of the person, culture of thinking, feelings, behavior. The aim of this article is the transition to new, creative technologies, innovative transformations. The main attention is paid to teacher's personality the requirements of professional and personal qualities. In conclusion the author writes that education is the only thing that is divine and immortal in people. And two things that are the best in the nature of a human are sense and speech.

Key words: transition, potential, culture, value, speech, generation, action, richness, accuracy, statement.

The XXI century is the time of global reforms. In pedagogy, it is the transition to new, optimal psychological-pedagogical systems-creative technologies, innovative transformations.

In modern conditions of development of society the special attention is paid to teacher's personality, thus requirements to professional and personal qualities, to creative individuality, pedagogical skills are increasing.

A problem of pedagogical skills was studied by such leading teachers and psychologists as Yu.P.Azarov, IP.Andriadi, Yu.K.Babansky, L.A.Baykov, LK.Baklanov. L.K.Grebennikova, M.I.Ermolenko, G. M. Kodzhapirova, N. V. Kuzmin, N. V. Kukharev, B.T.Likhachev, A.S.Makarenko, A.K. Markova, V.A.Mizherikov, NA.Morev, E.M.Pavlyuchenkov, A.V.Petrovsky, IP.Podlasy. A.I.Prigozhin, M. V.Prokhorov, A.I.Savenkov, V. V. Serikov, S. V. Sidorov, B. D. Sinyukhin, V.A.Slastenin, V.A.Sukhomlinsky, AI.Shcherbakov, S. D. Yakushev.

In modern conditions of education development the special attention is paid to the highly professional teacher, the expert with creative potential, capable of self-development and self-improvement, of creation and transfer of the values, having pedagogical skills. S.D. Yakushev claims that the teacher-master is the expert of high culture, master of his craft, he perfectly knows the discipline he teaches, teaching and education technique, possesses psychological knowledge, and also knowledge in various branches of science and arts.

The contribution to understanding of role and value of professional skills in teacher's work was brought by such scientists, as: Yu. P.Azarov, V.M.

Bukatov, O.S. Bulatova, P.M. Ershov, Scientific literature gives theoretical bases of pedagogical skills, distinguishes its specific signs: B.T.Likhachev believes that pedagogical skill is a part of pedagogical art and is expressed in teacher's possession of methods and techniques, of the whole range of pedagogical skills which provide practical implementation of pedagogical art in the course of personality formation". V.A.Slastenin understands pedagogical skill as an alloy of personal and business qualities and professional competence of teacher. Pedagogical skill, according to G. M. Kodzhapirova, is a level of perfect possession of teaching process. S. D. Yakushev considers that pedagogical skill is an art of teaching and educating, available to each teacher, demanding continuous improvement. This is a professional ability to direct all types of teaching and educational work on all-round development of learner including his world view and abilities. The essence of pedagogical skill, as S. D. Yakushev declares, consists in qualities of teacher's personality who carrying out this work provides its success. Pedagogical skill, as the scientist claims, is professional ability to optimize all types of teaching-and-educational activity aimed at all-round development and improvement of personality, formation of world view and abilities.

Urgency of formation of teacher's speech culture in professional activity is obvious. Undoubted pedagogical value is included into teacher's speech culture which is a sample of native language, educated speech for younger generation. The teacher, as S. D. Yakushev writes, deals with constantly changing, growing person to whom sample approaches and stereotype actions are inapplicable. And it demands

continuous creative search and skill. Skill is an art of training and educating available to each teacher but demanding continuous improvement. The essence of pedagogical skill is in qualities of teacher's personality who provides success of the activity carrying it out.

A.N. Ksenofontova points to the fact that the term "culture of speech" is diverse. Considering its meanings the scientist treats the culture of speech as a set of knowledge, skills and habits providing easy creation of speech statements to the author of speech for the optimal solution of communication problems. It is accepted to call this meaning subjective as it reflects the condition of culture of lingual identity (the subject of speech), his verbal-and-lingual ability and personal qualities".

T.S. Botchkareva treats speech culture as "a set of such qualities of speech which make the best impact on the addressee taking into account a concrete situation and according to an objective". The main qualities of the speech which improvement is necessary when developing speech culture, she calls the speech accuracy, clarity of thought enunciation, in formativeness, logicity of the speech statement, statement system, expressiveness, richness of lexicon, emotionality, figurativeness, correctness. Speech culture is its correctness, ie. accordance with norms of orthoepy, grammar, lexicon, stylistics, and spelling, traditionally established for literary language. Absence of speech culture occur when, for example: the teacher misspells sounds in words; incorrectly builds phrases; gives the wrong sense to the words; puts incorrect word-stress; uses words, grammatical forms, intonation inappropriately; speaks monotonously, inertly, unemotionally; uses indulgent or rough intonations in conversation with children, speaks silently, quickly and vaguely etc.

To possess speech culture means not only to understand value of all elements of language (words, various types of offers, intonation), but also to remember how it is accepted to use them in literary speech.

The speech culture develops abilities to select and use language means in the course of speech communication, helps to bring up a conscientious attitude to their use in speech practice.

Concerns, accuracy, logic and validity, expressiveness and clarity revealed on the basis of relation of speech to nonverbal structures, united by concept "quality of speech", allow speaking about its communicative perfection.

Paying constant attention to speech culture, V.A.Sukhomlinsky claimed: "There is one part of pedagogical culture which is impossible to speak undisturbed about-it is teacher's speech culture. The teacher's speech culture to a great extent is defined by efficiency of pupils' brainwork at lesson. The high speech culture is an important condition of rational use of time".

S.D. Yakusheva considers that teacher's speech provides realization of objectives of learners' development and education. The tutor bears social responsibility both for the contents, quality of speech, and for its consequences. Therefore teacher's speech is

an important element of his pedagogical skill. Unfortunately, the speech of modern teacher has a lot of stamps. Speech is insufficiently figurative and expressive (in semantic aspect), simple sentences prevail, grammar mistakes, dialecticisms occur. The speech culture of teacher is determined by the level of his culture in general. Permanent work of the teacher upon himself, increase of level of culture in general will promote also to growth of his pedagogical skill.

The teacher is obliged to be rather trained in the correct articulation of sounds of speech and their combinations that will make his diction more accurate, and to be also trained in modulation of all means of expressiveness with the voice: strength of voice, height of tone, tempo of speech, voice tune-for expression of various human feelings: pleasure, grief, fear, triumph, disappointment, approval, anger, endearment etc.

Thus, formation of speech culture of personality is an important component in development of his general culture. At the heart of the concept "speech culture" lies the idea of "speech ideal", sample according to which the correct speech of the teacher has to be built.

Therefore, the process of formation of speech culture has to concern, first of all, the teacher's personality. Thus, speech culture of personality is an indicator of the general culture of the person, culture of thinking, feelings, behavior. Speech culture in many respects determines the quality of educational process, the speech culture is a substantial basis and the most important component of speech activity; the process of developing learners' speech culture is impossible without the sufficient speech culture of the teacher. To improve the speech culture teacher needs to constantly work upon himself raising the level of general culture that will promote growth of his pedagogical skill.

In summary let us remember the words of great Plutarch claiming that education is the only thing that is divine and immortal in people. And two things that are the best in the nature of a human are sense and speech!

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