



TEACHER'S SPEECH AS A TOOL OF COMMUNICATION

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Abstract: Effective communication is the cornerstone of successful teaching and learning. In the classroom, the teacher's speech plays a vital role in conveying knowledge, ideas, and values to students. As a tool of communication, the teacher's speech is a powerful instrument that can either facilitate or hinder the learning process. This article will explore the significance of the teacher's speech as a tool of communication, its impact on student learning, and the essential characteristics of effective teacher speech.

Keywords: effective teaching methods, foreign experiences, qualified teachers, communication

Introduction: We need to know what children wait for from a teacher and what they hope for. Each civilization has always constructed this ideal in accordance with its own estimation of development and moral perfection. Every teacher is, even if they are unconscious, their children's teacher, a part-time teacher or full-time teacher of others, and this regardless of the subject - this is a law of human interaction associated with upbringing and personal development. It is one of the concrete ways man manifests their belonging to a



species whose property it is to live in a social milieu. Thus, the fundamentals of teaching and didactics were formulated, as were some of the technical and methodological principles of education and teaching.

The relation between teacher and student is characterized by a more or less unequal distribution of the skills indispensable for communication. In working with prospective elementary school teachers or with students of other faculties who may become teachers in the future, we often encounter excessive trust or, conversely, unjustified fear of the almost-omnipotent, overwhelmingly intelligent teacher-lecturer. "Will we understand the student?" "What if they ask a question we cannot answer?" are typical questions one hears at seminars or consultations during pedagogical practice. There is good reason to note that older concern of the famous educator and teacher Marva Collins: "When we treat people as if they were stupid, new evidence is that in the end they will become so." In order to clearly and fully realize the amount of responsibility resting on a teacher, the immensity of the necessary burden of knowledge, the value of every minute of a lesson, or indeed of any didactic process, it is expedient to remember the sublime goal that a teacher understands and to which they must be prepared to be faithful.

Background and Rationale

A significant challenge instructors face is communicating in an online environment. Communication is generally thought to take place verbally or in writing, such as e-mail, discussion forums, and chat rooms. However, one university's emphasis is also placed on non-verbal communication such as body language, voice, eye contact, and smile, which assist the student in the learning process. The two components of teacher-to-student communication are the verbal and the non-verbal. When face-to-face communication is used, the instructor can witness non-verbal communication. However, when using the radio, television, or standard videotape, the ability to witness non-verbal communication is absent. Instructors may automatically adjust speech for different audiences and feedback processes



and may depend on speech information to modify subsequent speech. Non-verbal cues are important components of both traditional and distance public communication. The two components of teacher-to-student communication are the verbal and non-verbal. When face-to-face communication is used, the instructor can witness non-verbal communication. However, when using the radio, television, or standard videotape, the ability to witness non-verbal communication is absent.

The teacher's role as an instructor and communicator is significantly changed in the 21st century. An instructor is able to teach from anywhere in the world, whether it is an online university, a community college, or a K-12 institution. The ability to teach a diverse group of students who are located all over the world is creating a new playing field for educators. In the past, one instructor may have traditionally catered to a specific type of student, such as an ESL student or someone older going back to college. In today's classroom, there can be both at the same time. Instruction can take place in various formats such as chat, e-mail, discussion boards, television, audio, and face-to-face communication.

First and foremost, the teacher's speech is a primary means of communication in the classroom. It is through speech that teachers convey complex ideas, explain abstract concepts, and provide feedback to students. The teacher's speech sets the tone for the learning environment, establishes the teacher-student relationship, and influences student motivation and engagement. Research has consistently shown that students who are exposed to high-quality teacher speech tend to perform better academically, exhibit improved behavior, and develop a more positive attitude towards learning (Hattie, 2009). This underscores the importance of the teacher's speech as a tool of communication in promoting effective learning outcomes.

One of the key characteristics of effective teacher speech is clarity. Teachers must be able to articulate complex ideas in a clear and concise manner, avoiding ambiguity and confusion. Clarity is essential in ensuring that students understand the lesson material, can



follow instructions, and complete tasks successfully. Moreover, clear speech helps to build trust and confidence between the teacher and students, creating a positive and supportive learning environment. A study by Stronge (2007) found that teachers who were rated as effective communicators were more likely to use clear and concise language, which in turn, led to improved student achievement.

Another essential characteristic of effective teacher speech is enthusiasm. Enthusiastic teachers are more likely to engage students, promote active learning, and foster a love of learning. When teachers speak with passion and conviction, they convey their own excitement and interest in the subject matter, which can be contagious and inspire students to learn. Research has shown that students who are taught by enthusiastic teachers tend to be more motivated, exhibit higher levels of engagement, and achieve better academic outcomes (Patrick, 2011). Furthermore, enthusiastic speech can help to create a positive classroom atmosphere, reducing stress and anxiety, and promoting a sense of well-being among students.

In addition to clarity and enthusiasm, effective teacher speech must also be culturally sensitive and inclusive. Teachers must be aware of the diverse backgrounds, experiences, and perspectives of their students, and adapt their speech accordingly. Culturally sensitive speech helps to promote a sense of belonging, reduces feelings of marginalization, and fosters a positive and inclusive learning environment. Research has shown that students who feel valued and respected by their teachers are more likely to engage in learning, develop a positive identity, and achieve academic success (Gay, 2000).

Furthermore, effective teacher speech must be responsive to student needs and learning styles. Teachers must be able to adapt their speech to meet the diverse learning needs of their students, including students with disabilities, English language learners, and students from diverse cultural backgrounds. Responsive speech helps to promote student engagement, motivation, and achievement, and ensures that all students have equal



opportunities to learn. A study by Tomlinson (1999) found that teachers who adapted their instruction to meet the needs of their students reported higher levels of student engagement, motivation, and achievement.

Conclusion

In conclusion, the teacher's speech is a powerful tool of communication that plays a crucial role in promoting effective learning outcomes. Effective teacher speech is characterized by clarity, enthusiasm, cultural sensitivity, and responsiveness to student needs and learning styles. Teachers who possess these characteristics are more likely to engage students, promote active learning, and foster a love of learning. As educators, it is essential that we recognize the significance of the teacher's speech as a tool of communication, and strive to develop our skills and strategies to promote effective learning outcomes.

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