



## Physical Education-Professional And Pedagogical Features Of Oratory Skills In Sports Activities

**Azimjon Ruziev**

Acting Associate Professor of Nizami TSPU

**Annotation:** in this work, the author studied the professional-pedagogical features of oratory skills in physical education-sports activities. The communication between the student and the teacher is revealed to be logical, psychological and spiritual. A lot in the lecture is illuminated by examples of the fact that it depends on the effectiveness of pedagogical communication.

**Keywords:** speech, speaker, skill, profession, educator, lecture, listener, speech culture, logical communication, psychological communication, spiritual communication, education, upbringing.

## Jismoniy Tarbiya-Sport Faoliyatida Notiqlik Mahoratining Kasbiy-Pedagogik Xususiyatlari

**Azimjon Ruziyev**

dotsent v.b.TDPU

**Annotasiya:** Ushbu ishda muallif jismoniy tarbiya-sport faoliyatida notiqlik mahoratining kasbiy-pedagogik xususiyatlarini o'rgangan. Talaba bilan o'qituvchi orasidagi aloqa mantiqiy, psixologik va ma'naviy bo'lishi ochib berilgan. Ma'ruzada juda ko'p narsa pedagogik muloqotning samaradorligiga bog'liqligi misollar orqali yoritib berilgan.

**Kalit so'zlar:** nutq, notiq, mahorat, kasb, pedagog, ma'ruza, tinglovchi, nutq madaniyati, mantiqiy aloqa, psixologik aloqa, ma'naviy aloqa, ta'lim, tarbiya.

## Физическое Воспитание - Профессионально-Педагогические Особенности Ораторского Мастерства В Спортивной Деятельности

**Азимжон Рузиев**

и.о.доцент ТГПУ имени Низами



**Аннотация:** в данной работе автор исследовал профессионально-педагогические особенности ораторского мастерства в физкультурно-спортивной деятельности. Раскрыто, что общение между студентом и преподавателем носит логический, психологический и духовный характер. Многие в лекции освещено примерами того, от чего зависит эффективность педагогического общения.

**Ключевые слова:** речь, оратор, мастерство, профессия, педагог, лекция, слушатель, культура речи, логическая коммуникация, психологическая коммуникация, духовная коммуникация, образование, воспитание.

At the Uzbek State University of Physical Education and Sports, students studying for bachelor's and master's degrees are also given theoretical classes along with practical classes. At the university, theoretical classes for students in the subject "Physical Education, Sports Theory and Methodology" are given by qualified professors and teachers in the form of lectures and seminars.

A number of features of the lecture are determined by its purpose, the composition of the audience, the nature of the material, and the personal and oratorical qualities of the speaker. The lecture solves two main tasks at once: it gives listeners new knowledge that expands the scope of cultural, scientific and socio-political thought, and on their basis forms a worldview, social consciousness, and ideological and spiritual principles of behavior.

The lecture is a methodological and organizational basis for all forms of training, including its independent form. The reason we say methodological basis is that it attracts the student to science as a whole, ensuring the conceptualization of the course. The reason for its organizational basis is that all other forms of training are connected with the lecture, often logically follow it, and rely on it both in terms of subject and content. In many cases: if there are no textbooks and study guides (usually on a new subject), if scientific information on a particular topic is not reflected in textbooks, if individual sections and topics of courses are too complex for independent study, the lecture acts as the main source of information. In such cases, only the lecturer can provide methodological assistance to students in mastering a complex topic.

A lot in the lecture depends on the effectiveness of pedagogical communication. The famous psychologist A.A. Leontyev identified the following conditions under which full lecture communication is achieved:

1. Quick and clear targeting during speech.
2. Properly plan the content of the lecture.



3. Find tools that can convey the content of the material to the audience without loss.

4. Ensure clear communication with the audience. The communication between the student and the teacher is logical, psychological and spiritual. Logical communication is the interaction of the thoughts of the teacher and students. Psychological communication is the concentration of students' thoughts, their perception and understanding of the material being presented, as well as their internal thinking and emotional activity in response to the teacher's activities and the information he provides. Spiritual communication ensures the fellowship of the teacher and the student. The absence of such communication, for example, in conditions of conflict, makes the process of cognition difficult or impossible at all.

The most important component of oratory skills is the teacher's mastery of speech culture - the norms of pronunciation, stress and intonation, as well as the ability to use expressive language tools in various situations of communication in accordance with its purpose and content.

Pedagogical communication is the process of communication, interaction and organization and development of mutual relations between the teacher and the students.

The following are the circumstances that the teacher should know in order to master oratory skills:

1. The teacher should not speak loudly, but each student should be able to hear him, so that the listening process does not require serious strain on the students.
2. The teacher should speak clearly.
3. The teacher should speak at a speed of about 120 words per minute.
4. It is very important to be able to use logical and psychological pauses to achieve expressiveness of speech. Without logical pauses, speech will sound illiterate, and without psychological pauses, it will sound colorless.
5. The teacher must be able to speak melodiously, that is, know how to correctly place logical stresses, and distinguish certain words that are important for the content of the thought being expressed.
6. Musicality gives the teacher's voice a unique tone and affects the emotional state of the students: inspires, attracts, soothes. Musicality is created based on vowel sounds. The most common mistakes in the teacher's speech:
  1. Using words with diminutive-affectionate suffixes.



2. Using redundant words in speech: like this, this, that, what I say. 3. Inappropriate use of imitative words in the voice;

Speech errors: turpoq instead of tup, kotta instead of katta, yaryq instead of yorg', kelamiz instead of kelovuz, er kozt emet agyin instead of er kozt ekshat eksat, etc.

There is a close connection between the teacher's speech culture and the speech culture of students. Not forgetting this, the teacher should consider improving his speech as his professional duty, and should have a deep knowledge of the native language of the students he educates.

The teacher's speech culture covers all components of speech activity.

There are certain norms for all components of speech culture, which are first manifested as norms of communication: cognitive (perception and understanding of others), affective (attitude to others), behavioral (choosing ways to behave in a given situation).

The most important of the norms of communication are ethical and communicative norms.

Communicative and ethical norms are certain rules that contribute to the implementation of optimal communication, the creation of a positive emotional climate, and the disclosure of the personality of each partner entering into communication. They ensure the selection of a means of communication and are valid at all stages of speech activity.

Communicative qualities of speech are properties that contribute to the organization of communication and determine its effectiveness, and these are: relevance, richness, purity, accuracy, logic, intelligibility, expressiveness, correctness of speech.

The specificity of pedagogical activity is constant active communication with other people.

The work of a teacher is aimed at forming the personality of a growing person, developing certain moral rules, and intellectual development. A teacher must have not only psychological and special knowledge, but also professional communication skills. A teacher's speech is the main tool of pedagogical influence and at the same time a model for students. Cultured speech is considered a necessary element of the general culture of a person. It is no coincidence that a person's speech is his calling card, and the ability to correctly express his thoughts determines his success not only in everyday communication, but also in professional activities. This idea is especially relevant



for a teacher-speaker. The content of the teacher's speech should strictly correspond to the age of children, their level of development, their perceptions of the environment, and be based on their experience.

The teacher must master methodological skills, know the techniques that influence children's speech, and be able to use them when communicating with students and others.

Requirements for the teacher's speech:

1. Clarity – the mutual correspondence of the meaning and content of the speech and the information underlying it. The teacher should pay special attention to the semantic (meaning) aspect of speech, which forms the ability of students to use words accurately.

2. Logicity - the semantic connection of the components of speech, expressed in the relationships between parts of thought.

3. Appropriateness - the use of units in speech in accordance with the situation and conditions of communication. The appropriateness of the pedagogical speech implies, first of all, a sense of style. Taking into account the specifics of the pedagogical activity, the teacher seeks to form a speech culture in students (communication skills, the ability to use speech etiquette, behavior depending on the communication situation, etc.).

4. Expressiveness - the property of speech to attract attention and "infect" emotional experiences. The expressiveness of the pedagogical speech is a powerful tool for influencing the student.

The teacher's mastery of expressive means (tone, pace of speech, volume, pitch, etc.) not only forms expressiveness in students' speech, but also helps them to more fully understand the content of adult speech, express their attitude to the topic of conversation.

5. The richness of speech is the ability to use all language units in order to optimally express information. The richness of the teacher's speech, along with expanding the speech wealth of students, helps them to use words correctly, increase the expressiveness and effectiveness of speech.

6. By correct speech, it is necessary to understand speech that strictly and clearly corresponds to the accepted norms of the literary language at a given time, and is composed in compliance with its pronunciation, spelling and grammatical norms.

7. Purity is the absence of elements in speech that are alien to the literary language. Eliminating words that are alien to the literary language is one of the



important tasks of speech development. In solving this problem, the teacher should take care of the purity of his speech: avoid the use of parasitic words, dialect elements and jargon, vulgarisms.

The above requirements should also include the correct use of non-verbal means of communication by the teacher, the ability not only to talk to the student, but also to listen to him. Undoubtedly, compliance with the listed requirements and constant work on one's speech is the key to success in the work.

Components of a teacher's professional speech:

The content of a teacher's professional activity imposes a number of specific requirements on his speech, which encourage the teacher to develop significant, necessary and important speech qualities from a professional point of view.

Voice is the most important element of speech technique. For a teacher, it is the main tool of labor, and a number of requirements are imposed on the voice.

The next component of speech is pronunciation.

Pronunciation is the clear and fluent pronunciation of speech sounds.

An important component of speech is orthoepy - the correct literary pronunciation of all words in the native language. The difficulty in mastering correct literary pronunciation is that pronunciation does not always coincide with the rules of correct spelling. Therefore, it is necessary to study generally accepted norms of literary pronunciation. If there is any doubt about the correct pronunciation and stress of words, use reference dictionaries.

Expressiveness is another element of the professionalism of pedagogical speech. Expressive speech is full of emotional and intellectual content, which is determined by the specificity of oral speech, in which intonation, gestures, and facial expressions play a special role.

Competent construction of sentences - competent pronunciation of words in everyday life: correct stress in words, exclusion of words characteristic of local dialects. Simplicity and clarity of the statement: brevity.

Correct use of special terms. - elimination of unpleasant expressions;

- elimination of superfluous words.

#### **REFERENCES:**

1. O'zbekiston Respublikasi "Bolalar sportini rivojlantirish" (2002 yil 24 oktyabr) Ma'rifat gazetasi 2002 yil 31 oktyabr 2 b.



# **PEDAGOGICAL CLUSTER**

## **JOURNAL OF PEDAGOGICAL DEVELOPMENTS**



*Website: <https://euroasianjournals.org/index.php/pc/index>*

2. Andris E.R., Qudratov R.Q. engil atletika. O'quv qo'llanma. Toshkent 1998y.
3. "Yosh sportchilarni jismoniy qobiliyatlarini rivojlantirish" O.V.Gancharova. Toshkent 2005 y, 91-100b..
4. K.T.Shakirjonova "Yengil atletikachilarning jismoniy sifatleri va tezkorligini rivojlantirish tamoyillari va usuliyati" (ma'ruza) Toshkent 2008y.
5. M.U.To'ychiboyev "Sportda biokimyoviy nazorat" (uslubiy qo'llanma) T; 2011y.
6. K.T.Shakirjonova "Yengil atletikada boshqaruv va pedagogik nazorat" (ma'ruza) T: 2009y.