



RHETORIC IN THE PROFESSIONAL WORK OF A TEACHER

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Abstract: *The rhetoric in the professional work of a teacher is presented in the article. Specific features of the pedagogical speech are described.*

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Rhetoric is the art of persuasion, which along with grammar and logic (or dialectic – see Martianus Capella), is one of the three ancient arts of discourse. Rhetoric aims to study the capacities of writers or speakers needed to inform, persuade, or motivate particular audiences in specific situations [1]. Aristotle defines rhetoric as “the faculty of observing in any given case the available means of persuasion” and since mastery of the art was necessary for victory in a case at law; or for passage of proposals in the assembly; or for fame as a speaker in civic ceremonies; he calls it “a combination of the science of logic and of the ethical branch of politics” [2].

Rhetoric typically provides heuristics for understanding, discovering, and developing arguments for particular situations, such as Aristotle’s three persuasive audience appeals: logos, pathos, and ethos. The five canons of rhetoric or phases of developing a persuasive speech were first codified in classical Rome: invention, arrangement, style, memory, and delivery.

From Ancient Greece to the late 19th century, rhetoric played a central role in Western education in training orators, lawyers, counsellors, historians, statesmen, and poets.

The possession of effective speech communication skills is the key to successful professional self-realization of representatives of certain professions. Mikhalskaya A.K. notes that workers in the areas of increased speech responsibility often undergo special speech training through trainings that were developed exclusively for those professional areas to which these workers belong. According to her point of view, every specialist working in the field of increased speech responsibility should understand that “a word is a professional tool that you also need to learn to master, like a surgeon with a scalpel and an artist with a brush” [3]. In other words, the degree of effectiveness of professional activity of representatives of professions with increased speech responsibility is directly dependent on the quality of their speech behavior.

The teacher’s speech should be an example of a “rhetorical ideal” for students and students, not only from the point of observance of linguistic norms, but also in terms of following the rules of speech etiquette. Each teacher must carefully ensure that a friendly



and trustful contact is established between him and the student, and an atmosphere of warmth and respect is created that will give the student that very feeling of “social security” that, according to psychologists, is necessary for comfortable life in modern society.

It should be noted that pedagogical speech has its own specific features, as is a phenomenon that independently exists in the professional activity of a teacher, and at the same time, is a condition for the formation and development of pedagogical mastery. She possesses some kind of distinctive properties and qualities that determine her pedagogical essence and content. They include:

- a) publicity, focus on the audience;
- b) audiovisual;
- c) improvisation.

Currently, the following characteristics of the rhetorical discourse are distinguished:

1. An audience is an equal participant in rhetorical activity. The correlation of the rhetorical tasks of the speaker with the interests and needs of the audience is a prerequisite for ensuring effective interaction with his listeners.

2. Communicative contact is a key aspect of rhetorical activity. Means of contact are aimed at optimizing the rhetorical impact.

3. The harmony of rhetorical discourse is based on the principles of cooperation and the mutual disposition of the speaker and audience.

4. Dialogue is one of the important distinguishing features of public speaking. The speaker provides feedback to the audience and, if necessary, transforms his rhetorical activities depending on the reaction of the audience [4].

The publicity and orientation of pedagogical speech to the audience are its most important specific feature and determine the fulfillment of the following necessary provisions:

1) the teacher’s comprehensive knowledge of the personal characteristics and qualities of students, as well as the characteristics of the collective in this class;

2) the ability to predict in advance the degree of influence of your words on all students in general and on each student in particular;

3) the personal attitude of the teacher to what he is talking about, i.e. personal coloring of statements;

4) the skills of organizing and building dialogue (to achieve dialogicity, the teacher can use such utterances as “let’s imagine” or “as you remember”, etc., as well as all kinds of emotionally expressive words and rhetorical questions.

Another specific feature of pedagogical speech is its audio-visual. This means that what the teacher is talking about at the moment should be perceived by students not only by ear, but also through visual channels of perception. Through hearing, students perceive the word, its main meaning and intonation (linguistic and paralinguistic sign system of pedagogical speech). Visually, in the process of pedagogical speech activity, students perceive the teacher’s facial expressions, as well as the expressiveness of the emotional component of his behavior, accompanying the statement (kinetic form of the teacher’s speech system).



This feature sets the teacher with the requirement to develop the ability to control his appearance in the process of speech activity and communication with students, as well as adequately perceive the reaction of students (the ability of social perception).

The teacher's speech improvisation is a rather ambiguous concept, therefore there are several points of view on determining its meaning:

1) this is not literal reproduction of the educational material, but, on the contrary, its free presentation on the basis of detailed preliminary preparation, which provides for the selection of the content component, deliberation of the volume and logical sequence of the statement, determination of the nature of the general tone of statements, certain intonational moments, tempo and rhythm of speech ;

2) this is an unplanned speech that occurs instantly, i.e. born directly in the process of the teacher; this is an immediate reaction of the teacher at the time of communication with students to their specific words and actions.

According to the revealed essence, functions, forms and features of pedagogical speech as the most important tool and means of professional activity of a teacher, the following requirements are defined for it:

- a) literacy of speech and its lexical richness;
- b) substantive content (the teacher's speech should be sufficiently informative, rich in factual scientific material related to life and enriching the personal experience of students);
- c) the relevance of speech (the teacher's knowledge of the audience, understanding of its features and circumstances in which speech activity is carried out, involves the selection of the content of speech, language tools, certain communicative actions);
- d) logic and accessibility (accessibility of speech here is understood not only in terms of accuracy and transparency of the teacher's statements, but also refers to the ability to adapt them to the age and individual characteristics of students);
- e) prosodic expressiveness, emotionality and figurativeness of speech, which is characterized by the ability to create visual and sensual images, pictures of objects and phenomena of the surrounding reality (the teacher must learn to speak in such a way that students "see" what is being discussed, for this it is necessary to master figurative linguistic means, it is appropriate and free to use epithets, comparisons, metaphors, personifications, etc.);
- f) literature and following speech etiquette (exclusion of parasitic words and vulgarisms) - the necessary requirements for the speech of the teacher; they also include the use of sustainable communication formulas;
- g) technical refinement (optimal pace and rhythm of speech, delivery of breath and voice, clear diction) [5].

It is quite obvious that one can speak about the high degree of effectiveness of public speech of representatives of professions with increased speech responsibility only when the speaker, using the entire arsenal of linguistic and paralinguistic tools available to him, fully realizes his professional goals. Thus, the goal of each professional public speaking is, as a rule, directly related to the general, global goal of the speaker's professional activity, which, in turn, determines the content and structure of speech, and also has a direct impact on the way of oral presentation.



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