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## The Relevance of the Concept of "Teacher's Speech Etiquette" in Connection with the Transition to New Educational Standards

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### ANNOTATION

According to the content of his professional activity, a teacher must possess a set of such universal qualities as pedagogical competence, socio-economic competence, a high level of professional and general culture, as well as communicative competence. The latter includes a developed literary oral and written speech; knowledge of foreign languages, modern information technologies, effective methods and techniques of interpersonal communication, and also involves the teacher's compliance with the rules of speech culture and speech etiquette.

**KEYWORDS:** teacher, etiquette, foreign language, oral and written speech, interpersonal communication, modern information technologies, teacher's contribution.

The teacher's speech culture is a discipline, not only professionally, but also ethically oriented: it is immoral for a teacher to make mistakes in his speech, he is a speech personality and a communicative leader, and what he says is not only remembered but also repeatedly reproduced.

The culture of the teacher's speech not only serves as one of the most important indicators of the spiritual wealth of the teacher, his culture of thinking, but at the same time is a powerful means of personality formation.

However, we must not forget about another very important communicative competence of a professional teacher - the ability to master the rules of speech etiquette. In the situation of pedagogical communication, etiquette plays a very important role, because the teacher's speech is not only "the main tool of professional activity, but also a sample, consciously or unconsciously assimilated, always reproduced by students to one degree or another, and therefore inevitably "replicated" and distributed" [9, p. 3].

The peculiarity of the concept of teacher's speech etiquette is due to the specifics of pedagogical speech communication — the task of using words as a means of transmitting knowledge and educating a person [9, p. 285]. According to A.K. Mikhalskaya, the teacher's speech etiquette should become "the highest model expressing the system of "due and desired values" [9, p. 283].

The concept of speech etiquette should be distinguished from the concept of language culture since it is "the ability to express your thoughts competently, clearly and beautifully, without resorting to vulgar expressions"



[2, p. 21]. The culture of speech is subject to such requirements as compliance with literary-linguistic, speech-stylistic, and situational norms, as well as the quality of the content of the utterance.

Typical violations of speech etiquette in the speech of teachers are the use of units with reduced stylistic coloring; abuse of words with negative emotional and evaluative connotations; excessive categorical statements; labeling; errors in the application of appeals.

The teacher needs to make sure to establish a contact of friendly and trusting communication, and create an atmosphere of warmth and respect, which will help give students that sense of "social security" [12, p. 130].., which, according to psychologists, is necessary for normal life in society. Even adults complain: "If for some reason we do not hope for the help of other people, their support, goodwill, we experience difficult and painful experiences" [12, p. 132].

Mutual respect, and establishing a contact of trusting communication is something without which full-fledged communication in general and pedagogical communication, in particular, is impossible. This is especially relevant in connection with the transition to the second-generation Federal State Educational Standard, when the main result of education is the upbringing of an independent, initiative, possessing the skills of cooperation and speech activity of a person. A teacher who does not follow the rules of speech etiquette will not be able to cope with this task. Self—esteem, self-esteem, the ability to listen and hear the interlocutor, and the ability to take responsibility for your words and actions - this is something that can be taught only by your example.

In the situation of the transition of the education system to new educational standards, compliance with the rules of speech etiquette by teachers is most relevant. After all, now the teacher should not just give the child ready-made knowledge, but teach him to get it himself. And the task of the teacher is to create the necessary psychological conditions for the self—realization of students. And this is above all polite and respectful treatment of students. Politeness in communication is manifested in the recognition of the dignity of the interlocutor, and his value as a person, to avoid situations that may seem awkward and offensive to them.

But from all that has been said, it would be wrong to conclude that speech etiquette involves only praise and encouragement of students, so as not to offend them with a negative assessment. But, by taking into account the rules of speech etiquette, the teacher will help students to perceive the negative assessment of their work and behavior less painfully; will allow them to draw important conclusions from the mentor's remarks.

Harsh criticism is useless and dangerous, because it forces a person to defend himself, hurts his sense of self-importance, and causes a person to be offended [7, p. 35]. Consequently, the contact of friendly communication is disrupted and it is difficult in this situation to talk about a high level of learning efficiency. Orientation to the educational dialogue is of great importance.

If it becomes a system of interaction between the teacher and the trainees, then the latter form an active attitude to mastering information, the fear of incorrect utterance decreases (since an error does not entail a negative assessment), and a trusting relationship with the teacher is consolidated, which constantly encourages non-standard thinking.

It is necessary to prepare not only teachers but also students for such training. If a student is accustomed to the role of a passive "recipient of knowledge", then it is difficult to expect an instant restructuring from him. He needs to see an interested interlocutor and employee in the teacher, which is directly related to how the latter knows the rules of speech etiquette.



However, the application of theoretical information about speech etiquette and the rules of the culture of pedagogical communication in practice causes certain difficulties. Various minor misunderstandings and quarrels, daily conflicts, and crises require a correct and effective response from the teacher. Sometimes teachers break into a raised tone or even a shout, and use units with reduced stylistic coloring, as means of intensifying statements, thereby violating the rules of speech etiquette. And as a result, the well-being and health of the teachers themselves deteriorate first of all. According to the results of the conducted research, 50% of teachers experience negative emotions, dissatisfaction, uncertainty, and suffer from neuroses, and somatic diseases [10, p. 48].

Compliance with the rules of speech etiquette on the part of the teacher is very important not only in the classroom. "Speech day" [8, p. 35] of a teacher includes communication of a professional nature with employees of the administration of an educational institution, work colleagues, and parents of students.

Teachers, being representatives of the "speech" profession, it is very important to know and follow the rules of speech etiquette and speech culture. This is all the more relevant in modern conditions in connection with the transition to a new wage system. It is safe to say that teachers with a high level of communicative and speech competence will have more chances to be professionally successful.

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