

LINGUISTIC AND COMMUNICATIVE FEATURES OF UNIVERSITY AND SCHOOL TEACHERS' SPEECH

Dilrabo Yusufova

Alisher Navoi Tashkent State University of
Uzbek Language and Literature
Doctoral student

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Abstract. This article analyzes the speech activity of university and school teachers based on linguistic, communicative, and pragmatic criteria. Speech style, communication etiquette, lexical and syntactic features, and audience-oriented strategies were compared and studied. Additionally, the theoretical views of scholars such as Humboldt, Bakhtin, Vygotsky, and Lyubimova were used as a foundation.

Keywords: pedagogical speech, linguopragmatics, stylistics, communication etiquette, didactic speech, communicative strategy.

Speech culture is one of the main elements of the teaching process. A teacher's speech is not only a means of conveying knowledge but also one of the primary factors in shaping their pedagogical image. While there are common aspects in the activities of school and university teachers, there are also significant differences in their speech. This article aims to analyze these differences based on linguistic and communicative criteria.

Regarding the role of speech in society, W. Humboldt defined "language as an expression of thought" [3,18], while L.S.Vygotsky views pedagogical speech as a "means of directing psychological development" [2,64]. The speech of university and school teachers differs precisely in these aspects: one is based on emotional-psychological stimulation, while the other aims for scientific-analytical communication.

According to Lyubimova, pedagogical speech has a "communicative dominant" and determines the teacher's status [4,56]. M. Bakhtin, considering the speech process in a sociocultural context, distinguishes the "speech function" of each genre and style. These approaches provide an important theoretical basis for studying the speech differences between school and university teachers.

The speech of school and university teachers serves the same pedagogical goal - knowledge transfer and educational influence, but their **stylistic means, speech etiquette, intonational tone, communicative strategies and forms of communication** are fundamentally different. Without studying this difference, it is difficult to improve pedagogical communication.



Analytical part:

1. Stylistic features:

• School teacher:

Distinguished by simplicity, imagery, and emotional tone.
For example: "Sit up straight, my child, now we'll listen!"

• University teacher:

Scientific, analytical, complex syntactic structures.
For example: "Theoretically, this issue can be analyzed based on a structural approach."

2. Communication strategies:

• At school - commands, encouragement, prohibitions (regulatory speech):

"Answer!," "Correct the errors and rewrite."

• At the university - free communication, discussion, argumentation:

"I agree with your opinion, but let's consider another approach as well."

3. Adaptation to the audience:

• School: psychological approach is important, taking into account the child's age and emotional state.

• University: students are adults, taught to express themselves freely, and scientific independence is valued.

The teacher's speech should be developed according to their qualifications and type of activity. For school teachers - simplification of language, improvement of communication etiquette skills; for university educators - scientific approach, analytical skills, and implementation of modern communication strategies are important factors.

Although the speech of university and school teachers differs, both are an integral part of pedagogical communication. The communicative quality and culture of pedagogical speech directly influence the formation of a professional image. Therefore, research in this field is relevant from the perspective of linguodidactics and professional linguistics.

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