

# **PROFESSIONAL SPEECH ETIQUETTE OF ENGINEER TEACHER AS A PART OF PEDAGOGICAL IMAGE**

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The modern system engineering and teacher education aims at training and competitive mobile professionals who have deep knowledge of the specialty, fluent state and a foreign language are able to communicate in various situations related to professional activities, have a high level of general and professional culture.

I think today is no objection statement that the success of training depends largely on how teachers perceive students and how it presents itself, how perfect is his image. Considering the image as purposefully generated vision of someone [8], we, as the researchers point out, the term "image" should be understood not only visual image, but also a way of thinking, actions, behaviors, ability to communicate, art talking and listening [6].

In this article, we propose to characterize professional speech etiquette engineer teacher as part of pedagogical image.

Today, the scientific literature is relevant issues concerning the determination of definition and components of "image", "pedagogical image", "image of the teacher."

Yakusheva S.D. argues that "conditionally image consists of three parts: the actual mental image; projected, i.e. one that corresponds to how you are perceived by others; the resulting image that expressing ideas about how you actually see others not disagree with multiple projectors." To file image and create a favorable first impression of this one is especially important to pay attention to the following factors: purity, clarity and intelligibility of speech, honesty, humor, enthusiasm; ability to dress according to the occasion, body language, voice, the technique of active listening [10].

Kovalchuk L. by considering the concept of "image of the teacher" argues that this multicomponent phenomenon, which includes professional culture, emotion,

creativity, artistry, appearance teacher, using his verbal and non-verbal communication - gestures, facial expressions, pantomimic, intonation etc. [3, p.67].

Popova L. draws attention to the fact that an important part of the teacher's image is eloquence [6].

In addition, we should note that in today's society is important for create the image of the teacher his ability to take into account the ethnic, cultural and religious characteristics of the audience, his ability to correctly and tolerant behave and speak.

Professional experience engineer teacher, as the Zeyer E.F., "is a complex process that involves a combination of two components: the actual teaching (the training and education) and production process (development of industrial design and the software production process in the workshops, service of logistics labs and classrooms, development of new processes and technology, etc.). "[1, p. 32].

Given the nature of the professional activity, the scope and meaning of the term "engineer teacher" Malenko A.T. advises viewed as a complex mix of social, general, engineering, psychological, pedagogical and methodological components, high-quality mastering of which will allow to an individual more fully fulfill its function [4, p. 41].

In this case, the communicative function should be considered as one of the most important for the teacher, «because communication - this is the means and content of pedagogical work» [2, p. 52].

The realization of the main tasks of the engineer teacher's professional activity, given its characteristics, and creation the teacher image are possible by using professional speech etiquette, which represents a system of means of communication, speech formulas, stable expression used in professional communication situations. Mastering professional speech etiquette involves the use of general and professional language skills. Herewith under the general speech abilities we understand language means ownership, compliance with norms of speech, the ability to construct texts for various purposes (both written and oral) with regard to their characteristics, avoiding language dies; logical, clear wording of statements, using ways to improve their own speech; possession of speech etiquette.

Professional speaking skills, in addition to the use of general language skills, provide mastering professional vocabulary, terminology, various forms of written and oral professional speech; ability to create texts that use in professional communication situations; using industry terminology, phraseology special resistant expressions that match socially relevant professional communication situations; ability to analyze the effectiveness of the communication, improve their professional broadcasting chosen the most appropriate in professional communication and speech patterns.

Important role in the efficient formation of professional speech etiquette skills play a presence of positive motivation; interests of the individual to speech culture; systematization of knowledge acquired; use a variety of exercises that simulate the situation of communication at different levels (student group, supervisor - subordinate, the elder - younger, communication at work and so on); compliance nature of the material offered for processing, specialty, which get students; create situations close to real by selecting the linguistic material used in the speech experts of the profile, the system of communication exercises, assignments, role-playing games.

Formation of professional speech etiquette will be effective under the following conditions: the exact formulation of the theme classes; unambiguous definition of the object, subject, purpose, objectives; logical combination at work in the classroom oral and written forms of monitoring of student learning; control when checking student work for compliance logic, consistency, reasonableness response; analysis of students' responses in terms of consistency, coherence, reasonableness presentation, engaging students in self-assessment; clearly identifying stages of communication, conformity control units used stage etiquette for professional communication and communication situation; allocation of logical stages disclosure of the contents of concepts of presentation; diversity etiquette units used in similar situations, professional communication; analysis of the relevance, accuracy, clarity of their statements and statements of students in view of the purpose and situation of communication; use a variety of strategies and verbal communication structures of

their own voices; compliance communications strategy chosen and used items etiquette tone of communication, the position of the interlocutors in the communication process; engaging students in the conscious use of etiquette units during the dialogue with the teacher and other students. In addition, the courses that are taught to future engineers-teachers, you need to specifically pay attention to the range of issues associated with the formation of a professional speech etiquette; teaching humanities courses should include the creation of conditions for the formation of professional speech etiquette; of professional speech etiquette while studying humanities subjects should be specific to the subject that is taught, and the direction of training future specialists.

As a result, we have say that the use of professional speech etiquette in the process of communication facilitates the transfer, analysis and perception of information that is an important part of pedagogical activities.

Necessity of professional speech etiquette future engineers-teachers is conditioned by increasing of importance of the socially adapted individual students' development, by the presence of the need to formulate skills for professional communication in future professionals.

Using professional speech etiquette allows systematically construct various stages of communication processes, make speech diverse and expressive; implement pedagogical communication using knowledge about patterns of communication and ways of managing individuals and groups; should be used the professional vocabulary in own activity; prepare documents for various purposes; shape the content of vocational education; design technology education; design of educational and informative materials; control, introspection and self-regulation in learning.

In order to prepare professional speech etiquette, we propose to use modeling situations of professional communication; formulation of questions that require detailed answers; role-playing games; analysis of their own work and the work of classmates during exercise; tests; exercises that provide text editing; tasks involving analysis of prepared texts; exercises that involve the creation of texts; preparation of reports; compilation of basic summaries of topics; plans in articles, paragraphs;

structural logic schemes of educational content of sections textbooks; professional dictionaries.

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