# The model for developing public speaking competencies in students and the effectiveness of interactive teaching methods used in its development

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**Abstract:** Speech is a type of human activity that engages thought through linguistic tools. Speech performs the tasks of communication, expressing one's thoughts and emotions, and influencing others. Through this article, we aim to shape public speaking competencies in students, with a focus on the development of a model for students to become proficient professionals in their respective fields. During our research, we focused on forming public speaking competencies in students.

**Keywords:** Speech, competency, model, interactive methods, psychological processes, personal knowledge, foundation of public speaking.

**Introduction:** A person who has mastered the culture of speech is an orator. An orator is not just anyone who has perfectly mastered the laws and rules of speech and language culture. Only those with innate talent, who consistently apply these laws and rules in their daily activities, can become skilled orators. However, we must never forget that every leader, regardless of the organization they work for, should possess public speaking skills. A teacher is both a leader and a guide for their students. This is our fundamental rule.

In the preparation of future specialists, the issues of speech and communicative competency, as well as a competent approach to education, are highlighted in the scientific works of B.S. Abdullaeva, S.A. Abdullaeva, V.I. Andrianova, R.G. Isyanov, N.A. Muslimov, and V.H. Hasanov. The issues related to the development of teachers' communicative competence are explored in the research of U.V. Ziyatdinov, Nishonaliev, and A.I. Vorobev. From the Commonwealth of Independent States (CIS), N. Vux, J. Muradov, D.A. Netunaev, S.S. Magdieva, S.I. Gorshkov, S.S. Vladimirova, O.V. Akulov, I.L. Bim, N.I. Gimpel, S.A. Yezov, I.A. Zimnyaya, I.N. Zotov, D.I. Izarenkov, V.F. Remizov, V.V. Safonov, G.K. Selevko, N.V. Solomin, V.I. Teslenko, A.V. Khutorsky, A.N. Shukin, L.E. Ageev, Ye.E. Sartakov, O. Kurtev, C.V. Svetnitskaya, and Ye.A. Bistrov have studied the issues of forming and developing communication skills in the process of teachers' professional training.

The foreign experience of studying the development of communicative competence in the educational process is discussed in the works of N. Chomsky, D. Hymes, M. Canale, M. Swain, C.R. Berger, S. Savignon, C. Leung, J.C. Richards, and R.M. Gabriele. These analyses show that, based on modern approaches, the development of communicative competence in students requires the mastering of theoretical foundations based on high levels of knowledge and speech culture, as well as practical preparation for active behavior in specific professional situations, building interpersonal relationships harmoniously, and managing them successfully.

Since we perceive the entire existence today through our feelings and emotions, we express everything through words. It is through words that we understand the word of the Creator, recognize the Almighty, and offer our worship and prayers. We understand the sayings of the Prophet Muhammad (peace be upon him) through words. The role of words (speech) in the historical development of our society, in our cultural and daily activities, and in our pursuit of creativity and knowledge cannot be overstated. These perspectives alone show the significance of speech in our lives.

In the articles and books written and being written, we

come across terms and concepts like speaker, oratory, speech etiquette, the art of speaking; preacher, preaching, the art of preaching. In spoken language, among people, we find expressions such as word master, eloquent speaker, wordsmith, a person who is good with words, one who smooths the speech, a master of speech, someone who speaks beautifully; such expressions are common among orators, linguists, literary scholars, and poets. It's true that not everyone is born with perfect speech. However, not everyone becomes an eloquent speaker. Eloquence, or oratory, is a skill and talent.

Today, many leaders in various institutions have noticeable flaws in their speech, including the hesitation in teachers' speech and even mistakes in journalists' speech on television. As we enjoy the benefits of independence, we must not remain ignorant of the art of speaking. The development of society and culture today depends on how education and upbringing are carried out. This is a social law of state significance. The great future of the state is undoubtedly linked to the deep knowledge and skills of young people. Therefore, we must set the goal of shaping skilled educators, never forgetting that this is essential for the future of our country. This raises the question: what makes a skilled educator? First and foremost, we must find the answer to this question.

A teacher should adopt a critical attitude towards their own speech and, if they notice any shortcomings, should strive to address them immediately. However, identifying the flaws in one's own speech is not always easy because, during communication, the speaker's attention is primarily focused on the content (what is being said) rather than the form (how it is said). Furthermore, if a teacher is careless about their speech, certain flaws may become ingrained in the language, and the speaker may fail to notice them later on. For example, issues like hasty speech, lack of clarity, monotony, excessive loudness, unclear pronunciation of certain sounds and words, and other such flaws may go unnoticed.

A characteristic feature of pedagogical technologies is that education and upbringing are closely tied to the student's abilities and activities, meaning that the interaction between the two participants—teacher and student, or subject and object—should be focused on mutual communication. The following diagram illustrates the pedagogical process between a teacher and students.
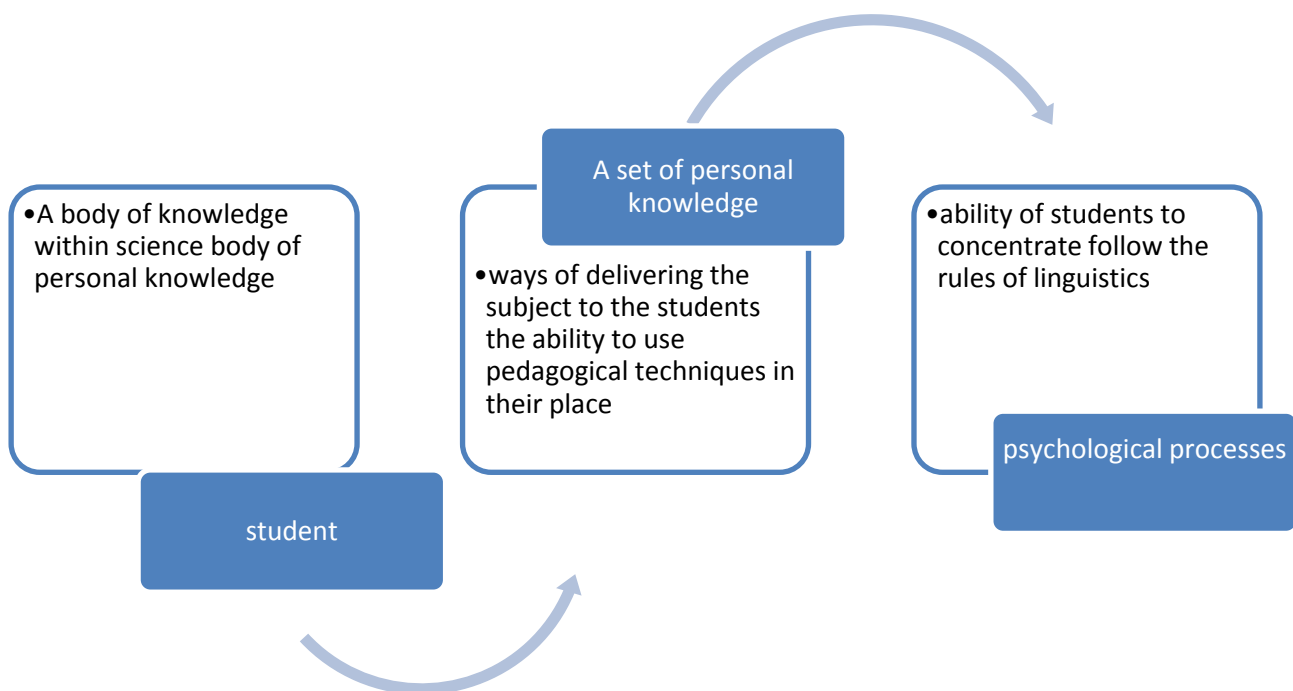


Many pedagogical technologies developed in the USA are based on the theory of K. Rogers. Person-centered pedagogical technologies are based on the individual uniqueness of a person, the importance of not violating their personal dignity, and the intellectual, intellectual, and developmental preparedness of the student in education.

In our research, we developed a model for shaping public speaking competencies in students by using methods that foster their oratory skills. At this point, we need to understand the meaning and nature of the word "module."
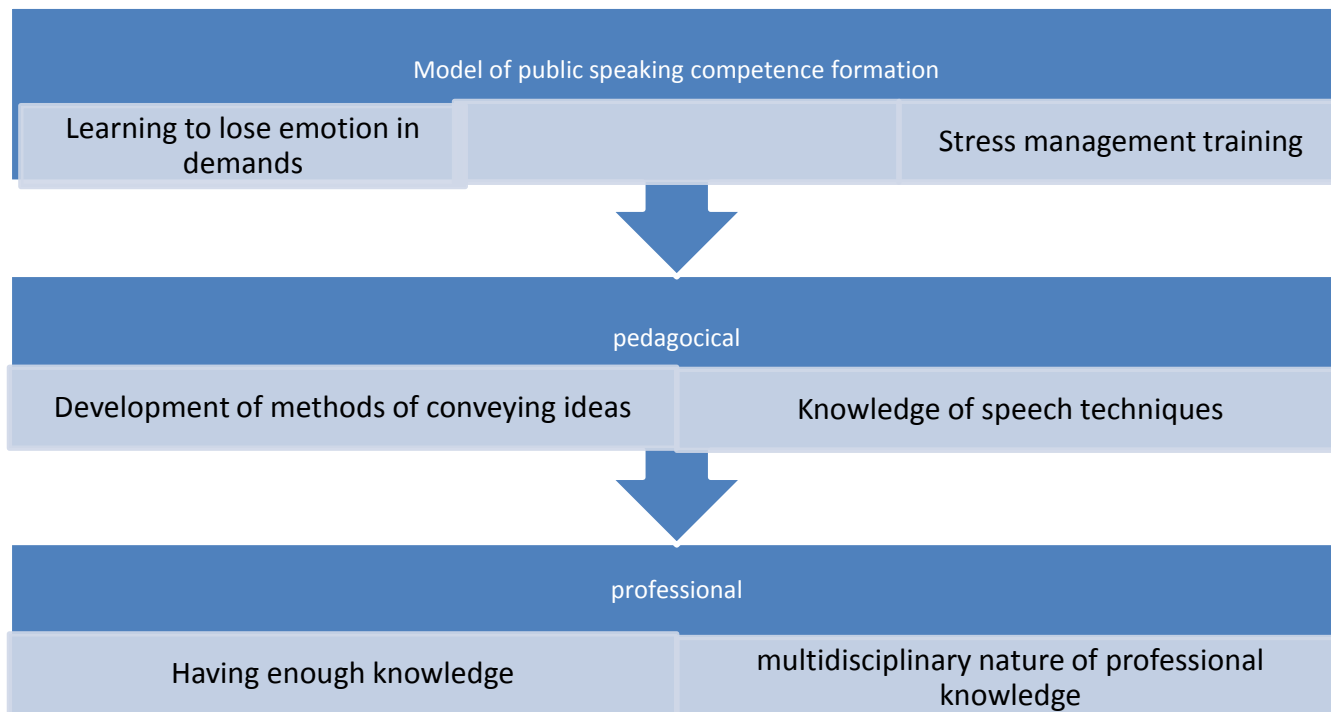
A module refers to a didactic unit of study material that logically reflects the important aspects of a particular

subject, focusing on a specific educational goal and portraying it in a complete and perfect manner.

This module will help develop speaking skills in students. In our research, we can freely apply the model we developed in our lessons and use interactive teaching methods. Based on the ideas and thoughts discussed above, we can also apply the model for shaping speaking competencies in a lesson activity, as illustrated below.

In the following table, we present the model for shaping public speaking skills.

| Model of public speaking competence formation | |
|---|---|
| Learning to lose emotion in demands | Stress management training |

| pedagocical | |
|---|---|
| Development of methods of conveying ideas | Knowledge of speech techniques |

| professional | |
|---|---|
| Having enough knowledge | multidisciplinary nature of professional knowledge |

In shaping the art of public speaking in students, we used various pedagogical technologies, including different programmed teaching technologies, inserts, clusters, and cooperative learning technologies. As a result of applying these in practice, we conducted our research.

In the process of developing public speaking competencies in students, the use of expressions, sentence structure rules, words, intonation (tone), facial expressions, hand gestures, and proper use of pauses as communication tools increases the effectiveness of speech. When a speaker delivers a lecture, it is essential to pay attention to the components of speech.

Speech, in turn, is divided into the following parts:
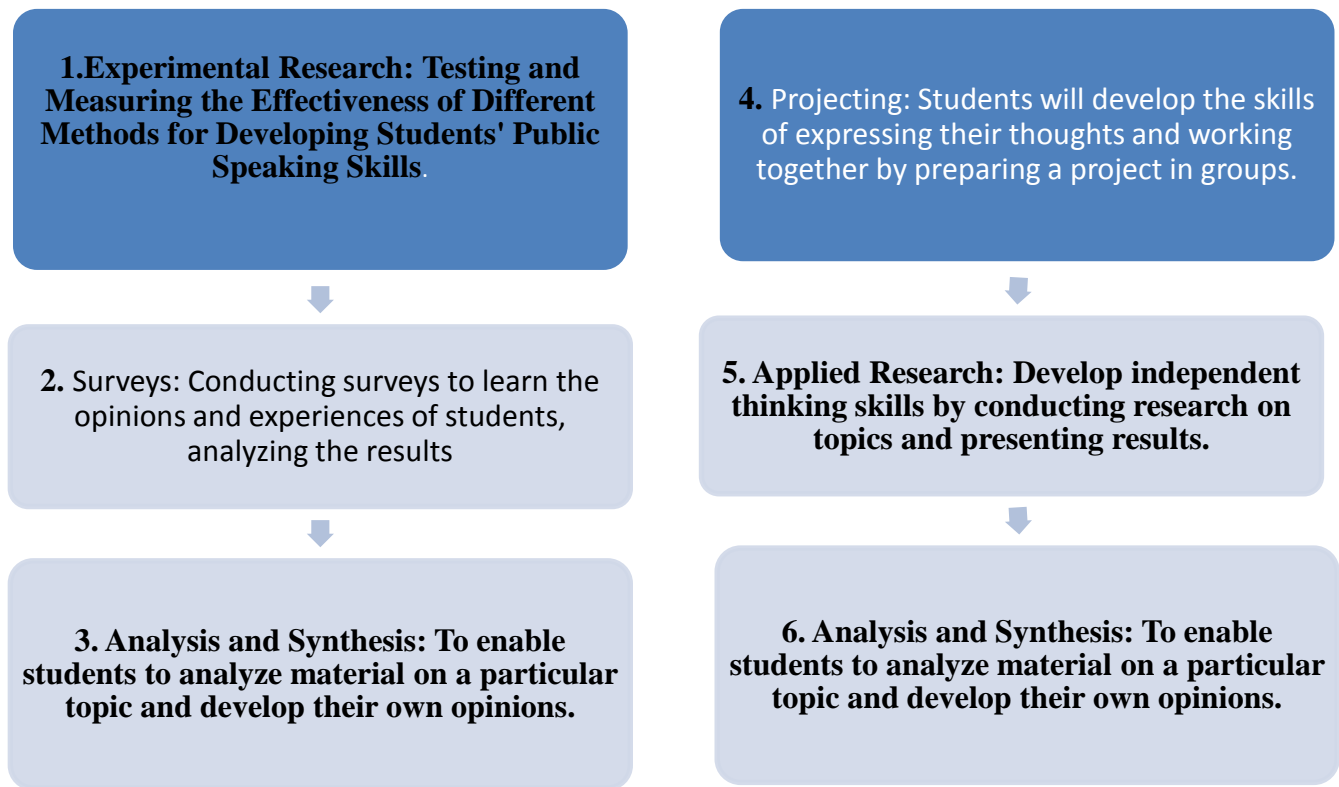
The introduction.

The main body.

The conclusion [4]. In the introduction part of the speech – interest is generated regarding the topic of the lecture or discussion. In the classroom, students are prepared for communication while developing their speaking competencies, making them ready to listen to the speech. In the main body – arguments are presented logically, based on the raised ideas. The correctness of these arguments forms the basis for students to draw relevant conclusions. In the

conclusion part, the ideas expressed are summarized, and the significance of the statements is emphasized.

Moreover, in shaping students' speaking competencies, the role of scientific methods and interactive methods is invaluable. Because it is crucial to first develop their mechanisms.

We will now observe the impact of these scientific and interactive methods, which play a leading role in shaping public speaking competencies. The scientific methods in developing speaking competencies include:

**1. Experimental Research: Testing and Measuring the Effectiveness of Different Methods for Developing Students' Public Speaking Skills**.

**4.** Projecting: Students will develop the skills of expressing their thoughts and working together by preparing a project in groups.

**2.** Surveys: Conducting surveys to learn the opinions and experiences of students, analyzing the results

**5. Applied Research: Develop independent thinking skills by conducting research on topics and presenting results.**

**3. Analysis and Synthesis: To enable students to analyze material on a particular topic and develop their own opinions.**

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At this point, let us focus on the tasks of a teacher in professional communication. The task of professional-pedagogical communication is to master the technology, where the teacher can apply warm relations, resulting in the manifestation of the teacher's personality. The methods of taking the initiative in class are as follows:

Act promptly in establishing communication with the class.

Quickly transition from organizational tasks to key stages of the lesson process.

Form the social-psychological unity of the class, creating a sense of "we."

Apply communication methods with children according to the situation.

Organize communication with the entire class as a cohesive group [3].

As noted by the pedagogical scholar N.A. Muslimov, "The professional formation of a teacher is dependent on their role in society, their obligations and responsibilities at higher pedagogical education institutions, and the student's role is of a relative nature. However, their participation in the learning process and fulfilling certain educational tasks are defined by certain criteria" [The Decree of the President of the Republic of Uzbekistan dated February 7, 2017, "On the Strategy for Further Development of the Republic of Uzbekistan," PF-4947, 2017, February 8].

According to V.N. Vedenskiy, "Competence is a personal characteristic, and competence refers to a set of specific professional or functional traits." Summarizing these thoughts, the manifestation of social competence includes the following:

Active participation in social relationships as a well-rounded individual.

Possessing moral qualities, life knowledge, skills, and abilities.

Engaging in communication with subjects in professional activities and solving problems sincerely.

Creative approaches.

The ability to use modern methods and tools purposefully in the educational process.

Interactive methods are highly beneficial in shaping public speaking competencies. The following methods can be utilized:

**1. Role-playing: Students can develop public speaking skills by role-playing different situations.**

**2. Negotiations: Improves the skills of negotiating, exchanging ideas and communicating in groups on a specific topic.**

**3. Presentations: Students can test their public speaking skills by presenting their ideas in the form of a presentation.**

**4. Question and Answer Sessions: Question and answer sessions develop the ability to think quickly and respond.**

**5. Group discussion: Small group discussion improves brainstorming and listening skills.**

**6. Expressing Thoughts: Teaching students to express their thoughts in a short period of time, which develops their ability to think quickly.**

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The use of these methods depends on the teacher's abilities. This is because the teacher must be able to use the correct methods for each lesson.

"Stress and communication skills: Managing stress in public speaking and overcoming difficulties."

| Name | Know | Known | I will know |
|------|------|-------|-------------|
|      |      |       |             |

Based on the above topic, we organized a lecture for the students. In the first part, we discussed what information they knew about the topic. In the second part, we provided information on the topic. In the third part, we explored what questions the students were interested in regarding the topic and worked together to find solutions.

During our research, we learned how the students utilized speech characteristics, speech techniques, and tone, and the style they used in delivering their speech.

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