

# Assisting and Activating Speech Competences in The Training Program of Future Primary Teachers

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**Abstract:** This article analyzes the issues of forming and activating speech competencies in the training of future primary school teachers from a pedagogical, theoretical and practical perspective. In particular, it covers the modern interpretation of the concept of speech competence, its importance at the primary education stage, and its connection with the communicative and methodological competence of the teacher. The article also analyzes the methodological methods, practical exercises, and the content of curricula that serve to develop the speech activity of primary school teachers. Based on the analysis, proposals are developed for the effective formation of speech competence.

**Keywords:** Speech competence, primary education, teacher training, communicative competence, methodological approach, didactic tool, linguistic didactics, activity orientation.

**Introduction:** In the context of rapidly evolving educational standards and increasing demands on teacher professionalism, the cultivation of strong speech competencies among prospective primary school teachers has emerged as a cornerstone of effective teacher education. A teacher's ability to communicate clearly, persuasively, and pedagogically is central not only to the quality of instruction but also to the broader goal of fostering students' cognitive and communicative development. Particularly in primary education—where children's first encounters with structured learning and language modeling occur—the teacher's speech becomes a pivotal tool of instruction, behavior management, and emotional engagement.

Modern pedagogical discourse emphasizes not only knowledge transmission but also dialogic interaction, linguistic scaffolding, and the creation of language-rich learning environments. Accordingly, the integration of speech competencies into teacher preparation programs should not be incidental or peripheral but rather a deliberate and methodologically robust aspect of curricular design. This article aims to explore the principles, strategies, and outcomes associated with the development of speech competence in future primary school teachers, with an emphasis on practical,

research-informed approaches.

## METHODS

In Uzbekistan, educational researchers such as A.A.Ergashev [1] and D.S.Quronboyeva [2] have emphasized the critical role of speech in instructional effectiveness, noting that a teacher's speech must simultaneously inform, motivate, and model proper language use. Global scholarship similarly affirms that speech competence is foundational to instructional interaction, classroom management, and the establishment of a positive learning climate.

More specifically, speech competence for teachers includes [3]:

- The ability to formulate explanations that are age-appropriate and pedagogically sound.
- The use of intonation, pause, and articulation to emphasize key points.
- The skill to engage in spontaneous dialogue with students.
- Sensitivity to cultural and linguistic diversity in speech.

A deficit in speech competency can manifest in classroom misunderstandings, diminished student engagement, and the erosion of teacher authority.

Hence, its development must be a core focus of teacher education programs.

The training of future primary school teachers in Uzbekistan typically involves a combination of theoretical coursework, pedagogical practicum, and professional internships. To effectively develop speech competence within this framework, several methodological approaches have proven effective:

**Speech-Centered Didactic Tasks:** Coursework should include tasks that require students to practice instructional speech, such as preparing oral summaries, delivering micro-lessons, and engaging in peer feedback sessions. These tasks train future teachers to organize thoughts logically and express them coherently under classroom-like conditions.

**Interactive and Role-Playing Methods:** Utilizing situational dialogues, debate sessions, and dramatizations helps teacher candidates simulate real classroom dynamics. Through these activities, they learn to adapt their language based on context, student responses, and educational goals.

**Speech Analysis Workshops:** These workshops involve the critical analysis of recorded classroom lessons—both model and real-life examples. By dissecting the speech patterns, linguistic choices, and communicative strategies used, students become more aware of the pedagogical implications of their own language use.

**Linguistic Integration into Pedagogical Disciplines:** The explicit inclusion of “Pedagogical Speech Culture” as a separate module or within teaching methodology courses allows for the systematic cultivation of speech competence. Topics such as verbal behavior, speech ethics, tone modulation, and vocabulary enrichment are essential components.

**Use of Digital Tools [5]:** In contemporary settings, speech training must also consider digital fluency. Preparing video lessons, podcasts, and educational presentations allows teacher candidates to refine their oral communication in multimedia formats, which are increasingly prevalent in blended and remote learning contexts.

## **RESULTS AND DISCUSSION**

Speech competency, as understood in pedagogical science, extends beyond grammatical correctness or vocabulary breadth. It encompasses the capacity to structure and deliver speech that is appropriate to educational settings—clear, didactic, engaging, and responsive to students’ cognitive and emotional needs. This competence draws from disciplines such as linguistics, psycholinguistics, rhetoric, and pedagogy. In the context of teacher education, it integrates elements of linguistic fluency, pedagogical tact, and

situational adaptability.

Recent pedagogical experiments conducted at Termez State Pedagogical Institute with third-year students of the Primary Education department revealed notable findings:

Students who underwent systematic speech training demonstrated increased confidence, fluidity in lesson delivery, and enhanced student interaction during practice teaching.

Candidates with underdeveloped speech competence often relied on written cues, showed signs of speech anxiety, and failed to establish a dynamic classroom atmosphere.

Incorporating reflective speech journals, where students recorded and analyzed their verbal interactions during practice lessons, significantly improved self-awareness and competence.

These observations underscore the importance of longitudinal and integrative speech development strategies. Rather than being confined to a single course or semester, speech training should permeate all phases of the teacher education program—from foundational courses to capstone teaching experiences.

It is essential to understand that speech competency is not a monolithic concept limited to verbal fluency. Rather, it is a multidimensional construct that intersects with a teacher’s ethical stance, cognitive clarity, emotional intelligence, and pedagogical intentionality. Within the context of primary education, this competency is even more significant because the teacher functions not merely as a disseminator of knowledge, but as a linguistic role model whose words, tone, and expressions are absorbed by impressionable young learners.

According to modern educational theory, a teacher’s speech must fulfill several simultaneous functions: it must instruct, inspire, organize, and mediate. This means that speech acts as a didactic tool, a motivational force, a management mechanism, and a means of conflict resolution. A teacher’s speech is also a carrier of values, embedding ethical norms, social expectations, and cultural references into the learning process. Therefore, cultivating speech competence should be approached not only as a matter of skill acquisition but also as a process of personal and professional formation.

From a cognitive-developmental perspective, primary school students acquire not just subject knowledge, but also the meta-linguistic tools to structure and express their thoughts. The teacher’s speech thus serves as both input and model, guiding students in

their own linguistic growth. When teachers possess high levels of speech competency, they are more likely to scaffold students' understanding effectively, use corrective feedback constructively, and encourage articulate self-expression. Conversely, teachers with poor communicative habits may inadvertently model imprecise, disorganized, or emotionally neutral language, which may hinder children's linguistic development.

In the Uzbek educational context, the teacher's speech is imbued with additional cultural and societal responsibilities. In a society where elders and educators are traditionally accorded moral authority, the teacher's words carry social weight far beyond the classroom. They are expected not only to convey academic content but also to reinforce national values, historical consciousness, and collective identity.

Given the bilingual and often multilingual reality of many Uzbek classrooms—where Uzbek, Russian, and sometimes English or regional languages are used—the teacher's speech must also reflect linguistic flexibility and cultural sensitivity. Code-switching, contextual translation, and clarification of culturally embedded idioms become essential competencies. Teacher training programs must therefore equip future educators with the tools to navigate and mediate this complex sociolinguistic environment without compromising the clarity or educational purpose of their speech.

Furthermore, the modernization of the Uzbek education system and its alignment with global educational standards demand that teachers develop the ability to operate in academic registers—to use speech not only for informal classroom interactions but also for formal communication with colleagues, administrators, and parents. Academic writing, oral presentation, and public speaking are increasingly expected skills in the teaching profession, particularly as continuous professional development, conference participation, and collaboration across institutions become common practice [7].

The affective dimension of speech—its ability to express empathy, authority, encouragement, or disapproval—is particularly crucial in the primary classroom. Children are acutely sensitive to intonation, facial expression, and emotional undertone. A teacher's voice can calm an anxious child, energize a sluggish group, or establish control without the need for disciplinary measures. For this reason, teacher candidates must receive instruction in voice modulation, prosody, and expressive delivery, with opportunities to practice and receive feedback.

Psycholinguistic studies suggest that speech

production under pressure (such as during classroom management situations or in response to unexpected questions) involves complex cognitive processes, including lexical retrieval, syntactic planning, and real-time self-monitoring. Therefore, training in speech competence must also address the development of automaticity, or the ability to produce pedagogically effective speech without excessive cognitive load. This requires repeated, varied, and authentic practice scenarios, ideally under the supervision of experienced mentors.

One effective method is the use of reflective videography—recording student-teachers during lessons and analyzing the footage to identify strengths and areas for improvement. Such analysis helps candidates become more aware of unconscious speech habits such as fillers (“uh,” “like,” “okay”), overuse of imperatives, or lack of engagement strategies. Through guided reflection, future teachers learn to align their speech with their instructional goals and classroom dynamics [8].

The responsibility for cultivating speech competence does not rest solely on the shoulders of individual students or instructors. Rather, it requires a systemic commitment from teacher education institutions. Curricular planning should allocate sufficient time, resources, and credit weight to modules focused on speech development. Moreover, speech training should be transversal, integrated across all pedagogical subjects rather than confined to isolated language courses.

## **CONCLUSION**

The speech of a primary school teacher is not merely a functional tool—it is a transformative medium that shapes the minds and language of future generations. Therefore, equipping prospective teachers with robust speech competencies is both a pedagogical necessity and a moral imperative. This article has argued for a deliberate, research-grounded, and practice-oriented approach to developing such competencies within teacher training programs.

By embedding speech training across the curriculum, employing interactive methodologies, and fostering reflective practice, teacher education institutions can cultivate educators who are not only knowledgeable but also linguistically articulate, pedagogically effective, and emotionally resonant. Ultimately, speech competency is what empowers teachers to inspire, guide, and transform young learners—and it must be treated as a central pillar of teacher professionalism.

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