

The Importance of Speech Competence And Speech Etiquette Norms In The Professional Activities Of Vocational Education Teachers

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Received: 29 March 2025; **Accepted:** 25 April 2025; **Published:** 30 May 2025

Abstract: This article analyzes the importance of speech competence and etiquette norms in the professional activities of vocational education teachers. Speech competence is the teacher's ability to express thoughts clearly, fluently, and effectively, serving as a crucial factor in enhancing the quality of the educational process. Additionally, speech etiquette norms play a vital role in fostering a culture of communication between teachers and students and creating a sincere and positive atmosphere in the pedagogical process. The study highlights the components of speech competence, the role of etiquette norms in professional activities, and the pedagogical significance of their application in the educational process.

Keywords: Vocational education, speech competence, speech etiquette norms, pedagogical communication, professional activity, speech culture.

Introduction: The modern system of vocational education not only focuses on training qualified specialists but also requires the continuous development of teachers' professional skills. In this process, teachers' speech competence is regarded as a key factor. Speech competence is the ability of an individual to use speech tools effectively, accurately, and appropriately, enabling the teacher to articulate thoughts clearly, fluently, and comprehensibly and to establish effective communication with students. The role of speech competence is particularly significant for vocational education teachers, as they must convey their knowledge and skills clearly at various stages of the educational process, using words as a powerful tool to shape students' understanding.

In recent years, interest in speech competence within the pedagogical sphere has been growing. Researchers emphasize that speech competence influences student motivation, the effectiveness of didactic tasks, and the quality of pedagogical interactions. Simultaneously, methods for developing and improving speech competence are continually being refined.

This article is devoted to the scientific study of the importance of speech competence in the professional activities of vocational education teachers. It aims to

address pressing issues regarding its structure, development, and role in professional practice. The main goal of the study is to determine the effectiveness of speech competence in the vocational education process and to develop recommendations for its improvement.

Today, vocational education teachers need not only to master their subject but also to be able to communicate effectively and direct their speech appropriately. Teachers' adherence to speech competence and etiquette norms directly influences their success in the educational process. A teacher's speech not only provides students with knowledge but also contributes to their personal and social development. Therefore, speech competence and etiquette norms are essential in every professional educator's activity. Speech competence involves not only grammatical correctness but also understanding the audience and adhering to etiquette and ethical standards during communication.

Speech is the highest and most fundamental tool of human intellectual activity. It is what distinguishes humans from other creatures, serving as the most powerful instrument for realizing and applying the fruits of thought. As noted in ancient Eastern pedagogy, including in the work Qobusnoma, language and

speech have always been highly valued and remain relevant today. Kaykovus considered eloquence – the art of speaking – to be the best of all crafts: “Know that among all crafts, the art of words is the best” [17]. Therefore, he emphasized the importance of being a skilled orator. He believed that mastering eloquence requires constant effort and learning. Similarly, Alisher Navoi explained the relationship between language and speech: “Language, with all its honor, is the tool of speech” [16]. This means that no matter how powerful language is, it is still a tool for speech. Its full potential is revealed in the process of speech. If language is an arrow, then speech is the bow – the power of the arrow depends on the skill of the bow. Speech culture for teachers involves developing creativity, independent thinking, and the ability to articulate thoughts in oral and written forms that are appropriate to the communicative context. It also involves cultivating sensitivity to language nuances.

The teacher's speech is a key indicator of societal progress. One of the main features of oral communication is the choice of appropriate and meaningful techniques for conveying knowledge, as well as passing skills and experiences from generation to generation. In recent years, the modernization of education has introduced new trends in vocational education, where speech etiquette norms have become increasingly important. Nowadays, teachers must not only explain educational material but also encourage students to discover and develop their own knowledge through various methods. The professional communication skills of future vocational teachers are demonstrated in their ability to establish rapport with students, assist them, manage difficult situations, and recognize students' achievements.

LITERATURE REVIEW

The concept of speech competence has been extensively studied in the fields of linguistics, psychology, and pedagogy. Hymes [3] defined speech competence as the ability to use language effectively in social contexts. Consequently, speech competence is not limited to language knowledge; it also involves the ability to fulfill communicative tasks and foster a culture of communication [2].

From a pedagogical perspective, speech competence enables teachers to establish effective communication with students, explain educational materials, answer questions, and motivate learners [5]. It is considered one of the main factors contributing to teachers' professional success [8].

In vocational education, the study of speech competence has become increasingly prominent. For example, Zhang and colleagues [9] demonstrated the

importance of speech competence in enhancing teachers' effectiveness in imparting knowledge to students. Additionally, speech culture and communication skills play a crucial role in teachers' professional development [6]. The components of speech competence include linguistic ability (mastery of language rules and vocabulary), communicative strategies (questioning, explaining, debating), socio-psychological skills (managing emotions, understanding the audience), and cultural awareness [1].

Although many foreign scholars have explored speech competence, in recent years Uzbek pedagogues have also focused significant attention on this issue. Speech competence, understood as a teacher's ability to articulate thoughts clearly, fluently, and appropriately, has become an essential communication tool in the educational process [10]. Abdullaev [10], for example, highlighted the importance of pedagogical speech in teaching activities and emphasized that developing speech culture and speech skills is an integral part of the pedagogical process.

Islomov [11] identified speech and communicative competence as fundamental professional skills in vocational education and developed methods for their cultivation. In his view, speech competence encompasses not only linguistic abilities but also the social and psychological aspects of communication.

Qo'chqorov [12] focused on the significance of teachers' speech culture and their ability to use speech tools purposefully and effectively in professional practice. He demonstrated through practical examples that a high level of speech culture is a key factor in improving the quality of the pedagogical process.

Mamatqulov [13] studied the theoretical and practical issues of pedagogical speech and communicative competence, emphasizing that speech competence is a critical condition for professional success. He also underscored the importance of interactive methods in developing speech competence.

Sobirova [14] proposed methodological recommendations for forming communicative skills in vocational education teachers, stressing the need for continuous development of speech competence and offering a system for assessing speech skills in pedagogical practice.

Ergashev [15] explored the pedagogical conditions necessary for enhancing speech competence, emphasizing that special pedagogical environments are required to ensure the effective use of speech tools in the educational process.

There is a clear interconnection between foreign and

local research. The theoretical work of foreign scholars [3; 2] has enriched the understanding of speech competence in Uzbek pedagogy. At the same time, local researchers have expanded this understanding by offering practical approaches to developing speech competence as a means of improving the effectiveness of the pedagogical process in vocational education. Thus, continuing scientific inquiries into the role of speech competence and methods for its development, as well as improving teachers' speech culture and communicative competence, remains an urgent task for enhancing the quality of education.

This study aimed to determine the significance of speech competence in the professional activities of vocational education teachers. The results of the study demonstrated that speech competence plays a crucial role in teachers' professional success and the effectiveness of the educational process. Based on surveys and interviews, teachers highly evaluated their speech skills, emphasizing their importance in establishing effective communication with students, delivering clear explanations, and improving lesson effectiveness.

Observations confirmed that teachers skillfully use speech tools, including intonation, vocabulary, and communication strategies, to engage students and enhance motivation. Furthermore, the linguistic, communicative, socio-psychological, and cultural components of speech competence are reflected in all aspects of teachers' professional activities.

These findings align with the research of Uzbek scholars [10; 11; 13], demonstrating the relevance of speech competence in pedagogical practice. Researchers emphasize that speech culture and communicative competence are critical for successful communication and improving the quality of vocational education.

Results and Discussion

The prospective vocational education teacher must introduce students to the norms of communication and etiquette. This enables vocational school students to defend their point of view correctly and engage in discussions with the teacher. However, achieving this is only possible if the future teacher is genuinely interested in collaboration, demonstrates polite speech and etiquette norms, and aspires to embody these principles in their practice. Within the educational process, etiquette norms occupy a prominent role. In our rapidly developing era, vocational education students must study the norms and rules of speech conduct not only in class but also during extracurricular activities and in everyday life. It is the future vocational education teacher who must instill these norms and rules in their students, helping

them develop the skills to use these principles throughout their lives. The prospective teacher must be authoritative and set a positive example for their students in all aspects.

Basic etiquette in classroom speech includes greetings and farewells, encouraging and praising students, as well as motivating them to take action. A professional education teacher must engage students in this process by instilling the necessary rules of speech behavior and creating opportunities for students to understand and apply them independently in class.

The future vocational education teacher must also select the most appropriate communication style based on students' age and individual characteristics. This applies to interactions with parents as well, since some parents may be reluctant to engage with teachers or show little interest in their children's studies. In such cases, the teacher must demonstrate patience, self-control, and a willingness to maintain a constructive dialogue, avoiding any escalation that could lead to misunderstandings or emotional distress.

The teacher's main and frequently repeated role is that of a speaker and lecturer. Throughout the day, they introduce students to educational materials, share exemplary stories, and promote comprehensive personal development. Therefore, teachers must adopt a positive attitude towards both students and their parents, as well as towards others in their environment. At the same time, the teacher should remain sincere and respectful, avoiding false politeness, which eventually leads to misunderstandings and conflicts.

Teachers must choose the right topics and settings for conversations. It is inappropriate to discuss sensitive family issues of students in front of the whole class, as this can damage students' dignity and emotional well-being. Such discussions should be conducted privately after class or during breaks. However, teachers must be cautious in these conversations to avoid overstepping boundaries and inadvertently offending or humiliating students. Such situations are inappropriate and can negatively impact the teacher's reputation and future pedagogical practice.

Common errors in teachers' speech etiquette include:

- Using a low stylistic register;
- Overusing filler words that have low emotional and evaluative meaning;
- Demonstrating excessive seriousness in statements;
- Mispronouncing words or using incorrect stress patterns.

The prospective vocational education teacher's speech

should be refined and accurate, respecting language norms and embodying proper etiquette in all aspects of communication. This sets a positive example for students and fosters an atmosphere of respect and kindness in the classroom, ensuring every student feels comfortable and protected.

The teacher's voice plays a significant role in communication. Its strength depends on the function and condition of the vocal apparatus, as well as breath control. The future vocational education teacher's voice must be smooth, resonant, clear, and engaging. Difficult parts of educational material should be explained slowly, while less complex parts can be delivered at a faster pace. Modern pedagogy recognizes that pedagogical technique is a critical aspect of teachers' professional competence. This includes mastery of body language (mimicry, gestures), the ability to regulate emotions, and the application of vocal techniques in conveying material.

The findings of this study confirm that speech competence is a key factor in teachers' professional activities. Based on surveys and interviews, teachers evaluated their speech for clarity, fluency, and relevance to the topic. They highlighted the importance of using speech to capture students' attention, increase motivation, and ensure effective organization of the learning process.

Observations revealed that teachers skillfully use speech tools, including vocabulary, intonation, and body language, to engage students and enhance motivation. Speech competence contributes to the effectiveness of the educational process and improves student performance.

The study identified four key components of speech competence: linguistic, communicative, socio-psychological, and cultural. Each of these components plays a distinct role in teachers' professional activities and collectively enhances overall effectiveness.

These findings are consistent with previous research [9; 4], demonstrating that the development of speech competence fosters interactive and creative pedagogical processes and contributes to improving the quality of vocational education.

At the same time, the study revealed a lack of methodological resources and specific criteria for evaluating and developing speech competence, highlighting the need for further research and practical recommendations in this area.

Overall, speech competence was identified as an essential tool for effective communication, improving the quality of teaching, and preparing highly qualified young professionals. This underscores the need for

systematic efforts to develop teachers' speech culture and communication skills.

CONCLUSION

In conclusion, it can be stated that prospective vocational education teachers must master the norms of speech etiquette in any situation. Taking into account all the functions of etiquette, the teacher must control their own behavior and create a comfortable environment in which each student feels calm and secure. Teaching is not just a profession, but a way of life. There is no more honorable, challenging, and responsible job than teaching. Therefore, every teacher should inspire their students, not only as an example but also as a role model, while striving for professional growth and being creative in their work.

The results of this study demonstrated that speech competence is a vital and inseparable component of teachers' professional activities. Speech competence enables teachers to express their thoughts clearly, fluently, and effectively, establish productive communication with students, and enhance the overall quality of education.

The linguistic, communicative, socio-psychological, and cultural components identified during the research constitute the main elements of speech competence, each contributing to teachers' professional success. Consequently, it is necessary to conduct systematic pedagogical work in vocational education institutions to develop teachers' speech competence.

To enhance speech competence, it is important to introduce modern interactive methods, specialized training programs, and methodological resources. Additionally, developing clear evaluation criteria and indicators for assessing speech competence will further deepen research in this area and help improve teachers' professional standards. Overall, speech competence is an essential tool for organizing effective professional activities, improving the quality of the learning process, and ensuring the successful preparation of young specialists.

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