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THE ROLE OF EFFECTIVE SPEECH IN TEACHER TRAINING: TECHNIQUES, STRATEGIES, AND IMPACT

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ABSTRACT

The article describes ways to develop compositional and logical speech skills of future teachers, a scientific and theoretical substantiation of the problem of developing students' speech techniques in the process of teacher education, mentions types of speech and the correct ways of using them,

KEYWORDS: *Compositional-Logical Speech, Technique, Internal Speech, External Speech, Dialogic Speech, Monological Speech, Stylistic Speech, Visual Speech Description.*

INTRODUCTION

In his address to the 72nd session of the United Nations General Assembly, President of the Republic of Uzbekistan Shavkat Mirziyoyev emphasized:

"The future of our planet and its prosperity depend on what kind of individuals our children grow up to become. Our main task is to create all necessary conditions for young people to fully realize their potential."

One of the main priorities today is the improvement of methodologies for developing compositional-logical speech skills in future teachers. Within the pedagogical education process, it is of crucial importance to scientifically and theoretically justify the issue of enhancing students' speech techniques, to analyze international experiences in this area, and to identify opportunities for their application. Furthermore, it is essential to explore the psychological and pedagogical aspects of compositional-logical speech construction and its improvement, to develop a technological model for organizing the process of developing these skills in future teachers, and to evaluate its effectiveness through pedagogical experimentation.

METHODS

In the course of our research, we referred to a number of scientific-methodological sources and normative-legal documents. In particular, we utilized:

- The speech of President Sh.M. Mirziyoyev delivered at the 72nd session of the UN General Assembly;
- N. Azizkhojaeva's *"Pedagogical Technologies and Pedagogical Mastery"*;
- G. Ernazarov's *"Methods of Teaching the Native Language in Primary Grades"*;
- S.A. Leonov's *"Speech Activity in Art and Literature Lessons: Methodological Approaches to Creative Study of Literature"*.

DISCUSSION

Our many years of pedagogical experience show that developing compositional-logical speech in students should begin with studying their individual personalities. This is because working on students' speech requires differentiated approaches based on their chosen academic directions, which may necessitate adaptations in teaching methods.

For example, students in exact sciences faculties differ from those in social-humanitarian faculties not only in their speech but also in their character traits. Those studying exact sciences are usually modest, composed, reflective, and tend to give brief responses. In contrast, students in the social-humanitarian fields are generally more communicative, expressive, and easier to engage. Their speech is distinctive in its ability to attract attention in any situation and to resolve unexpected scenarios with eloquence.

The extent to which students have mastered lecture topics and practical or seminar materials is evident through their oral responses to questions, test results, and written assignments.

Today, there is a variety of lecture formats, and in training future teachers, it is important to conduct lessons rich in live observations, active debates, and free expression of ideas. One particularly effective approach is the "50x50" method, which enables active student participation. It would be expedient to further develop the following aspects of communicative speech culture in future teachers:

Speech is the realization of thought using available linguistic means and manifests itself in two forms: internal and external speech.

Internal Speech refers to unspoken thought processes that occur in the teacher's mind, consisting of language elements that have not yet been verbalized. It is the individual's ability to think and reflect without vocal expression.

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External Speech, on the other hand, is the verbal expression of thought through the activation of speech organs, resulting in audible sounds. It is considered a social phenomenon.

A student's speech activity comprises speaking, reading, and listening. Speech, as a phenomenon, can take the form of a monologue, dialogue, polylogue, recitation, or written forms such as texts and books. It is delivered to an audience in a specific format and structure.

Based on the analysis of pedagogical and psychological literature, the following distinctive features of speech can be outlined:

1. **Functions of Speech**: communication, influence on the individual, a means of education and upbringing.
2. **Forms of Speech**:
   - *External oral speech*: monologue, dialogue, polylogue.
   - *Written speech*: report, essay, annotation, etc.
   - *Internal speech*.
3. **Speech Technique**: includes professional qualities of a teacher's voice—timbre, intonation, diction, tempo-rhythm (approximately 120 words per minute).
4. **Types of Speech Activity**: reading, writing, speaking.
5. **Styles of Speech**: scientific, official, conversational, literary, and popular.
6. **Requirements for Speech**: clarity of pronunciation, expressiveness, emotionality, intelligibility of diction, accurate articulation, imagery, speech culture, adherence to rules of word usage, and observance of tempo-rhythm.
7. **Common Deficiencies in Speech Development**: monotony, excessive speed, incorrect diction, inappropriate word usage, and violation of linguistic norms.

The **persuasiveness of a teacher's speech** is considered one of its most essential qualities. Accuracy, clarity, logic, and linguistic purity of speech must be directed toward influencing the listener.

When discussing persuasiveness in speech, it primarily refers to the teacher's oral communication and the psychological impact it creates on students during its delivery. The teacher—or orator—must be attentive to the audience, considering their level of knowledge, age characteristics, and even their mood during the speech. Furthermore, teachers must monitor how well their speech is being received by students.

Teachers with a strong professional background should avoid speaking in overly simplistic language, while novice teachers without sufficient rhetorical skills should not force themselves to speak in overly formal or academic language. In short, the teacher-orator must adapt to the situation and strive to fully convey every idea to their students.

One of the main requirements for a teacher is the ability to speak in a language that students can understand and to persuade them effectively. To achieve this, in addition to mastering the topic, the teacher must have a clear and well-structured plan of delivery. By distinguishing between primary and secondary ideas, logically connecting them, and first presenting the speech plan to students, the teacher ensures a coherent and engaging presentation.

Time management is another essential rhetorical quality. If the duration of the speech is announced in advance and respected—or even shortened slightly—the students are less likely to become bored.

The discussion on the persuasiveness and expressiveness of speech serves as a conclusion to the overview of speech qualities. By highlighting effective speech characteristics and analyzing common mistakes, we contribute to the development of impactful and compelling speech.

There are various methods and tools to deliver ideas meaningfully to students. These may be considered auxiliary tools, such as humor or storytelling. A continuous stream of formal, academic speech may bore both students and general listeners. In such cases, the use of humor, anecdotes, or engaging stories can be highly beneficial. When used appropriately and relevantly, humor provides students with a mental break while simultaneously increasing their interest in the topic.

Bringing in certain viewpoints or reflections within the topic is also advisable. These serve to prove the accuracy and truthfulness of the speaker's ideas but must be used judiciously. The appropriate integration of literary references, wise sayings, and expressive stylistic devices from the language enhances the effectiveness of speech and supports achieving desirable learning outcomes.

RESULTS

The effectiveness of a teacher's speech in influencing students and leaving a lasting impression depends on various factors, including the teacher's behavior during the speech process, gestures, and even appearance. Qualities such as sincerity, politeness, decency, and respectful treatment of students contribute to ensuring that the teacher's speech is attentively listened to by students.

Mastering the art of eloquent speaking is a complex process that demands significant effort from teachers. The sharpness, vividness, and originality of speech are essential for evoking emotions and interest among listeners and students, capturing their attention, and clearly conveying the intended message.

CONCLUSION

In conclusion, speech must be clear and fluent, grammatically correct, in accordance with norms of literary pronunciation, and consistently structured from beginning to end. A well-delivered speech like this helps students retain the acquired knowledge for an extended period. Such speech meets the criteria of cultured communication.

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To achieve this, teachers are required to constantly strive for improvement and self-development, possess solid philological knowledge, and engage in regular speech practice.

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