

TECHNOLOGIES FOR DEVELOPING PEDAGOGICAL ORATORY

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ABSTRACT: This article explores the development of speech competence among primary school teachers, the formation of communication culture, and the enhancement of oratory skills. It examines methods, forms, and tools for delivering ideas clearly and effectively in public speaking. The study also provides recommendations for improving teachers' speech and includes examples of creative exercises aimed at developing rhetorical abilities.

Keywords: Primary education, oratory, speech culture, folk pedagogy, language culture, speech development, communicativeness.

INTRODUCTION

Speech culture is a crucial factor for teachers. A teacher's speech reflects not only personal characteristics but also serves as a key tool in the educational process. For primary school teachers, developing speech culture is essential not only for conveying ideas accurately but also for shaping students' language competence.

Teacher speech is an effective means of transmitting not only knowledge but also ethical and cultural values. Modern education requires teachers to act not only as knowledge providers but also as leaders, motivators, and communicative personalities. The Resolution of the President of the Republic of Uzbekistan No. PQ-4884 emphasizes the importance of developing teachers' communicative competence [1].

Psychological studies indicate that 60–70% of lesson success depends on the teacher's tone, intonation, and psychological influence [2]. Therefore, the development of pedagogical oratory involves both methodological and psychological training.

LITERATURE REVIEW AND METHODOLOGY

Scientific research on speech culture began in the early 20th century and continues to grow in importance. In Uzbekistan, scholars such as O. Hoshim, T.N. Qoriniyoziy, T. Qudratov, N. Mahmudov, R. Rasulov, E. Nasrullayev, and others have contributed significantly to this field.

Internationally, scholars like J. Comenius, G. Ferguson, D. Nunan, O.L. Gepakyen, and J. Goldstein have explored communication and speech development from various perspectives.

Deborah Tannen's work "You Just Don't Understand" (1990) highlights gender-based differences in communication styles. Deborah Tannen

Erving Goffman introduced the concept of "face" and dramaturgical analysis in his work "The Presentation of Self in Everyday Life" (1959), describing social interaction as a theatrical performance. According to him, individuals manage impressions through behavior, appearance, and communication.

CIS scholar A. Omarova emphasized the importance of tone in teacher speech development [6]. German linguist Karl Vossler also noted that intonation plays a key role in speech quality [7].

Teachers' cultural and educational roles require them to develop communication skills, emotional expression, and psychological awareness. Modern trends influenced by globalization and technology highlight the evolving nature of communication.

METHODS

1. Communicative Competence Development Technology

This approach enhances listening, questioning, response management, and empathetic communication skills. According to Albert Mehrabian:

Words – 7%

Tone of voice – 38%

Body language – 55% [8]

Thus, pedagogical oratory involves not only words but also intonation, facial expressions, and body language.

2. Rhetorical Training Technology

This includes speech exercises, role-playing, and debates:

"Defending a Topic" – argumentation skills

"Concise Speaking" – brevity training

"Reverse Audience" – adapting speech to different audiences

These methods improve logical structure, expressiveness, and emotional stability [9].

3. Multimedia and ICT-Based Technology

Digital tools such as video recordings, podcasts, webinars, and platforms like Zoom and YouTube allow teachers to record and analyze their speech. This improves diction, intonation, and audience interaction [10].

4. Simulation (Imitation) Technology

Real-life teaching scenarios (e.g., classroom discipline issues, parent meetings) are simulated. Teachers practice speech in these conditions, improving stress management and logical thinking.

5. Reflective Assessment Technology

Teachers evaluate their own performance:

Was the idea clear?

Was audience engagement achieved?

Was the speech logically structured?

This enhances reflective thinking and professional growth [12].

6. Mentorship Technology

Experienced teachers guide younger educators, analyze their speech, and provide feedback. This supports professional development through experience sharing.

RESULTS

The implementation of these technologies leads to the development of:

Expressive and aesthetic speech (tone, emphasis, harmony)

Effective communication with students

Logical and evidence-based thinking

Emotional stability under stress

Ethical and culturally appropriate speech

These qualities contribute to improving educational outcomes and teacher professionalism.

DISCUSSION

Many students today struggle with expressing their thoughts clearly. Issues include:

Weak critical thinking

Limited vocabulary

Overuse of filler words (“like,” “um,” “you know”)

These indicate insufficient development of oratory skills.

Therefore, introducing oratory as a subject in schools, colleges, and universities is essential. Specialized curricula, teaching materials, and textbooks should be developed. Oratory is not merely about speaking красиво (beautifully), but about developing thinking, communication culture, and social activity.

CONCLUSION

A teacher's mastery of speech ensures effective knowledge transfer. Students carefully observe teachers' speech; incorrect pronunciation or monotonous tone can reduce engagement. While some researchers argue that voice quality is innate, modern physiology confirms it can be developed.

Thus, continuous professional development is essential. Pedagogical oratory transforms teachers into influential communicators and leaders, improving education quality, student motivation, and learning effectiveness.

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