

Compatibility of Pedagogical Technologies and Speech Culture: Innovative Approaches in English Language Teaching

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Abstract

This article provides a comprehensive review of pedagogical technologies aimed at developing the professional speech culture of future English language teachers. First of all, the concept of speech culture, which is one of the personal and professional characteristics of an English language teacher, is explained. Speech culture is the ability to present vocabulary, accuracy in pronunciation, indicators, arguments, English facts in a coherent and understandable form, as well as the ability to express a sincere attitude in pedagogical communication with students. In delivering English lessons to students, working with English language sources, expressing the characteristics of the era, and thoroughly revealing cause-and-effect relationships are of particular importance. The article emphasizes the importance of strengthening the fluency and expressiveness of speech, teaching students the skills of making meaningful, clear and attractive speeches.

Keywords: Teacher, pedagogical technology, professional speech culture, interactive method, speech competence, pedagogical ethics, game, innovative technology, technological tools, methods, techniques

Introduction

After our country gained independence, interest in teaching foreign languages increased and many opportunities were created for young people. As our first President Islam Karimov said, "Currently, great importance is attached to teaching foreign languages in our country. This is certainly not without reason. Today, for our countries, which are striving to take their rightful place in the world community, and for our people, which are building their great future in solidarity and cooperation with our foreign partners, there is no need to overestimate the importance of perfect knowledge of foreign languages." As a logical continuation of these ideas, the Presidential Decree "On measures to further improve the system of teaching "Foreign Languages", adopted on December 10, 2012, expanded the opportunities for learning foreign

languages. In the training of English language teachers, not only their in-depth knowledge of the subject, but also their pedagogical skills, creative approach, and especially their professional speech culture are of great importance. After all, a teacher is not only a person who imparts knowledge in the classroom as a propagator of knowledge, but also a specialist who conveys knowledge with accuracy and fluency, arouses interest in students, and inspires them to learn English. Therefore, speech competence or speech culture plays an important role in the pedagogical activity of a future English language teacher. Professional speech culture, first of all, is the ability of a teacher to clearly, accurately, and accurately describe the terms, concepts, and English language phenomena related to his field. effective and scientifically based explanation; manifested in the ability to express ideas in a coherent, logical and effective way. English, as a place of thousands of years of human experience, has accumulated a huge chronological information, consistent facts, events and processes. The teacher's task is to convey this wealth of information to students in a useful, interesting and, most importantly, understandable way. In this process, the teacher must not be limited to speech alone, but must also be able to use interactive methods, discussions, visual aids, information technologies and other innovative methods.

This article provides a comprehensive review of pedagogical technologies used in the process of developing the professional speech culture of future English language teachers. It discusses how speech competence is formed in the modern education system, the importance of using interactive methods, technological approaches, and the views of scientists on improving the pedagogical process.

2. RESEARCH METHODOLOGY

Professional speech culture means the ability of a teacher to convey knowledge about his profession in a clear, objective and expressive manner. The following are important components of this culture:

- Fluency and expressiveness of speech - vocabulary, strict adherence to correct pronunciation, appropriate use of intonation;
- Clear goal-orientedness - putting forward the main idea and goal of the lesson topic, avoiding unnecessary details;
- Clear logical consistency - explaining English-language events in chronological order, clearly reflecting cause-and-effect chains;
- Working with terms and concepts - mastering the necessary lexical units to illuminate English-language processes and cultural periods, interpreting terms to students using simple and vivid examples.

The well-known pedagogical scientist M. Khoshimov says about the effectiveness of the teacher's speech: "If the teacher can use methods appropriate to the age characteristics of the student in intonation, voice timbre and word choice, the effectiveness of the lesson will be much higher." This idea is especially important in English lessons. Because in many cases, rather than explaining English-language events with dry facts, what is needed is a speech expression that can bring their socio-political significance, life lessons, spirit and wave of the era to life, and bring them to life before our eyes. English is a science of understanding society, objectively assessing the past path and experience of humanity, and seeing their interconnection with the present. Therefore, the teacher's task is not only to teach this subject, but also to cultivate in the student a spirit of research,

to form the ability to look critically at English-language facts, and to search for cause-and-effect relationships. In the implementation of such a complex task, the teacher's oratory skills are a decisive factor.

The modern educational process shows that traditional lecture and conversation methods are not always enough to fully engage the student's attention. Especially due to the expansion of the information space, the development of Internet technologies, and the division of students' attention into different platforms, the teacher needs to use more interactive and creative methods. Pedagogical technologies serve as a methodological assistant to the teacher in this process.

Pedagogical technologies are clearly planned and consistently organized didactic process tools aimed at achieving certain educational goals. These technologies determine "first what final result should be achieved, and then what stages, methods and tools should be used to achieve this result" [2]. The goal is to organize the educational activities of students, in particular, future teachers, in an effective, logical, consistent and convenient way.

The following pedagogical technologies are especially relevant in the process of developing the speech culture of future English language teachers:

- Interactive methods - "Discussion", "Assessment", "Discussion-discussion", "Group project" and others;
- Information and communication technologies - online platforms, virtual presentations, digital resources;
- Imaginative games and simulations - staging English language events, activities such as "living museums";
- Portfolio and reflexive analysis - allowing the student to listen to, analyze, and draw conclusions about his own speech.

The educator-innovator J. Dewey, emphasizing the need to be based on experience in education, wrote: "The student does not really benefit from a process in which he does not actively participate, but is only a passive listener. Learning is the result of practical activity, experience, and research" [3]. This idea shows how important interactive mechanisms are, especially in developing the speaking skills of a future English teacher.

3. ANALYSIS OF LITERATURE ON THE SUBJECT

Interactive methods are methods aimed at ensuring the active participation of students in education, developing their independent thinking, logical conclusions, and exchange of ideas. In such methods, student activity and cooperation with other students prevail, which is also a prerequisite for the development of speech skills. Based on English language materials, by using interactive methods, future teachers can study specific information, English language arguments, and cause-and-effect analysis in speech presentations. For example, the "Debate" method is very suitable for future English language teachers. A debate is organized between two or more groups within the framework of one English language topic. In the process of defending their points of view, the groups rely on English language arguments and examples, and clarity, fluency, thorough reasoning, and logical consistency are important in speech expressions. Russian pedagogue-scientist V.A. Sukhomlinsky emphasizes that "during the discussion, the teacher should ask students guiding questions and awaken their analytical thinking, then the discussion will acquire a scientific status" [4]. The same approach is also used in university seminars, encouraging

students to independently speak on various topics. In addition, “Imaginary games” are also very convenient for English language studies. For example, in activities such as “English language conference” or “creative museum”, the student vividly imagines a certain period, person or event. The student’s role in this process includes several stages: studying English language sources, planning a speech on the topic, role-playing, conclusion and analysis. Such activities not only serve to develop speech competence, but also stimulate the student to feel the English language, revive it in his imagination and think creatively.

Modern digital technologies are completely changing the pedagogical process. Future English teachers should, of course, have the opportunity to effectively use a number of tools, such as digital resources, mobile applications, online presentations, video lessons, etc. when working with students. There are various opportunities, such as showing excerpts from English-language films, virtual tours, working with 3D images of monuments or interactive maps.

From the point of view of developing speech culture, multimedia presentations greatly facilitate the teacher's speech:

- Enriching presentation texts with colorful slides;
- Explaining facts more clearly using English-language maps and photos;
- Establishing an immediate exchange of ideas through online tests or quizzes.

In particular, skills in creating video lessons or video editing also expand the teacher's professional skills. Because the future teacher can listen to his speech several times during the preparation of the video lesson, pay attention to pronunciation, intonation and text content. Pedagogue L.V. Savelyev writes: “Modern information technologies provide great opportunities, in particular, to have a deep impact on pupils or students, to involve them in independent analysis and research” [5]. In the context of English language science, these opportunities are even wider, because it is not difficult to find resources rich in visual information about different periods, regions, and cultures.

Future English language teachers should learn to establish proper communication with students during communication, be precise and consistent in questions and answers, be objective in assessments, and adhere to the requirements of pedagogical ethics. Speech culture is not only a cultural pronunciation or style, but also includes psychological and social aspects. Therefore, it is necessary to organize special practical exercises for students, through which they can strengthen pedagogical communication skills.

For example, by creating “pedagogical scenarios”, future teachers model situations that may arise in various classroom environments: an unexpected question from a student, a conflict situation that occurs during a discussion, a malfunction of technical devices during a lesson, etc. Being prepared for such situations requires the teacher to have high verbal agility, quick analysis of the situation, and the right reaction.

In these processes, the future teacher's creative approach, as well as the effective use of the expressive capabilities of the Uzbek language, and the ability to convey one's thoughts fluently without discriminating against the student should be taken into account. In turn, factors such as technical indicators of speech: volume, intonation, pauses between words, and speech speed should also be controlled with precision.

Pedagogical scientist A.G. Rasulov says the following about the teacher's oratory skills: "A successful teacher is a person who is constantly searching for himself in the field of speech, who

views each lesson as a creative project, and who uses all speech tools to reach the heart of his speech" [6]. Therefore, this definition is also relevant for a future English language teacher.

4. ANALYSIS AND RESULTS

Ingliz-tili fani o'qituvchilari nafaqat fakt va sanalarni aytib berishi, balki ingliz-tiliiy jarayonning mohiyatini tahlil qilishi, uni sistemali izohlashi lozim. Kasbiy-nutqiy madaniyatni rivojlantirish bo'yicha quyidagi strategiyalarni keltirib o'tish mumkin:

Text analysis: The future teacher observes words, expressions, and stylistic features while working with various English-language documents, memoirs, articles, and monographs. Then, in seminar classes or independent work, he enriches his speech by interpreting, reinterpreting, and consistently presenting these texts.

The "One topic - different interpretations" technique: In this, the student studies different points of view on the same English-language topic and compares the specific aspects of each point of view in front of the class through speeches. For example, elements of speech skills such as clarity, evidence, and fluency are developed when explaining scientific debates about a specific English-language person or period.

Project-based learning: Preparing group or individual projects on a specific English-language period or cultural phenomenon. Making presentations at the end of the projects, participating in questions and answers, and exchanging ideas with colleagues strengthen the future teacher's speech and analytical skills.

Teacher and methodologist A. Khodjaev, in his research, recommends the following to future teachers in their speeches: "Work more with examples, try to bring numbers and dates to life. Students will leave traces of live events, not dry statistics" [7]. These recommendations show that lively exchanges of ideas and clear and understandable speech expression play an important role in English lessons.

Understanding speech culture only as a linguistic skill would be one-sided. Because a teacher is not only a giver of knowledge, but also an educator. Therefore, aspects such as good knowledge of pedagogical ethics, respectful attitude to the personality and feelings of students, and the ability to express any critical opinion constructively are also an integral part of speech culture.

The future teacher's performance in the classroom, communication with students or pupils, answering questions, the way he conducts his conclusions and reprimands - all this is closely related to professional ethics. In her research, teacher M. Nuriddinova, drawing attention to the spiritual and moral aspects of pedagogical speech, says: "If sincerity, fairness and courtesy prevail in the teacher's speech, this process will have an educational effect" [8]. Therefore, no matter how interactive and rich in content methods are used in the lesson, if the teacher does not comply with the requirements of pedagogical ethics, the richness of speech culture will lose its significance. Speech behavior is also strengthened by such principles as valuing students' opinions, listening carefully to them, sincerely answering questions, and basing oneself on the principles of respect in arguments and discussions. Especially in English, complex or controversial topics are often encountered (for example, political events, conflicts or wars, positive and negative characteristics of a particular person, etc.), so the teacher's speech behavior governs not only knowledge, but also the educational process.

Prospective English language teachers can also grow professionally by observing, evaluating, and analyzing their own speaking. Videotaping the lesson, then reviewing the recording individually or in a group, and drawing conclusions using evidence and examples, is a very effective way to address speech deficiencies.

Self-assessment checklists are also useful in this regard. The teacher analyzes his or her speech according to the following criteria:

Pronunciation and diction: clear, fluent, understandable, no unnecessary pauses or awkward words;

Text content: accuracy of English language facts, reliance on sources, staying within the topic, logical conclusion;

Didactic tools: appropriate use of materials such as slides, videos, diagrams, handouts;

Pedagogical ethics: encouraging students, treating them without discrimination and reproach, impartiality in assessment.

Such observations and assessments form a unique culture of reflection. The teacher realizes the mistakes made in his speech and tries to eliminate them the next time. As a result, speech skills gradually improve.

In modern conditions, new directions are emerging that serve to develop the professional speech culture of future English language teachers. In particular, digital platforms, online courses, webinars, virtual laboratories allow future teachers to communicate with professors and English language specialists working in different parts of the world, to study rich traditions. Of course, communication in foreign languages and the ability to use foreign sources are also a great advantage.

CONCLUSIONS AND SUGGESTIONS

The development of professional speech culture of future English language teachers is a complex, multi-stage and consistent process, the effective organization of which is carried out through the rational use of modern pedagogical technologies. Along with traditional lecture and conversation methods, interactive methods, modern information and communication technologies, role-playing games, debates and project-based learning, etc., become the most important foundation for the formation of speech competence.

An English language teacher is a person who creates a strong bridge between the past and the present, passes on English language memory to the future generation and influences their worldview. Therefore, the consistent expression of his words, speech, thoughts carries a great responsibility. Continuous development of professional speech culture, creative research, constant study and learning using modern technologies fully form the professional portrait of a future teacher.

In a word, the speech culture of an English teacher is not only a linguistic qualification, but also a sign of a highly responsible, creative person who can master interactive methods and deeply feels the educational significance. The role of this factor in conveying English-language knowledge and values to the future generation is incomparable. After all, the position of an English teacher in the spiritual and educational development of society is directly correlated with his full compliance with speech norms and the effective use of pedagogical technologies.

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