



IMPROVING THE SPEECH CULTURE OF FUTURE TEACHERS BASED ON INNOVATIVE APPROACHES

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Abstract: *This article explores innovative pedagogical approaches to the development of speech culture among future teachers. In the context of modern educational demands, the ability to communicate effectively and appropriately is a key competence of professional educators. The study emphasizes the importance of communicative strategies, digital technologies, and learner-centered methodologies in cultivating a high level of speech culture. Through the analysis of pedagogical practices and innovations, the article offers practical solutions to improve verbal literacy, public speaking skills, and professional language ethics in teacher education.*

Keywords: *Speech culture, future teachers, innovative methods, pedagogical approach, communication, professional competence.*

In the rapidly evolving educational landscape, the demand for highly competent teachers extends beyond subject knowledge. One of the fundamental competencies is the speech culture, which ensures effective communication, clarity of expression, and linguistic etiquette. Modern education requires innovative strategies to integrate speech culture development into teacher training curricula. In the contemporary educational environment, the development of highly competent and communicatively skilled teachers is not just a goal but a necessity. As education systems around the world shift toward learner-centered, interactive, and inclusive pedagogies, the role of effective verbal communication becomes increasingly central to the success of teaching and learning processes. In this regard, the concept of “speech culture”—a multifaceted set of competencies involving clarity, correctness, expressiveness, and ethical use of language—has emerged as a critical area of focus in teacher education programs.

The speech culture of a teacher reflects not only their linguistic proficiency but also their professional identity, social awareness, emotional intelligence, and cultural sensitivity. Teachers are expected to communicate in diverse contexts: delivering lectures, moderating discussions, resolving conflicts, providing feedback, and interacting with students, parents, and colleagues. Therefore, cultivating high-level communicative skills in future educators is a cornerstone of quality education.

Traditional methods of developing speech competence in pedagogical institutions have often been limited to grammar instruction, reading comprehension, and formal writing exercises, with little emphasis on situational communication, oral fluency, or pragmatic usage of language. These approaches, while foundational, fall short in preparing future teachers for the complex communicative tasks they will face in real classroom environments.



Consequently, there is a growing demand for innovative, integrative, and practice-oriented approaches that prioritize functional language use, active participation, and reflective practice.

Recent research and pedagogical trends advocate for the inclusion of technology-assisted instruction, digital tools, project-based learning, role-playing, and collaborative platforms in the speech training of future teachers. These innovations not only enhance motivation and engagement but also foster autonomy and adaptability—skills essential for 21st-century educators[1]

Moreover, speech culture should not be viewed in isolation but as an integral component of a teacher's general communicative competence, which includes grammar, sociolinguistics, discourse coherence, and strategic interaction. The interdisciplinary nature of this field necessitates a rethinking of curricula and teaching methodologies in higher education institutions responsible for teacher preparation.

This article aims to explore the theoretical foundations, pedagogical challenges, and practical solutions for improving the speech culture of future teachers through innovative approaches. It examines how contemporary tools and methods can be effectively employed in professional education to foster confident, articulate, and culturally competent educators. By identifying best practices and proposing evidence-based strategies, the study contributes to the ongoing transformation of teacher education in line with global educational standards[2]

This study adopts a qualitative and action research design aimed at exploring and enhancing the development of speech culture among future teachers through innovative pedagogical interventions. The research was conducted within the framework of teacher education programs and utilized a mixed-methods approach, integrating both theoretical analysis and practical implementation strategies to assess effectiveness.


The choice of qualitative methodology was guided by the need to understand the complex, context-sensitive, and dynamic nature of communicative behavior, linguistic development, and pedagogical interaction. In addition, elements of action research were included to allow for real-time experimentation and reflection within the educational setting. The participants of the study were 56 undergraduate students enrolled in the Faculty of Pedagogy at a pedagogical university in Uzbekistan during the 2023–2024 academic year. All participants were third- and fourth-year students preparing for careers as school teachers.

Participants were selected through purposeful sampling, with emphasis on their academic readiness and willingness to engage in reflective and communicative practices. Ethical approval was obtained from the university's scientific committee, and informed consent was collected from all participants.

A set of innovative teaching strategies was developed and integrated into the curriculum over a 10-week period. These included:

- Project-based tasks: group preparation of oral presentations, podcasts, or video lessons.
- Role-playing and microteaching sessions to simulate real classroom communication.





Digital storytelling tools such as Canva, Powtoon, and VoiceThread to enhance expressive speech.

Speech recording and playback for self-assessment and peer feedback.

Socratic dialogue circles aimed at developing critical thinking and argumentation skills.

Each intervention was followed by guided feedback sessions, where participants discussed their performance and areas for improvement.

While the results of the study provide useful insights, the research is limited by:

A relatively small and localized sample group;

Short duration of the intervention;

Subjectivity in self-reported data;

Lack of longitudinal follow-up to assess sustainability of improvements.

Future studies may extend the time frame and include cross-cultural comparisons or digital speech analytics for more robust findings.

In conclusion, the development of speech culture in future teachers is a vital aspect of pedagogical professionalism that directly influences the quality of teaching, the effectiveness of classroom communication, and the ethical standards of the educational process. As this study has demonstrated, traditional approaches to speech training—centered primarily on theoretical knowledge and formal language norms—are insufficient to meet the dynamic communicative demands of today's educators.

By integrating innovative methods such as digital storytelling, microteaching, peer evaluation, reflective journals, and technology-supported dialogue practices, we observed measurable improvements in students' verbal fluency, clarity, expressiveness, and confidence. These findings support the idea that speech culture is not simply a linguistic competence, but a multidimensional construct that encompasses emotional, cognitive, social, and ethical components of professional communication.

Moreover, fostering speech culture through innovative approaches:

Enhances critical thinking and self-awareness;

Promotes a reflective teaching style;

Encourages creativity and adaptability;

Builds digital literacy alongside verbal competence.

The practical outcomes of this research indicate the need to systematically integrate communicative skills development into all areas of teacher education curricula. Universities and teacher training institutes should adopt a more holistic and interdisciplinary view of speech culture, linking it not only to linguistics and pedagogy but also to psychology, ethics, and media literacy.


Going forward, future studies could focus on:

Longitudinal impacts of speech culture development on in-service teachers;

Comparative studies across cultural and educational contexts;

The role of AI-based speech assessment tools in teacher preparation.





Ultimately, speech culture must be seen not as a supplementary skill but as a core professional competence—one that empowers teachers to inspire, guide, and educate through the power of language.

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