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THE ROLE OF TEACHERS' SPEECH TECHNIQUE IN ENHANCING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS

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Annotation: This course paper examines the role and significance of teachers' speech technique—specifically pronunciation, intonation, and speech culture—in the educational and instructional process. In the context of globalization and the development of an information-oriented society, teachers' oral speech is regarded as a key pedagogical tool that directly influences the quality of instruction, students' cognitive engagement, and the effectiveness of educational impact. The study analyzes theoretical foundations of speech technique from pedagogical, psychological, and linguistic perspectives and reviews scholarly contributions of both international and Uzbek researchers. Particular attention is paid to the pedagogical value of correct pronunciation, expressive intonation, and adherence to literary language norms in fostering students' interest, comprehension, and active participation in learning. The findings indicate that a high level of speech culture enhances pedagogical communication, supports students' language development, and contributes to their comprehensive personal growth. The results of the research may be effectively used in improving teachers' professional competence and optimizing communication in the educational process.
Keywords: teacher's speech technique; pronunciation; intonation; speech culture; pedagogical communication; professional competence; educational effectiveness; oral speech

In today's conditions of globalization and an information-oriented society, the effectiveness of the educational process largely depends on the teacher's professional mastery, pedagogical competence, and speech culture. In particular, a teacher's oral speech serves as a primary pedagogical tool, playing a crucial role in knowledge delivery, educational influence, and the establishment of effective communication with students. Therefore, improving a teacher's speech technique—especially pronunciation, intonation, and overall speech culture—has become one of the most pressing issues in the modern education system. In contemporary educational practice, the teacher's correct pronunciation, fluent and clear speech, and expressive intonation are of great importance in maintaining students' attention, encouraging independent thinking, and increasing their interest in learning. Pronunciation errors, monotonous intonation, or neglect of speech culture may lead to students' indifference toward lessons, misunderstandings, and psychological barriers in communication. From this perspective, a teacher's speech technique is not only a key factor in the quality of education but also a determining element in the effectiveness of the educational and moral development process. Within the framework of state policy aimed at reforming the education system and enhancing the professional capacity of teaching staff in the Republic of Uzbekistan, special attention is being paid to teachers' communicative culture and speech competence. In particular, modern requirements set by educational standards and pedagogical practice demand from teachers not only deep subject knowledge but also a high level of speech culture. This, in turn, necessitates comprehensive scientific-theoretical and practical research into the given topic.

For this reason, the topic of the present course paper, which focuses on investigating the role of a teacher's speech technique—namely pronunciation, intonation, and speech culture—in the pedagogical process, their impact on students, and ways of eliminating speech deficiencies, is considered highly relevant in light of contemporary educational demands. The results of this research will contribute to enhancing teachers' professional mastery, establishing effective

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communication in the educational process, and ensuring the comprehensive development of students' personalities.

Issues related to a teacher's speech technique, particularly pronunciation, intonation, and speech culture, have been widely studied by both local and international scholars within the fields of pedagogy, psychology, linguistics, and speech culture theory. This topic has been examined in close connection with pedagogical communication, the professional competence of the teacher, and the effectiveness of the educational process, and has been analyzed from various scientific perspectives.

In global pedagogical and psychological scholarship, problems concerning teachers' speech and communication culture are primarily reflected in the scientific works of scholars such as L. S. Vygotsky, A. A. Leontiev, and S. L. Rubinstein. These scholars interpreted speech as a crucial factor in personality development and cognitive processes, and they substantiated the psychological mechanisms of speech within pedagogical communication. In particular, L. S. Vygotsky revealed the social and educational significance of speech and scientifically grounded the teacher's ability to influence students through language.

The linguistic aspects of speech culture and speech technique have been extensively studied by linguists such as V. V. Vinogradov, B. N. Golovin, L. I. Skvortsov, and O. S. Akhmanova. Their research addresses issues of standard literary pronunciation, clarity, fluency, logic, and expressiveness of speech, and lays the theoretical foundations of speech culture. These studies scientifically substantiate the necessity for teachers' speech to be based on correct pronunciation and effective intonation.

The role of pedagogical communication and teachers' speech in professional activity has been examined by prominent educational scholars such as A. S. Makarenko, V. A. Slastyonin, I. F. Isayev, and N. E. Kuzmina. A. S. Makarenko regarded teachers' speech as a powerful means of educational influence, emphasizing that pedagogical discourse should be clear, expressive, and purpose-oriented. V. A. Slastyonin, in turn, identifies teachers' speech competence as a key structural component of pedagogical mastery.

The psychological and pedagogical aspects of intonation, voice modulation, and speech technique have been explored by scholars including B. G. Ananyev, A. K. Markova, and Ye. I. Passov. Their studies substantiate the psychological impact of a teacher's voice timbre, speech rate, use of pauses, and emotional expressiveness on students. These factors are regarded as significant elements in enhancing students' interest and engagement in the learning process.

In Uzbek pedagogy and linguistics, issues related to teachers' speech and speech culture have also become a distinct object of scholarly investigation. In particular, researchers such as N. A. Muslimov, U. I. Inoyatov, M. Usmonboyeva, and D. Inog'omova have addressed problems of pedagogical mastery, communicative competence, and teachers' speech culture in their academic works. Moreover, linguists such as S. Karimov, A. Qodirov, and Sh. Rahmatullayev have made substantial contributions to the development of this field through their research on speech culture, standard pronunciation, and speech norms.

At the same time, an analysis of existing scientific studies indicates that although the issue of teachers' speech technique has been extensively examined from general pedagogical and linguistic perspectives, the interrelated nature of pronunciation, intonation, and speech culture, as well as their practical effectiveness in the educational process, has not yet been sufficiently studied in a comprehensive manner. It is precisely this gap that determines the scientific and practical significance of the present course paper and further enhances the relevance of the chosen topic.

Speech technique is understood as a teacher's ability to organize oral speech purposefully, consciously, and effectively. It encompasses such aspects as correct pronunciation, fluent speech,

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voice volume and timbre, intonation, speech rate, appropriate use of pauses, and adherence to the norms of the literary language. Speech technique determines not only the correct articulation of words but also the manner of their delivery, the emotional coloring with which they are expressed, and their appropriate use in specific communicative situations.

Correct pronunciation is a crucial factor that ensures the clarity, expressiveness, and pedagogical effectiveness of a teacher's speech. It constitutes an essential component of speech culture and is based on the norms of the literary language, guaranteeing accurate and fluent pronunciation of sounds, syllables, and words. In linguistics and pedagogy, the theoretical foundations of correct pronunciation rely on phonetics, orthoepy, and theories of speech culture. These scholarly fields explain the essence, norms, and functional role of correct pronunciation in the speech process.

Intonation is an important phonetic means of speech, playing a leading role in expressing the speaker's ideas, attitudes, and emotional state. In linguistics, psycholinguistics, and pedagogy, intonation is interpreted as a complex system that reveals both the logical and emotional aspects of speech content. The theoretical foundations of intonation are mainly based on phonetics, prosody, syntax, psycholinguistics, and theories of pedagogical communication.

The teacher's speech technique—pronunciation, intonation, and speech culture—and their role and significance in the educational and instructional process were comprehensively analyzed from both theoretical and practical perspectives. The findings of the study indicate that teachers' speech serves as the primary instrument of pedagogical activity, and its quality directly affects students' level of knowledge acquisition, their interest in lessons, and the effectiveness of educational influence.

Correct pronunciation ensures the clarity and comprehensibility of teachers' speech and contributes to the formation of students' speech in accordance with the norms of the literary language. The purposeful use of intonation, in turn, enlivens pedagogical communication and plays an important role in maintaining students' attention and motivating them toward active participation. Speech culture emerges as a key factor that guarantees the logical coherence, fluency, and ethical as well as aesthetic adequacy of teachers' speech.

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