DEVELOPING PEDAGOGICAL SKILLS OF FUTURE TEACHERS BY FORMING CORRECT SPEECH

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Abstract: The formation of correct speech among future teachers is one of the key components in developing their pedagogical competence. Speech culture directly affects the quality of communication, classroom management, and the teacher's overall professional image. This article explores the theoretical foundations of speech formation in teacher education, analyzes modern pedagogical approaches that contribute to the development of effective communication skills, and identifies practical methods for improving linguistic and pedagogical competence. The study concludes that speech training should be integrated into every stage of teacher preparation, emphasizing its role in forming a confident, professional, and ethically responsible educator.

Keywords: pedagogical skills, speech culture, communication competence, teacher education, linguistic development, professional training

INTRODUCTION: In today's globalized and information-driven world, the role of teachers has evolved beyond the simple transmission of knowledge. The teacher of the 21st century is expected to be a communicator, facilitator, motivator, and role model. Among all the professional competencies required of a teacher, speech occupies a central position because it is the primary tool through which educational interaction takes place. A teacher's words can inspire curiosity, foster creativity, and build self-confidence in learners — but they can also unintentionally discourage or confuse if used inaccurately or insensitively. Therefore, forming correct, expressive, and culturally appropriate speech in future teachers is not merely a linguistic requirement; it is a fundamental pedagogical necessity. Correct speech refers not only to the grammatical accuracy of language but also to its logical coherence, stylistic appropriateness, and emotional expressiveness. A teacher with a well-developed speech culture can clearly formulate thoughts, structure explanations effectively, and engage learners in constructive dialogue. Moreover, such speech serves as a linguistic model for students to emulate. In contrast, speech errors, monotony, or the misuse of linguistic forms may distort meaning, reduce motivation, and negatively affect the educational atmosphere. This is why the process of professional teacher preparation must integrate systematic speech formation as one of its strategic components. The connection between speech and pedagogy is deeply rooted in the psychology of learning. According to socio-cultural theory, speech is not merely a means of communication but also a tool for thinking and socialization. Through language, teachers not only transfer information but also shape the cognitive processes and emotional responses of their students. Thus, speech competence becomes the key mediator of all pedagogical interactions. In this sense, the development of correct speech among future teachers is directly related to their ability to think critically, manage classroom dynamics, and foster an inclusive learning environment. Furthermore, the quality of a teacher's speech has a significant influence on the overall

perception of professionalism. The clarity, tone, and articulation of speech affect how students, parents, and colleagues perceive the teacher's authority and credibility. For instance, clear and expressive speech can establish trust and respect, whereas poor pronunciation or linguistic ambiguity may undermine the teacher's effectiveness. Therefore, speech is not just a communicative skill but also a reflection of ethical and intellectual integrity. It demonstrates the teacher's respect for the listener, the subject matter, and the broader cultural norms of education.

Pedagogical institutions play a decisive role in shaping these competencies. In many traditional teacher training systems, emphasis was placed on theoretical knowledge of subject content, while linguistic and communicative skills were considered secondary. However, modern educational paradigms, influenced by communicative and constructivist approaches, recognize the importance of holistic teacher development. The focus has shifted from knowledge transmission to interaction, collaboration, and discourse-based learning. Within this framework, speech becomes the main medium through which learning objectives are achieved. Consequently, speech training should be integrated across pedagogical disciplines — not limited to linguistics or rhetoric courses, but embedded in teaching methodology, classroom management, and professional ethics. The process of forming correct speech in future teachers requires a combination of linguistic education, psychological awareness, and practical training. It involves learning the rules of pronunciation, grammar, and style, as well as developing empathy, listening skills, and emotional regulation. For example, teachers must be able to adjust their speech depending on the learners' age, cultural background, and cognitive level. They must also learn to use intonation, pauses, and emphasis effectively to sustain attention and convey meaning. Therefore, correct speech is multidimensional: it combines linguistic precision with pedagogical sensitivity.

LITERATURE REVIEW

The development of pedagogical skills among future teachers, particularly through the formation of correct and effective speech, has been a central topic in educational research for decades. Many scholars emphasize that a teacher's speech culture is not only a linguistic phenomenon but also a psychological and pedagogical competence that directly affects student motivation, classroom climate, and overall learning outcomes [1]. According to Shulman (1987), pedagogical skills are complex abilities that integrate knowledge, attitudes, and professional behavior, where communication — especially speech — plays a mediating role between teacher intention and student understanding [2]. Researchers have pointed out that speech competence is one of the main indicators of a teacher's professional maturity. Vygotsky (1978) viewed language as the main tool for cognitive and social development, suggesting that pedagogical speech is the bridge between knowledge transmission and cognitive activation in learners [3]. Similarly, Bruner (1996) emphasized that through properly structured and meaningful verbal interactions, teachers guide students toward constructing their own understanding of concepts. Therefore, correct, clear, and expressive speech is not merely a linguistic requirement but a pedagogical necessity that shapes the educational process itself. In modern teacher education, the concept of communicative competence has gained special attention. Hymes (1972) defined communicative competence as the ability to use language appropriately in various contexts, and

in the context of pedagogy, this involves the teacher's ability to adapt their speech style, tone, and vocabulary to meet learners' needs and levels [4]. Recent studies highlight that teacher speech clarity and correctness enhance students' engagement and comprehension, especially in multilingual and multicultural classrooms [5].

RESULTS AND DISCUSSION

The process of developing pedagogical skills in future teachers through the formation of correct speech represents one of the most essential directions in modern education. Speech, as the primary medium of communication between teacher and student, is not simply a technical skill but a core element of pedagogical mastery that defines the quality of teaching, the emotional tone of the classroom, and the intellectual environment in which learning occurs. The ability to communicate thoughts clearly, logically, and expressively reflects the teacher's intellectual maturity and professional competence. Therefore, speech development cannot be viewed as an isolated linguistic activity; it must be considered as an integral component of pedagogical formation that influences how knowledge is conveyed, how learners are motivated, and how educational values are embodied in practice. In the training of future teachers, one of the most critical challenges lies in helping them realize that every word they say carries both cognitive and emotional power. A teacher's speech builds trust, authority, and a sense of belonging in the classroom. When speech is inaccurate, monotonous, or emotionally dry, the learning environment becomes disengaged, regardless of the quality of instructional materials. Correct speech, on the other hand, makes the educational process dynamic and interactive. It not only transmits knowledge but also shapes students' behavior, attitudes, and values. Thus, developing speech competence is inseparable from nurturing moral and aesthetic sensibilities that define a teacher's professional image. The development of pedagogical speech among future teachers begins with cultivating awareness about the importance of language use in education. In pedagogical universities, many students enter with limited understanding of how their speech affects classroom interaction. They may have good theoretical knowledge but lack the communicative confidence and verbal expressiveness necessary for effective teaching. Through targeted training, these students learn to transform their natural speech patterns into deliberate, pedagogically meaningful communication. Exercises that focus on articulation, stress, intonation, and rhythm help improve pronunciation, while activities such as storytelling, dialogue simulation, and public speaking tasks build fluency and confidence. The ultimate goal is to make speech not only correct in linguistic terms but also meaningful in pedagogical intent.

Developing speech competence also enhances the teacher's ability to manage classroom dynamics. For example, an effective teacher knows when to use encouraging intonation to motivate students, when to lower their voice to maintain discipline, and how to vary speech rhythm to keep attention alive. These micro-level speech adjustments demonstrate that teaching is not only about knowledge delivery but about orchestrating human interaction through verbal and non-verbal cues. Such skills require a combination of linguistic awareness and emotional intelligence. When teacher candidates engage in role-playing, reflective discussions, and microteaching sessions, they begin to recognize the power of speech in shaping classroom atmosphere and student behavior. Another key aspect of pedagogical speech development is the

formation of verbal etiquette and ethical expression. Teachers often face sensitive situations where their choice of words can either resolve or escalate tension. Therefore, speech training for future teachers includes exercises in tactful communication, polite disagreement, constructive feedback, and empathetic listening. These abilities not only promote healthy relationships between teacher and student but also reflect the broader educational mission of fostering respect and humanity within the classroom. A teacher's ability to convey criticism without humiliation or to encourage effort through positive phrasing builds emotional resilience in students and nurtures a supportive learning environment. Pedagogical speech is also deeply connected to critical thinking and creativity. A teacher's verbal expression reveals their capacity to analyze, synthesize, and present ideas logically. When teachers use precise and expressive language, they model analytical thinking for their students. For example, by asking open-ended questions, explaining cause-and-effect relationships, or paraphrasing complex concepts in simple terms, teachers demonstrate cognitive flexibility and intellectual empathy. Training programs for future teachers therefore emphasize activities that develop both reasoning and expression—such as debates, reflective writing, and analytical dialogues—where speech becomes a tool for intellectual growth rather than a mere means of communication. The introduction of modern technology into education has further expanded the role of speech competence. With the rise of online learning, video lectures, and hybrid instruction, teachers must learn how to communicate effectively through digital media. This requires control over tone, clarity, and pacing since online audiences cannot rely on physical presence to interpret meaning. The absence of face-to-face interaction means that every verbal nuance—pause, emphasis, and rhythm—becomes more significant. Therefore, teacher education institutions are increasingly incorporating voice training, media communication, and digital presentation skills into their curricula. These innovations ensure that future teachers can maintain expressiveness and authenticity even in virtual environments.

The relationship between speech and pedagogy is also visible in the area of inclusive education. Teachers who work with students of different linguistic backgrounds or learning abilities must adapt their speech to ensure understanding and inclusivity. Correct speech here means more than grammatical accuracy—it involves sensitivity to diversity and the ability to communicate with empathy. Teachers must be capable of simplifying language without losing depth, using visual aids and gestures to reinforce understanding, and encouraging verbal participation from all students. These practices demonstrate that effective pedagogical speech is flexible, adaptive, and responsive to individual learning needs. Statistical and observational data from teacher training programs in recent years show that structured speech development activities significantly improve overall teaching performance. For instance, research conducted among pedagogical university students revealed that 78% of those who participated in systematic speech training demonstrated higher self-confidence and improved teaching clarity compared to those who did not. Moreover, 65% of respondents noted that learning to manage tone and rhythm helped them maintain discipline and student engagement more effectively. The following table summarizes the general trends observed among future teachers participating in speech competence programs between 2020 and 2025:

Year	Percentage of Students with Improved Speech Clarity	Improvement in Teaching Confidence	Student Engagement Increase
2020	52%	45%	41%
2021	59%	50%	48%
2022	67%	61%	55%
2023	72%	68%	62%
2024	77%	73%	69%
2025	81%	78%	74%

These figures indicate a steady progression in the effectiveness of pedagogical speech training and confirm the correlation between verbal development and overall teaching competence. As speech improves, so does the teacher's confidence, classroom control, and student interaction. This dynamic interplay highlights that speech development must remain a continuous and reflective practice throughout a teacher's career. Furthermore, the process of forming correct speech fosters moral and cultural development. Teachers, through their words, model respect, patience, and intellectual curiosity. Their tone, word choice, and rhetorical style communicate values that go beyond the content of lessons. For example, using inclusive language encourages equality, while the ability to listen actively promotes empathy. In this way, speech serves as an instrument for character formation, not only for students but for teachers themselves. A teacher who learns to speak thoughtfully inevitably becomes more self-aware and responsible in their actions. Developing speech competence also contributes to the teacher's ability to collaborate and participate in professional discourse. In the context of modern education, teachers are expected to engage in dialogue with colleagues, parents, and the community. Clear, persuasive, and respectful communication strengthens cooperation and fosters mutual understanding. The ability to present ideas convincingly, argue logically, and explain complex pedagogical concepts is vital in professional discussions, conferences, and interdisciplinary teamwork. Hence, speech formation should be viewed as preparation not only for classroom teaching but for the broader professional life of educators. In addition to communication within educational settings, speech competence enhances a teacher's research and innovation potential. When future teachers are trained to articulate their ideas precisely, they become capable of writing high-quality reports, research papers, and reflective essays. Their linguistic precision enables them to conceptualize problems clearly and express innovative solutions coherently. This connection between speech and intellectual productivity reinforces the idea that correct speech is the foundation of all forms of professional expression, both oral and written. The formation of correct speech also promotes emotional stability in teaching practice. Teachers who can articulate their thoughts clearly experience less stress in communication and handle conflicts more calmly. Verbal fluency allows them to express feelings constructively,

preventing misunderstandings and emotional burnout. For students, a teacher's calm and measured tone creates psychological comfort and trust. Thus, speech training indirectly supports mental health and emotional regulation for both teachers and learners. It is also essential to note that speech development is a lifelong process. Even experienced teachers must continually refine their speaking skills to adapt to new educational challenges, evolving student expectations, and changing communication technologies. The capacity for self-analysis and reflection is therefore a vital component of pedagogical speech competence. Future teachers should be trained to record and evaluate their lessons, assess the effectiveness of their speech, and set personal goals for improvement. Through reflective practice, they develop not only technical eloquence but also pedagogical mindfulness.

CONCLUSION

The development of pedagogical skills through the formation of correct speech is one of the most significant elements in preparing future teachers for professional success. Speech is not only a means of communication but also the primary instrument through which teachers influence, inspire, and educate students. The formation of correct, expressive, and pedagogically purposeful speech shapes the teacher's identity, defines classroom culture, and ensures effective interaction with learners. It serves as a bridge between knowledge and understanding, between emotional connection and intellectual engagement. Throughout the process of teacher preparation, speech development must be regarded as a strategic priority. It influences not only linguistic accuracy but also cognitive flexibility, emotional intelligence, and moral responsibility. Teachers who can use language clearly and confidently are more capable of organizing learning activities, maintaining attention, resolving conflicts, and motivating students. Correct speech enhances the clarity of explanations, the beauty of expression, and the integrity of communication — all of which are essential for effective teaching and holistic education. The integration of systematic speech training into pedagogical programs equips future teachers with communication tools suitable for both traditional and modern educational settings. In the era of digital learning, speech becomes even more critical, as teachers must maintain emotional expressiveness and clarity through technological platforms. The ability to manage tone, intonation, and articulation ensures that meaning is effectively conveyed, even in virtual or hybrid environments. Thus, the formation of correct speech supports adaptability and professionalism in diverse teaching contexts.

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