BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

# DEVELOPMENT OF FUTURE TEACHERS' SPEECH COMPETENCE IN THE PROCESS OF PEDAGOGICAL PRACTICE

**Tuxtayeva Mehriyo Shavkatovna**
Lecturer at the Department of Uzbek Language and Literature,
Nizami National Pedagogical University of Uzbekistan,
Doctor of Philosophy (PhD) in Pedagogical Sciences

**Abstract**: This article examines the development of future teachers' speech competence in the process of pedagogical practice. Speech competence is considered one of the essential components of a teacher's professional readiness, as it directly influences classroom communication, instructional clarity, interaction with students, and the effectiveness of the educational process. The article highlights the role of pedagogical practice in improving students' oral and written communication skills, developing their ability to use literary language norms, and forming professional speech etiquette. Special attention is paid to the importance of practical teaching experience, lesson observation, classroom interaction, reflective analysis, and feedback in strengthening future teachers' communicative competence.

**Key words:** future teachers, speech competence, pedagogical practice, professional communication, speech culture, communicative competence, teacher training, classroom interaction, professional speech etiquette.

## Introduction

In modern teacher education, the development of future teachers' professional competence is closely connected with their ability to communicate effectively in the educational process. A teacher's speech is not only a means of transmitting knowledge, but also an important pedagogical tool that influences students' thinking, motivation, discipline, and overall learning outcomes. Therefore, the formation of speech competence among future teachers is one of the significant tasks of higher pedagogical education.

Speech competence includes the ability to express ideas clearly, logically, accurately, and appropriately in different pedagogical situations. It also involves the correct use of literary language norms, professional terminology, speech etiquette, and effective communication strategies. For future teachers, this competence is especially important because their professional activity requires constant interaction with students, colleagues, parents, and the wider educational community.

Pedagogical practice plays a crucial role in developing future teachers' speech competence. During practice, students have the opportunity to apply theoretical knowledge in real classroom conditions, observe experienced teachers, conduct lessons, communicate with learners, and analyze their own speech behavior. This process helps them improve their oral and written communication skills, overcome speech difficulties, and develop confidence in professional pedagogical interaction.

The relevance of this topic is determined by the growing demand for highly qualified teachers who are able to organize effective classroom communication and demonstrate a high level of professional speech culture. In this regard, the development of future teachers' speech competence during pedagogical practice should be considered as an essential condition for improving the quality of teacher training and ensuring successful professional activity.

## Literature Review

In the scientific literature, the problem of developing speech competence is closely connected with the general theory of communicative competence. One of the important theoretical foundations of this issue can be found in the works of D. Hymes, who introduced the concept of communicative competence as the ability to use language appropriately in social contexts. According to this approach, knowing a language does not only mean knowing grammar rules, vocabulary, or pronunciation; it also requires the ability to choose suitable linguistic forms according to the situation, purpose, listener, and communicative environment. This idea is particularly significant for teacher education because a future teacher must be able to communicate clearly, logically, ethically, and effectively in various pedagogical situations[1]. In the classroom, the teacher's speech performs several functions: it explains new material, organizes learning activities, motivates students, controls discipline, asks questions, gives feedback, and establishes emotional contact with learners. Therefore, the formation of speech competence should be understood not only as linguistic development, but also as professional and pedagogical preparation. From this perspective, pedagogical practice becomes an essential stage in which future teachers learn to apply communicative knowledge in real educational conditions. During teaching practice, students develop the ability to select appropriate speech patterns, use professional terminology, adapt their speech to learners' age and level, and maintain effective classroom interaction. Thus, the theoretical ideas of communicative competence provide a strong basis for studying the development of future teachers' speech competence in the process of pedagogical practice.

Another important direction in the literature is related to the practical formation of professional-pedagogical speech. Researchers in the field of teacher training emphasize that pedagogical practice plays a decisive role in transforming theoretical knowledge into professional skills. In this process, future teachers do not simply observe lessons or prepare lesson plans; they directly participate in classroom communication, interact with students, conduct explanations, respond to unexpected questions, and analyze their own pedagogical behavior[2]. This practical experience helps them improve speech clarity, logical consistency, expressiveness, accuracy, and cultural appropriateness. Scholars who study professional communication note that a teacher's speech must be purposeful, understandable, emotionally balanced, and methodologically effective. In other words, the teacher's speech should not only transmit information but also guide students' thinking and support their learning activity. For this reason, pedagogical practice creates real opportunities for developing oral and written speech competence, professional speech etiquette, reflective communication, and classroom discourse skills. Through lesson observation, microteaching, self-analysis, feedback from mentors, and repeated teaching attempts, future teachers gradually overcome speech difficulties and gain confidence in professional communication. Therefore, the analysis of existing literature shows that speech competence is an integral part of future teachers' professional readiness, while pedagogical practice serves as the main practical environment for its systematic development.

**Analysis and Results**

The analysis of the pedagogical practice process shows that the development of future teachers' speech competence is a gradual, complex, and practice-oriented process. Speech competence is not formed only through theoretical knowledge about language, communication, or methodology. It develops mainly in real pedagogical situations where future teachers communicate with pupils, explain new material, give instructions, ask questions, correct mistakes, motivate learners, and organize classroom interaction. For this reason, pedagogical practice serves as an important stage in transforming theoretical knowledge into professional communicative skills.

At the beginning of pedagogical practice, many future teachers face several difficulties related to professional speech. These difficulties are usually connected with lack of confidence, unclear explanation, weak logical structure, incorrect use of pedagogical terminology, and inability to adapt speech to pupils' age and learning level. Some student-teachers speak too fast, while others use long and complicated sentences. In some cases, they give instructions without checking whether pupils have understood the task. These situations show that speech competence is not simply the ability to speak correctly; it is the ability to speak clearly, logically, ethically, and effectively in the educational process.

For example, an inexperienced student-teacher may say: "Today we learn this topic and you must understand it because it is important." Although this sentence is understandable, it is not methodologically strong. It does not give pupils a clear direction or explain the steps of the lesson. A more professional version would be: "Today we are going to study the main features of the topic. First, we will discuss the rule, then we will analyze examples, and finally you will complete a short practice task." This example shows that professional pedagogical speech should be clear, organized, purposeful, and learner-oriented.

The results of the analysis indicate that pedagogical practice positively influences several components of future teachers' speech competence. First of all, it improves speech clarity. During practice, future teachers learn to explain educational material in a simpler and more understandable way. They begin to avoid unnecessary complexity and focus on the main idea of the lesson. For example, instead of saying, "This grammatical phenomenon is used in different communicative contexts," a future teacher may explain more clearly: "We use this grammar when we talk about an action that started in the past and continues now." Such speech is more accessible for learners and helps them understand the topic better[3].

Another important result is the development of logical consistency in speech. A teacher's explanation must have a clear beginning, development, and conclusion. During pedagogical practice, student-teachers learn to organize their speech step by step. They understand that pupils can follow the lesson more easily when the teacher presents information in a logical order. For instance, a well-organized explanation may begin with a short introduction, continue with a rule, provide examples, and finish with practice[4]. This structure helps pupils connect theoretical knowledge with practical tasks.

Pedagogical practice also develops instructional speech. In the classroom, giving clear instructions is one of the most important teacher skills. If the instruction is unclear, pupils may misunderstand the task, lose time, or complete the activity incorrectly. At the beginning of practice, some student-teachers use very general instructions such as "Do the exercise" or "Write it." However, through observation and feedback, they learn to formulate more precise instructions. For example, instead of saying "Do the exercise," a future teacher can say: "Read the sentences carefully, choose the correct answer, and underline the words that helped you make your choice." This instruction is clearer because it explains not only what to do, but also how to do it[5].

The analysis also shows that pedagogical practice improves corrective speech. Correction is a sensitive part of classroom communication because the teacher must correct mistakes without discouraging learners. An inexperienced teacher may say, "No, it is wrong," which can negatively affect pupils' motivation. A more professional correction would be: "Your idea is close, but pay attention to the verb form. Try to use the past tense here." This type of correction is more effective because it guides the learner, explains the mistake, and keeps the communication respectful. Therefore, pedagogical practice helps future teachers develop pedagogical tact and professional speech etiquette.

Motivational speech is another important aspect that develops during pedagogical practice. A teacher's words can encourage pupils, increase their confidence, and support their active participation in the lesson. Instead of saying, "You must study harder," a professionally prepared teacher may say: "You are improving. If you continue practising regularly, your answers will become more accurate and confident." This example shows that teacher speech should not only control or correct pupils, but also support their learning motivation.

The results further demonstrate that future teachers gradually become more confident in classroom communication. At the initial stage, many student-teachers hesitate, pause too often, or avoid active interaction with pupils because they are afraid of making mistakes. However, after several lessons, observations, and discussions with mentors, their speech becomes more fluent and confident. They begin to use appropriate classroom expressions, ask clearer questions, and respond to pupils' answers more naturally. This growth is especially visible when student-teachers conduct lessons independently.

Lesson observation also plays a significant role in developing speech competence. By observing experienced teachers, future teachers learn how to explain topics, manage classroom interaction, use intonation, give feedback, and maintain respectful communication. Observation helps them understand that a teacher's speech must be not only correct, but also expressive, emotionally balanced, and pedagogically appropriate. For example, experienced teachers often use pauses, repetition, and emphasis to make important information clearer. Future teachers can apply these techniques in their own lessons.

Mentor feedback is one of the most effective tools for improving speech competence during pedagogical practice. After each lesson, mentors usually analyze the student-teacher's speech, explanation, questioning techniques, and interaction with pupils. If a future teacher speaks too quickly, the mentor may advise using pauses and repeating key points. If the questions are unclear, the mentor may suggest making them more specific. For example, instead of asking "What about this sentence?", the teacher can ask: "Which verb form is used in this sentence, and why?" Such feedback helps future teachers improve the quality of their classroom speech.

Self-reflection also has a strong influence on the development of speech competence. After conducting a lesson, future teachers analyze their own speech behavior. They think about whether their explanations were clear, whether pupils understood the instructions, whether their questions encouraged thinking, and whether their feedback was useful. This reflective process helps them identify their strengths and weaknesses. For example, a student-teacher may realize that pupils could not complete a task because the instruction was too short or unclear. In the next lesson, the teacher gives the instruction step by step and checks understanding before starting the activity.

The analysis shows that speech competence is closely connected with classroom management. A teacher manages the classroom not only through rules and discipline, but also through speech. Clear, polite, and purposeful speech helps create a positive learning environment. For example, instead of saying "Stop talking," a teacher may say: "Let us focus on the task now. You will have time to discuss your answers after individual work." This form of speech is more effective because it controls the classroom situation without creating unnecessary tension.

Another important result is the development of professional speech etiquette. During pedagogical practice, future teachers learn to communicate with pupils respectfully, use polite forms of address, give constructive feedback, and avoid rude or emotionally negative expressions. Professional speech etiquette is especially important because the teacher's communication style influences the psychological atmosphere of the classroom. Respectful teacher speech encourages pupils to participate actively and feel safe in expressing their opinions.

The analysis also proves that pedagogical practice develops the ability to adapt speech to learners' level. A future teacher must understand that the same explanation cannot be used for all pupils. Younger learners need simpler words, shorter sentences, more examples, and visual support. Older learners may need more detailed explanations and academic terminology. Through practice, future teachers learn to choose appropriate language according to the age, level, and needs of pupils. This ability is an essential part of professional communicative competence.

In general, the results show that pedagogical practice creates real conditions for improving future teachers' speech competence. It helps them develop clear explanation, logical presentation, accurate terminology, effective instructions, constructive feedback, motivational speech, professional etiquette, and communicative flexibility. The development of these qualities directly influences the effectiveness of the teaching process.

Thus, it can be concluded that pedagogical practice is one of the most important stages in the professional preparation of future teachers. It allows them to apply theoretical knowledge in real classroom conditions and develop their speech competence through experience, observation, feedback, and reflection. The results confirm that systematic pedagogical practice helps future teachers form clear, logical, expressive, ethical, and pedagogically appropriate speech. This competence is necessary for successful teaching activity and for creating effective communication in the educational process.

**Conclusion**

In conclusion, the development of future teachers' speech competence in the process of pedagogical practice is one of the essential conditions for improving their professional readiness. A teacher's speech is not only a means of transferring information, but also an important pedagogical instrument that organizes classroom activity, motivates learners, explains educational material, corrects mistakes, and creates a positive communicative environment. Therefore, speech competence should be regarded as an integral component of future teachers' professional competence.

The analysis shows that pedagogical practice provides real opportunities for developing future teachers' oral and written communication skills. During practice, student-teachers learn to use clear explanations, accurate terminology, logical speech structure, polite forms of communication, constructive feedback, and effective classroom instructions. They also develop the ability to adapt their speech to learners' age, level, psychological characteristics, and educational needs.

It was found that lesson observation, independent teaching, mentor feedback, and self-reflection play a significant role in improving professional speech competence. These activities help future teachers identify their speech difficulties, correct mistakes, and gradually form a more confident, expressive, and pedagogically appropriate communication style. Practical experience allows them to understand that effective teacher speech must be clear, logical, respectful, purposeful, and methodologically well-organized.

Thus, pedagogical practice serves as a key stage in transforming theoretical knowledge into professional communicative ability. The systematic development of speech competence during this process contributes to the formation of qualified, culturally competent, and professionally prepared teachers. For this reason, higher pedagogical education should pay special attention to the development of future teachers' speech culture, communicative competence, and professional pedagogical communication skills.

**References:**

1. Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics: Selected Readings (pp. 269–293). Harmondsworth: Penguin.
2. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics, 1(1), 1–47.
3. Richards, J. C. (2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.
4. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, MA: Harvard University Press.
5. Shulman, L. S. (1987). Knowledge and Teaching: Foundations of the New Reform. Harvard Educational Review, 57(1), 1–22.
6. Zeichner, K. (2010). Rethinking the Connections Between Campus Courses and Field Experiences in College- and University-Based Teacher Education. Journal of Teacher Education, 61(1–2), 89–99.