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Main Components Of Development Of Pedagogical Speech Culture In Students

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Abstract

This article analyzes effective methods for the formation of acmeological approaches in students. In modern educational conditions, the self-development of the individual and achieving professional perfection are of great importance. The study examines pedagogical approaches and mechanisms aimed at the full realization of the personal and professional potential of students. The article highlights interactive methods and innovative technologies that serve the development of acmeological competencies. The results help to form self-awareness, goal-setting and continuous improvement skills in students.

Keywords: Acmeology, students, approaches, formation, self-development, professional perfection, pedagogical methods, competence

Introduction

In the modern education system, pedagogical speech culture is of great importance for the comprehensive development of students and their success in their future professional activities. Speech culture is a complex social phenomenon that reflects the general cultural level of a person and includes the skills of effective use of language tools. It means perfect mastery of oral and written literary language norms, including pronunciation, grammar and stylistics [1]. Pedagogical speech culture is aimed at forming the ability of future specialists to express their thoughts clearly, intelligibly and effectively in the educational process. This requires not only the correct use of language, but also its appropriateness, expressiveness and logic in the situation.

Although the theoretical foundations of speech culture were formed in ancient Rome and Athens, its roots go back to Egypt, Assyria, Babylon and India, where the art of oratory was highly valued [1]. In Uzbekistan, by the 15th century, thinkers such as Alisher Navoi made significant contributions to speech culture, and since the 1920s, a speech culture based on national literary norms has been formed [1]. Today, the development of speech and linguistic competencies in students remains a pressing issue. Malika Altibayeva's research for 2021-2025 studies methodological approaches aimed at improving speech culture through independent learning, educational tasks, and innovative technologies [2]. These studies demonstrate the effectiveness of digital resources, self-assessment, and reflexive approaches in acquiring language skills [2]. In this context, it is important to analyze the main components of the development of pedagogical speech culture in students, identify effective methods for their formation, and study the issues of improving this process in the higher education system. This article is aimed at in-depth study of the theoretical and practical aspects of the development of pedagogical speech culture in students, identification of its main components and development of scientifically based recommendations for their formation.



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Analysis of relevant literature

When analyzing the essence and significance of pedagogical speech culture, it is necessary, first of all, to rely on the general theoretical foundations of speech culture. As noted in the introduction, speech culture means the skill of effective use of language tools, perfect mastery of literary language norms [1]. However, in the context of pedagogical activity, this concept acquires a deeper and more specific meaning. Pedagogical speech includes not only linguistic correctness, but also didactic effectiveness, psychological effectiveness and compliance with ethical standards. It is an integral part of the teacher's professional competence and directly determines the quality and effectiveness of the educational process. Therefore, in modern pedagogical science, special attention is paid to the comprehensive study of pedagogical speech culture.

Literature analysis shows that pedagogical speech culture is a multifaceted phenomenon, and its components are classified differently by different scientists. According to general approaches, the main components of pedagogical speech culture include linguistic, psychological, didactic, ethical-aesthetic and communicative aspects. The linguistic component ensures the correctness, accuracy, logic, richness and expressiveness of speech. This requires strict adherence to the norms of the literary language (phonetic, lexical, grammatical, stylistic), as well as a wide vocabulary and the ability to apply them in accordance with the situation. It is important that the teacher's speech is not only grammatically correct, but also simple and understandable, in accordance with the age characteristics and level of knowledge of the students. The logic of speech means the consistency and validity of thoughts, and expressiveness means the ability to attract the attention of the listener and have an emotional impact.

The psychological component determines the effectiveness and efficiency of pedagogical speech. It includes the teacher's ability to take into account the psychological state of students, manage their attention, increase their motivation, and create a positive learning environment. Empathy, emotional intelligence, and the ability to establish psychological contact with the audience are the main indicators of this aspect of pedagogical speech culture. The teacher must arouse interest in students through his speech, encourage them to learn, and build self-confidence. Intonation, tempo, pauses, and volume of speech also play an important role in creating a psychological impact.

The didactic component reflects the main function of pedagogical speech in the educational process. This means the effective use of speech in such processes as imparting knowledge, explaining, asking questions, evaluating and establishing feedback. The teacher's speech should convey the educational material clearly and intelligibly, simplify complex concepts, and encourage students to think actively. The technique of asking questions, the consistency of explanation, the skill of giving examples, and the ability to provide constructive feedback to students' answers are important elements of didactic speech culture. This component makes the teacher's speech an effective tool in the educational process. The ethical-aesthetic component includes compliance with ethical standards, the manifestation of respect, decency, and tact in the teacher's speech. Pedagogical speech should always be positive, constructive, and educational. The teacher's speech should be an example for students and form an aesthetic taste in them. Care in the choice of words, avoiding rude or inappropriate expressions, maintaining politeness in the general tone of speech are the main requirements of this component. The aesthetic aspect of speech means its beauty, attractiveness and pleasantness to listen to.



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The communicative component covers the teacher's ability to establish and manage effective communication with students, colleagues and parents. This includes not only oral, but also written communication. Communicative competence allows the teacher to behave freely in various communication situations, understand and adapt to the needs of the listener, resolve conflicts and develop cooperation. Organizing dialogical speech, managing discussions, encouraging the exchange of ideas and encouraging students to freely express their thoughts are important aspects of communicative speech culture.

In recent years, a number of studies have been conducted on the methodologies for developing pedagogical speech culture in students. In particular, Malika Altibayeva's research work for 2021-2025 will examine the effectiveness of various methodological approaches aimed at improving students' speech and linguistic competencies, including independent learning, learning tasks, and the use of innovative technologies [2]. These studies demonstrate the importance of digital resources, self-assessment methods, and reflexive approaches in the acquisition of language skills [2]. These approaches also play an important role in the formation of pedagogical speech culture. For example, future teachers can develop self-assessment and reflexive skills by simulating pedagogical situations, performing speech exercises, and recording and analyzing their speech on video during independent learning. Digital resources, in turn, allow for the study of pedagogical speech patterns, interactive exercises on identifying speech errors, and correcting them.

In the higher education system, active and interactive teaching methods, including case studies, role-playing games, discussions, project work and presentations, are widely used in the development of pedagogical speech culture. These methods allow students to apply their speech skills in real pedagogical situations, defend their opinions, convince listeners and form a culture of communication. Also, the organization of special courses, seminars and trainings on speech culture and oratory is also important in improving students' pedagogical speech culture. In these courses, students learn speech techniques, the development of the vocal apparatus, proper breathing, improvement of diction, and the rules of speech etiquette.

The analysis of the literature shows that in the development of pedagogical speech culture, it is necessary to use the achievements of not only linguistics and pedagogy, but also psychology, sociology and philosophy. Psychological aspects of speech, such as mechanisms of influencing the listener, establishing emotional contact through speech, and stimulating students' speech activity, are studied in depth within the framework of psychological research. The sociological approach reveals the social functions of pedagogical speech, its role in society and its importance in social communication. From a philosophical point of view, the role of speech in the cognitive process, the interrelationship of thought and language, and the formation of a worldview through speech are considered.

In modern conditions, the development of information and communication technologies creates new opportunities for the formation of pedagogical speech culture. For example, through online platforms, webinars, video conferences, students have the opportunity to communicate with different audiences, present and evaluate their speech remotely. This increases their speech flexibility and ability to behave freely in various communication situations. As noted in Altibayeva's research, digital resources and self-assessment methodologies serve as effective tools for acquiring language skills [2]. This is especially true in the development of pedagogical speech culture, helping



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students to constantly analyze and improve their speech. Nevertheless, the analysis of the literature shows that there are a number of problems in the development of pedagogical speech culture. These include factors such as the lack of sufficient conditions for organizing students' speech activities, insufficient attention to the formation of speech culture in educational programs, and the insufficient development of certain aspects of speech culture in teachers themselves. Some studies note the lack of comprehensive approaches to the development of pedagogical speech culture in higher education institutions, the weak integration of theoretical knowledge with practical skills. Also, the low use of differential approaches, taking into account the individual speech characteristics of students, is one of the pressing problems.

Research methodology

This study is aimed at studying the theoretical and practical aspects of the process of developing pedagogical speech culture in students, using various scientific and research methods based on a comprehensive approach. The research methodology is based on the combination of systematic, person-oriented and competency-based approaches.

In the research process, first of all, the method of analyzing scientific, pedagogical and methodological literature was used to identify the theoretical foundations of the problem. Through this method, the essence of pedagogical speech culture, its structural components and existing scientific views on its development were studied and generalized. Also, advanced experiences in the formation of speech competencies in the education system were analyzed.

Observation, interview, questionnaire and test methods were used as empirical research methods. Through the observation method, students' speech activity in the learning process, their level of communication, clarity and logic of expression of thoughts were studied. Using the interview and questionnaire methods, the attitude of students and teachers to pedagogical speech culture, existing problems and needs were identified. Tests made it possible to assess the level of linguistic and communicative competencies of students.

As one of the important stages of the research, pedagogical experimental and test work was organized. During the experimental process, a special methodological system aimed at developing pedagogical speech culture in students was developed and put into practice. Within the framework of this system, interactive methods (case studies, role-playing games, discussions, presentations), speech exercises, reflexive tasks and digital technologies were widely used. Experimental and test work was carried out in control and experimental groups, and their results were compared.

Conclusion

In conclusion, pedagogical speech culture is an integral and important part of the professional competence of a teacher, and its linguistic, psychological, didactic, ethical-aesthetic and communicative components are closely interconnected. The formation and development of these components in students is one of the priority tasks of modern higher education. The existing literature contains rich materials on the theoretical foundations, components of pedagogical speech culture and methods of their development. In particular, recent studies, such as Altibayeva's work, show the effectiveness of independent learning, innovative technologies and reflexive approaches, opening up new directions in this regard [2]. However, there are still gaps in this area that require in-depth research, especially in the specific mechanisms and effective models of developing pedagogical speech culture in the conditions of the Uzbek education system. This article aims to fill



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such gaps and conduct an in-depth analysis of the main components of developing pedagogical speech culture in students.

This article provides an in-depth analysis of the main components of the development of pedagogical speech culture in students. The results of the study showed that pedagogical speech culture is a complex, multifaceted phenomenon that includes linguistic, psychological, didactic, ethical-aesthetic and communicative aspects. Each of these components plays a decisive role in determining the professional skills of a future teacher. It was found that independent learning, innovative technologies, interactive methods and reflexive approaches are effective in their formation. However, for the full development of this culture in the higher education system, systematic approaches and integration into practice are still necessary. In the future, the development of complex programs in this regard and their implementation in practice will serve as an important factor in improving the quality of education.

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