

METHODOLOGY FOR TEACHING ORATORY THROUGH THE FORMATION OF SPEECH CULTURE IN PRIMARY SCHOOL TEACHERS

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Abstract: The development of oratory skills in primary school teachers through speech culture formation is essential for effective pedagogy. This thesis examines linguistic, psychological, and pedagogical approaches to enhancing teachers' communication. It explores structured training, interactive exercises, and ethical speech practices that improve engagement and clarity in teaching. By integrating speech culture into teacher education, educators can foster students' cognitive and linguistic growth.

Keywords: oratory skills, speech culture, teacher education, communication, pedagogy

The ability to communicate effectively is a fundamental skill for primary school teachers, as it directly influences students' cognitive, linguistic, and social development. The process of shaping oratory skills in teachers is deeply connected to the formation of speech culture, which ensures clarity, correctness, expressiveness, and effectiveness in communication. Without a strong foundation in speech culture, even the most knowledgeable educators may struggle to convey ideas effectively, engage students, and foster an environment conducive to learning. Therefore, developing a structured methodology that integrates linguistic, psychological, and pedagogical principles is essential for training primary school teachers in oratory skills. This thesis explores the significance of speech culture in teacher education, the methods for enhancing oratory skills, and the long-term impact of effective communication in the classroom.

Speech culture in teaching is not merely about speaking clearly; it encompasses articulation, pronunciation, intonation, fluency, and expressiveness, all of which contribute to a teacher's ability to convey knowledge engagingly and persuasively. A well-developed speech culture enables teachers to present ideas logically, maintain student attention, and encourage participation. Since primary school children are at a crucial stage of language acquisition, the teacher's speech acts as a model that shapes their linguistic habits and cognitive processes. A lack of speech culture in teachers can result in confusion, disengagement, and ineffective

learning experiences. This highlights the need for a structured approach to training teachers in oratory skills that emphasizes speech precision, emotional expressiveness, and audience awareness.

One of the most effective ways to develop oratory skills in teachers is through focused speech training, which includes phonetic drills, articulation exercises, and intonation practice. Phonetic drills help refine pronunciation and eliminate speech defects that may hinder clarity. Articulation exercises, such as tongue twisters and controlled reading practices, enhance the clarity and distinctness of spoken words. Intonation training is particularly important for primary school teachers, as variations in tone and pitch can add expressiveness to speech and sustain students' interest. Fluency exercises, such as storytelling and spontaneous speaking tasks, train teachers to structure their thoughts coherently and respond to classroom situations with ease. These elements, when practiced consistently, contribute to the development of a speech culture that supports effective teaching.

Exposure to exemplary speech models is another key strategy in the formation of oratory skills. Teachers should be encouraged to listen to and analyze the speeches of skilled orators, including experienced educators, public speakers, and literary narrators. This practice allows teachers to internalize effective speech techniques, such as rhythm, pacing, and rhetorical structuring. Additionally, self-recording and playback exercises enable teachers to assess their own speech, identify weaknesses, and refine their delivery. The use of speech analysis software and technological tools further supports this process by providing objective feedback on aspects such as speech clarity, pacing, and tone modulation. Through continuous exposure to high-quality speech and self-assessment, teachers can gradually improve their own communicative competence.

Interactive training sessions, including debates, discussions, and role-playing activities, are crucial in reinforcing oratory skills. Debates allow teachers to practice logical reasoning, persuasive speaking, and structured argumentation. Classroom discussions provide opportunities to refine spontaneous speaking skills and engage with diverse viewpoints. Role-playing activities, where teachers simulate real-life teaching scenarios, help them practice delivering instructions, managing classroom interactions, and adapting their speech to different learning situations. These interactive exercises not only enhance verbal expression but also build confidence, spontaneity, and adaptability—qualities that are essential for effective teaching.

Non-verbal communication plays a significant role in oratory effectiveness, as speech culture extends beyond words to include body language, facial expressions, and eye contact. A teacher's posture, gestures, and facial expressions

should be aligned with their verbal communication to reinforce their message and engage students. Maintaining appropriate eye contact fosters attentiveness and establishes a connection with learners, while controlled gestures can add emphasis and clarity to speech. Training in non-verbal communication is, therefore, an integral part of oratory skill development, ensuring that teachers convey messages not only through words but also through effective physical expressions.

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