



## STRATEGIC CONCEPT OF DEVELOPING THE PROFESSIONAL SPEECH COMPETENCE OF FUTURE TEACHERS BASED ON INNOVATIVE APPROACHES

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**Abstract:** This research paper explores the strategic framework and innovative methodologies aimed at fostering the professional speech competence of future educators. The study provides a comparative analysis of the structural components of pedagogical discourse, integrating modern educational technologies such as storytelling, case studies, and simulations, while drawing on advanced international practices. The article proposes a comprehensive methodical system designed to enhance the communicative mastery of students in pedagogical universities, ensuring their readiness for complex professional environments.

**Keywords:** professional speech, competence, strategic concept, innovative approach, pedagogical communication, imitative modeling, cognitive-linguistic approach, scaffolding, digital storytelling.

Communication is an inseparable facet of human existence, playing a pivotal role in defining an individual's societal standing and ensuring success in both educational and vocational endeavors. Within the framework of the contemporary educational paradigm, cultivating communicative competencies among learners stands as one of the most pressing mandates. Indeed, individuals equipped with robust communication skills demonstrate a superior capacity to articulate their



thoughts with clarity, practice active listening, collaborate effectively within teams, and navigate complex problem-solving scenarios with professional agility.

The preschool education stage represents the most critical and responsible phase of lifelong learning, serving as the very bedrock upon which a child's character, upbringing, and educational foundations are established. The core objectives of preschool education encompass nurturing children in the spirit of the nation's rich cultural, historical, and spiritual-ethical heritage, instilling a profound sense of national patriotism, and fostering an inherent thirst for knowledge. Furthermore, it aims to prepare them systematically for formal schooling by developing the skills for independent and free expression of thought, while simultaneously safeguarding their physical and psychological well-being.

At this juncture, the imperative of preparing children for primary school education is regarded as an issue of paramount significance. Recognizing this necessity, fundamental transformations are currently being spearheaded across our nation in the field of preschool education and school readiness. The tireless initiatives, decrees, and resolutions introduced by President Shavkat Mirziyoyev have become a cornerstone for the modernization of this sector. This dissertation research is dedicated to fulfilling the specific objectives outlined in these regulatory and legal frameworks, contributing to the broader goal of national educational reform.

Enhancing the preschool education system and aligning it with international educational standards remains a top priority of state policy. As demonstrated by the experience of developed nations, the comprehensive development and maturation of children during their early years is a distinctive factor driving overall national prosperity and long-term societal progress.

The paramount task of contemporary higher pedagogical education is the cultivation of competitive, creatively-minded specialists who possess a high degree



of communicative culture. In today's information-driven society, a teacher is no longer a mere transmitter of data but a strategic manager of complex socio-pedagogical processes. Consequently, the professional speech competence of future educators serves as an essential indicator of their integral professional readiness.

By "strategic concept," we denote a holistic, multi-dimensional system that facilitates the personal and professional evolution of the student, rather than a mere set of isolated methodical techniques. This paper analyzes the mechanisms for establishing an innovative model for speech development and its systematic implementation within the academic curriculum.

In contemporary academic discourse, "competence" is defined not simply as a collection of static knowledge and skills, but as the dynamic ability to mobilize one's linguistic resources in specific, often unpredictable, professional contexts. Pedagogical speech competence represents the educator's mastery in utilizing linguistic tools effectively to achieve educational goals.

The proposed strategic concept identifies three fundamental levels of speech development:

1. **Cognitive Level:** The proficient application of pedagogical terminology and theoretical constructs within professional discourse.
2. **Technological Level:** Mastery over the technical apparatus of speech—including intonation, diction, and tactical pausing—integrated with innovative instructional methods.
3. **Reflexive Level:** The capacity for self-analysis, identifying speech errors, and maintaining an active feedback loop with the audience.

Traditional lecture formats are increasingly insufficient for stimulating the linguistic agency of students. Our strategic concept emphasizes the "Active Learning" paradigm.



**2.1. Digital and Narrative Storytelling-** Drawing on international precedents, particularly from institutions in the USA and the UK, storytelling has become a cornerstone of pedagogical training. Future teachers must master the art of narrative—transforming dry facts into emotionally resonant, logically structured stories that captivate student attention. This technology fosters professional imagination and enriches the speaker's lexicon.

**2.2. Cognitive-Linguistic Scaffolding** - This approach focuses on the creation of specialized "pedagogical texts." One of the most challenging tasks for a teacher is the transformation of complex scientific data into age-appropriate, accessible information. The "Scaffolding" technique, widely used in the German educational system, focuses on building these linguistic bridges, allowing for clarity without sacrificing scientific integrity.

The development of speech competence is structured into four distinct strategic phases:

- **Phase 1: Adaptation and Diagnostics.** During the initial year of study, students undergo diagnostic assessments to identify speech impediments, such as the use of filler words or glossophobia (speech anxiety), followed by the creation of an individual development plan.
- **Phase 2: Imitative Modeling.** Students simulate classroom environments within "virtual laboratories" or peer groups. The focus is placed on the methodical precision of their discourse.
- **Phase 3: Creative-Communicative Activity.** Students are challenged to resolve non-standard pedagogical conflicts through purely linguistic means. Case studies and role-playing serve as the primary instruments of instruction.



- **Phase 4: Expertise and Professional Reflection.** Knowledge is put into practice during teaching internships. Video analysis allows students to objectively evaluate their communicative strengths and weaknesses.

A vital component of this concept is the mastery of non-verbal communication. Evidence suggests that approximately 65-70% of classroom information is conveyed through body language, facial expressions, and gestures. Our innovative approach teaches future educators to synchronize their verbal output with purposeful movement and eye contact to maximize instructional impact.

Furthermore, integrating international models like the "Lesson Study" approach from Japan and Finland provides a collaborative framework. This ensures that pedagogical speech is not a solitary effort but a subject of communal professional refinement through peer observation and feedback.

The strategic concept for developing the professional speech competence of future teachers is not merely an exercise in linguistic refinement; it is a fundamental shift in the professional worldview of the educator. By employing innovative technologies such as storytelling and simulations, the educational process becomes more dynamic, transforming the student from a passive recipient into an active, articulate participant.

The success of this strategy hinges on the creation of a continuous development system, the integration of linguistics with psychology, and the judicious use of digital tools as catalysts for communicative growth. Ultimately, the educator who meticulously refines their speech is an architect of their own professional future.

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