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INNOVATIVE AND DIDACTIC FOUNDATIONS OF SPEECH AND PEDAGOGICAL METHODS IN IMPROVING THE QUALITY OF EDUCATION

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Abstract

This study explores the innovative and didactic foundations of speech and pedagogical methods as essential components for enhancing the quality of education. Emphasis is placed on the role of effective speech techniques and modern pedagogical approaches in fostering student engagement, improving learning outcomes, and supporting the professional development of educators. The research highlights the integration of traditional didactic principles with innovative teaching strategies, demonstrating how these combined methods can create a more dynamic and efficient educational environment. The findings underscore the importance of continuous pedagogical innovation to meet the evolving needs of learners in contemporary educational settings.

Keywords: Speech technique, Pedagogical methods, Didactic foundations, Innovative teaching, Quality of education, educational improvement.



Introduction

Speech culture is a crucial aspect of human communication, reflecting not only the mastery of language but also the social, ethical, and cognitive skills necessary for effective interaction. It refers to the system of norms, rules, and abilities that guide both oral and written communication, ensuring that ideas are expressed clearly, logically, and appropriately within various social and cultural contexts.

At the core of speech culture is **linguistic competence**, which includes knowledge of grammar, vocabulary, pronunciation, and proper sentence construction. However, speech culture extends beyond mere correctness. It involves **rhetorical skills**, enabling individuals to persuade, inform, or entertain audiences through coherent and well-structured speech. Effective speech also requires attention to **politeness and social etiquette**, as speakers must adapt their language, tone, and style according to the audience and situation.

Another important component is **expressive abilities**, such as articulation, intonation, and clarity, which help convey meaning accurately and maintain listener engagement. **Critical thinking** is also integral, as it allows speakers to organize ideas logically, construct sound arguments, and avoid ambiguity or redundancy.

Developing a high level of speech culture is essential in education, professional communication, and social interaction. It contributes to personal and intellectual growth, strengthens relationships, and enhances the ability to communicate ideas convincingly. In educational settings, teaching speech culture involves combining linguistic training, rhetorical techniques, and ethical communication practices. This holistic approach prepares learners to become articulate, socially competent, and effective communicators, capable of meeting the demands of modern society.

“Pedagogical technology can be understood as the systematic practical activities of learners and educators in the educational process that lead to the formation of predetermined qualities. Pedagogical technology (or educational technology) primarily concerns what activities the learner or student performs in the educational process and to what extent. The consistent practical activities that



ensure the learner effectively masters the studied material can be considered an educational technology”[1, 21].

MAIN PART

Today, interactive methods, innovative pedagogical technologies, and information and communication tools are widely introduced into the educational process. However, no matter how advanced the technologies may be, the teacher’s ability to express ideas clearly and influence learners through effective speech remains the key factor ensuring their effectiveness. Therefore, in the process of training teachers, it is necessary to develop speech culture, the art of public speaking, communication psychology, and pedagogical technologies in an integrated manner.

It is well known that mastering speech technique plays an important role in a teacher’s pedagogical activity. This is especially significant for primary education teachers, as speech occupies a central place in their professional practice. Through speech, the teacher awakens the child’s emotions, ensures conscious communication with learners, and facilitates analytical comprehension of educational content. Therefore, a future teacher must first thoroughly understand the secrets of speech and its influence in communication with learners. Speech culture, first of all, means speaking correctly and in accordance with the norms of the literary language. A high level of speech culture is considered an integral quality of an educated person. Improving our speech is the responsibility of each of us. To avoid mistakes in pronunciation, word usage, and sentence construction, we must consistently monitor and refine our speech.

Speech culture is a relatively young branch of linguistics. It is a social phenomenon and develops in close connection with the progress of society, science and technology, and cultural and literary life. As the cultural level of members of society increases, their speech also becomes more refined and polished, improving in accordance with the rules and norms of speech culture. Literature, art, radio, television, and the press play a special role in the formation and development of speech culture. In particular, lexicography – especially explanatory, orthographic, pronunciation, academic, and other specialized



dictionaries – is of great importance in standardizing the literary language and developing the theory of speech culture. The broad concept of culture, undoubtedly, includes what is called the culture of communication and the culture of speech behavior. To master it, it is important to understand the essence of speech etiquette.

“The existing discrepancy between the current level of scientific, technical, and technological development and the professional training of future teachers is becoming increasingly urgent due to the insufficient integration of modern pedagogical and information technologies in the higher education system. The latest innovations in science and technology require their rapid incorporation into curricula and textbooks, thereby creating a foundation for shaping students’ contemporary knowledge. The implementation of modern teaching technologies and various methodological approaches, in turn, provides favorable conditions for students to acquire numerous fundamental concepts more easily and solidly”[2, 11].

Most importantly, teachers should ensure that learning activities are not only informative but also developmental in nature. Likewise, students should be given the opportunity to express independent opinions about the issue, problem, or topic under discussion (even if their opinions are incorrect), because encouraging them to think and reflect is one of the essential characteristics of learner-centered education.

It should be especially emphasized that every teacher must possess pedagogical mastery. The foundation of pedagogical mastery is pedagogical competence. Pedagogical competence is understood as an integrated professional-personal characteristic that reflects the ability and readiness to perform pedagogical tasks in accordance with the norms, standards, and requirements accepted in a specific historical period. Since pedagogical competence implies the ability of a specialist working in the field of education to use all the accumulated human experience in teaching and upbringing in a rational manner, it follows that the teacher must sufficiently master purposeful methods and forms of pedagogical activity and interaction.



variety of ways and means to communicate thoughts in speech meaningfully to students. They can also be called auxiliary tools. For example, let's take humor or a story. The continuous stream of popular scientific thought in speech, its unambiguous statement, can bore both the reader and any listener. At this time, talking about humor, wisdom, interesting events is very accessible to the teacher. It is even better that the humor is brought in accordance with the content of the speech. When this is done, the reader is both rested and interested in the subject being studied.

“Nowadays, the attention that our state is giving to education not only provides all teachers with the necessary conditions to work on their professional development, engage in continuous research, and organize the learning process in accordance with modern requirements and on a scientific basis, but also creates opportunities for young specialists to join the education sector. This, in turn, places new and additional responsibilities on the teachers of educational institutions.

It is well known that a person is constantly in a process of growth and development. Therefore, all pedagogical teams need to correctly understand the scientific and theoretical nature of the factors that influence human development. Every teacher carries out their pedagogical activities under various conditions and within different communities, being influenced by other people”[3, 23].

The components of pedagogical technique include facial expressions, body movements, voice timbre, pace, intonation, physical gestures, speech culture, and the teacher’s ability to manage psychological states. The harmonious use of these elements ensures communicative effectiveness during the lesson. The clarity, fluency, and logical coherence of the teacher’s speech directly influence students’ level of comprehension of the learning material.

“One of the main problems observed in the pedagogical process is that teachers often do not pay sufficient attention to speech technique, and lack proper training in this area. Monotonous speech, grammatical errors, pronunciation deficiencies, and the excessive use of unnecessary words and expressions reduce the effectiveness of the lesson”[4, 98]. In addition, a teacher’s inability to maintain

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psychological self-regulation may lead to conflicts and misunderstandings in communication with students.

It should be emphasized that the development of speech technique and pedagogical technique must be regarded as competencies that require continuous improvement in the teacher's personal and professional growth. The conscious application of these techniques into practice creates the foundation for effective communication with students, didactically grounded lesson organization, and the stable enhancement of educational quality.

CONCLUSION

The study highlights the critical role of innovative and didactic approaches in speech and pedagogical methods for improving the quality of education. Integrating traditional didactic principles with modern, innovative teaching strategies enhances both the effectiveness of instruction and student engagement. Effective speech techniques help educators communicate more clearly and persuasively, while innovative pedagogical methods foster active learning, critical thinking, and creativity among students.

The findings suggest that a systematic focus on developing speech culture and implementing innovative teaching practices contributes significantly to higher educational standards. By combining theory with practical application, educators can create a dynamic and interactive learning environment that meets the evolving needs of learners. Ultimately, strengthening the didactic and innovative foundations of speech and pedagogical methods is essential for achieving sustainable improvements in educational quality.

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