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PHYSICAL EDUCATION-PROFESSIONAL AND PEDAGOGICAL FEATURES OF ORATORY SKILLS IN SPORTS ACTIVITIES

Ali Tursaotov

Acting Professor National Pedagogical
University of Uzbekistan Named After Nizami

Abstract

In this work, the author studied the professional-pedagogical features of oratory skills in physical education-sports activities. The communication between the student and the teacher is revealed to be logical, psychological and spiritual. A lot in the lecture is illuminated by examples of the fact that it depends on the effectiveness of pedagogical communication.

Keywords: Speech, speaker, skill, profession, educator, lecture, listener, speech culture, logical communication, psychological communication, spiritual communication, education, upbringing.

Introduction


JISMONIY TARBIYA-SPORT FAOLIYATIDA NOTIQLIK MAHORATINING KASBIY-PEDAGOGIK XUSUSIYATLARI

Tursaotov Ali

Dotsent Nizomiy nomidagi
O`zbekiston milliy pedagogika universiteti.

Annotasiya:

Ushbu ishda muallif jismoniy tarbiya-sport faoliyatida notiqlik mahoratining kasbiy-pedagogik xususiyatlarini o`rgangan. Talaba bilan o`qituvchi orasidagi aloqa mantiqiy, psixologik va ma`naviy bo`lishi ochib berilgan. Ma`ruzada juda ko`p narsa pedagogik muloqotning samaradorligiga bog`liqligi misollar orqali yoritib berilgan.

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Kalit so'zlar: nutq, notiq, mahorat, kasb, pedagog, ma'ruza, tinglovchi, nutq madaniyati, mantiqiy aloqa, psixologik aloqa, ma'naviy aloqa, ta'lim, tarbiya.

ФИЗИЧЕСКОЕ ВОСПИТАНИЕ - ПРОФЕССИОНАЛЬНО- ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ОРАТОРСКОГО МАСТЕРСТВА В СПОРТИВНОЙ ДЕЯТЕЛЬНОСТИ

Турсаотов Али

Доцент, Национальный педагогический университет
Узбекистана Имени Низами


Аннотация:

в данной работе автор исследовал профессионально-педагогические особенности ораторского мастерства в физкультурно-спортивной деятельности. Раскрыто, что общение между студентом и преподавателем носит логический, психологический и духовный характер. Многие в лекции освещено примерами того, от чего зависит эффективность педагогического общения.

Ключевые слова: речь, оратор, мастерство, профессия, педагог, лекция, слушатель, культура речи, логическая коммуникация, психологическая коммуникация, духовная коммуникация, образование, воспитание.

At the Uzbekistan State University of Physical Education and Sport, students enrolled in undergraduate and master's programs receive not only practical training but also theoretical instruction. At the university, theoretical classes in the subject "Theory and Methodology of Physical Education and Sport" are delivered to students in the form of lectures and seminars by qualified professors and instructors.

A number of features of a lecture are determined by its purpose, the composition of the audience, the nature of the material, and the lecturer's personal and rhetorical qualities. A lecture simultaneously fulfills two main functions: it provides listeners with new knowledge that broadens their cultural, scientific,

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and socio-political outlook, and on this basis shapes their worldview, social consciousness, and the ideological and moral principles of their behavior.

A lecture serves as the methodological and organizational foundation for all forms of instruction, while also functioning as an independent form of teaching. It is called a methodological foundation because, while introducing students to science in general, it ensures the conceptual integrity of the academic course. It is considered an organizational foundation because all other forms of instruction are connected to the lecture, often follow it logically, and rely on it both thematically and substantively. In many cases, when there are no textbooks or teaching manuals available (usually in the case of a new subject), when scientific information on a particular topic is not reflected in textbooks, or when certain sections and topics of a course are too complex for independent study, the lecture performs the function of the main source of information. In such cases, only the lecturer can provide students with methodological support in mastering a complex topic.

A great deal in a lecture depends on the effectiveness of pedagogical communication. The well-known psychologist A.A. Leontiev identified the following conditions under which full-fledged lecture communication can be achieved:

1. The ability to orient oneself quickly and accurately while speaking.
2. Proper planning of the lecture content.
3. Finding means that allow the content of the material to be conveyed to listeners without loss.
4. Ensuring clear contact with the audience.

The connection between the student and the teacher is logical, psychological, and spiritual. Logical connection is the interrelation between the teacher's and the students' thoughts. Psychological connection consists of the concentration of students' attention, their perception and understanding of the presented material, as well as their internal thinking and emotional activity in response to the teacher's actions and the information being conveyed. Spiritual connection ensures harmony and mutual understanding between the teacher and the student.

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The absence of such a connection, for example in situations of conflict, makes the learning process difficult or even impossible.

The most important component of oratorical mastery is the teacher’s speech culture, which includes mastery of the norms of pronunciation, stress, and word usage, as well as the ability to use expressive language means appropriately in accordance with the purpose and content of communication in different situations.

Pedagogical communication is the process of communication, mutual understanding, and the organization and development of relationships between the teacher and the learners.

The following are the aspects a teacher should know in order to master public speaking skills:

1. A teacher should not speak too loudly, but every student must be able to hear clearly, so that listening does not require excessive strain from the learners.
2. A teacher must speak clearly.
3. A teacher should speak at a speed of approximately 120 words per minute.
4. In order to achieve expressiveness in speech, it is very important to know how to use logical and psychological pauses. Without logical pauses, speech becomes illiterate; without psychological pauses, it becomes dull.
5. A teacher should be able to speak with proper intonation, that is, know how to place logical stress correctly and emphasize certain words that are important for the meaning of the statement.
6. Musicality gives a special tone to the teacher’s voice and affects the emotional state of learners: it inspires, attracts, and calms them. Musicality is created on the basis of vowel sounds.

The most common mistakes in a teacher’s speech are the following:

1. Using words with diminutive or overly affectionate suffixes.
2. Using filler words in speech such as “haligi,” “mana shu,” “anavi,” “nima desam ekan,” and similar expressions.
3. Inappropriate use of imitative or onomatopoeic expressions in the voice.

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Speech errors include forms such as saying “turpoq” instead of “tuproq,” “kotta” instead of “katta,” “yoriq” instead of “yorug’,” “kelovuz” instead of “kelamiz,” or saying “bir so‘z eslab ayting” instead of “bir so‘z o‘ylab toping,” and so on. There is a close relationship between the teacher’s speech culture and the students’ speech culture. Bearing this in mind, the teacher should regard improving their own speech as a professional duty and should have a deep knowledge of the native language of the students they educate.

The teacher’s speech culture encompasses all components of speech activity. All components of speech culture have certain norms, which first manifest themselves as norms of communication: cognitive norms (perceiving others and understanding them), affective norms (attitude toward others), and behavioral norms (choosing ways of conduct in a particular situation).

Among the norms of communication, the most significant are ethical and communicative norms.

Communicative and ethical norms are certain rules that facilitate optimal communication, create a positive emotional climate, and help reveal the personality of each communication partner. They ensure the selection of appropriate means of communication and operate at all stages of speech activity. The communicative qualities of speech are the properties that help organize communication and determine its effectiveness. These include appropriateness, richness, purity, precision, logic, clarity, expressiveness, impactfulness, and correctness of speech.

The specific nature of pedagogical activity lies in being in constant active contact with other people.

The work of a teacher is aimed at shaping the personality of a growing individual, developing certain moral standards, and fostering intellectual growth. A teacher must possess not only psychological and specialized knowledge, but also professional communication skills. A teacher’s speech is the main instrument of pedagogical influence and at the same time a model for learners. Cultured speech is considered an essential element of a person’s overall culture. Human speech is their calling card; it is not without reason that the ability to express one’s thoughts correctly determines success not only in

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everyday communication but also in professional activity. This idea is especially relevant with regard to a teacher-lecturer. The content of a teacher’s speech must strictly correspond to the age of the children, their level of development, their understanding of the surrounding world, and must rely on their experience.

A teacher must master methodological skills, know the techniques that influence children’s speech, and be able to apply them in communication with students and others.

Requirements for a teacher’s speech:

1. Precision – the correspondence between the meaning and content of speech and the information underlying it. A teacher should pay special attention to the semantic aspect of speech, since this helps develop in students the ability to use words accurately.
2. Logic – the semantic connection between the components of speech, expressed in the relations between parts of thought.
3. Appropriateness – the use of linguistic units in accordance with the situation and conditions of communication. The appropriateness of a teacher’s speech primarily presupposes a sense of style. A teacher who takes into account the specific nature of pedagogical activity strives to develop students’ speech culture, including communication skills, the ability to use speech etiquette, and the ability to act according to the communication situation.
4. Expressiveness – the quality of speech that attracts attention and is capable of conveying emotional experience. The expressiveness of a teacher’s speech is a powerful means of influencing students.. Mastery of expressive means by the teacher, such as intonation, speech tempo, voice strength, pitch, and others, not only develops expressiveness in students’ speech, but also helps them understand the content of adult speech more fully and express their own attitude to the topic of conversation.
5. Richness of speech – the ability to use all language units for the optimal expression of information. The richness of a teacher’s speech broadens students’

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vocabulary and helps them use words correctly, while also increasing the expressiveness and impact of their speech.

6. Correct speech refers to speech that strictly and accurately conforms to the accepted norms of the literary language at a given time and is constructed in accordance with its pronunciation, spelling, and grammatical norms.

7. Purity – the absence in speech of elements alien to the literary language. Eliminating words foreign to the literary language is one of the important tasks of speech development. In addressing this task, the teacher must care about the purity of their own speech and avoid filler words, dialectal elements, jargon, and vulgarisms.

To the above-mentioned requirements, it is also necessary to add the teacher’s proper use of nonverbal means of communication and the ability not only to speak with the student, but also to listen to them. Undoubtedly, compliance with these requirements and constant work on one’s speech are the guarantee of success in this work.

Components of a Teacher’s Professional Speech:

The content of a teacher’s professional activity places a number of specific demands on their speech, which encourage the development of professionally significant, necessary, and important speech qualities.

Voice is the most important element of speech technique. For a teacher, it is the main working tool, and therefore a number of requirements are imposed on it.

The next component of speech is pronunciation.

Pronunciation is the clear and fluent articulation of speech sounds.

An important component of speech is orthoepy, that is, the correct literary pronunciation of all words in the native language. The difficulty in mastering correct literary pronunciation lies in the fact that pronunciation does not always coincide with spelling rules. Therefore, it is necessary to study generally accepted norms of literary pronunciation. If there is any doubt about the pronunciation of words or the correct placement of stress, reference dictionaries should be consulted.

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Expressiveness is another element of professionalism in a teacher’s speech. Expressive speech is full of emotional and intellectual content, which is determined by the specific nature of oral speech, where intonation, gestures, and facial expressions play a special role.

The grammatical construction of sentences means correct pronunciation of words in everyday life, proper placement of stress in words, and the elimination of words characteristic of local dialects. Simplicity and clarity of expression imply conciseness.

Correct use of specialized terms.. Elimination of unpleasant expressions.. Removal of unnecessary words.

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