



XORIJIY TILLARNI O'QITISHDA INNOVATSION YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI

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TEACHER'S ORATORY SKILLS AND THEIR IMPACT ON TEACHING FOREIGN LANGUAGES

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Abstract. This article analyzes the teacher's oratory skills and their influence on the process of teaching foreign languages. The art of public speaking occupies an important place in the pedagogical process, and the teacher's pronunciation, intonation, fluency of speech, and communication style have a direct influence on the motivation of students to learn the language and the formation of communicative competence. The study examines innovative methods of developing public speaking skills, including the possibilities of using interactive technologies and elements of educational theater. The article highlights the importance of effective communication in foreign language teaching and puts forward recommendations for the development of the oratory competence of teachers.

Keywords: *oratory skills, public speaking skills, pragmatic competence, speech speed, touching speech, voice control, nonverbal communication.*

Introduction

In the modern pedagogical process, not only the teacher's level of knowledge but also their oratory skills are of great importance. In the process of teaching foreign languages, the teacher's speech, pronunciation, intonation, and style of expression directly influence the motivation of students to learn the language. The effectiveness of the educational process largely depends on the teacher's ability to clearly and fluently convey their thoughts, as well as on establishing effective communication with students. The art of public speaking is an important component of the teacher's professional competence, and its use in foreign language lessons serves the development of students' listening comprehension, pronunciation, vocabulary, and communication skills. Therefore, the teacher's speech culture, emotional expressiveness, and effectiveness play an important role in increasing student activity during the lesson.

Main part

Research on the teacher's oratory skills and their influence on the process of teaching foreign languages was conducted at the intersection of pedagogy, linguistics, and psychology. In many scientific sources, the teacher's oratory competence is



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emphasized as one of the important factors of the educational process. For example, Vygotsky (1986) in his socio-cognitive approach analyzed the didactic function of teacher speech and substantiated its influence on the cognitive process of students. According to him, the teacher's speech is not only a means of transmitting information, but also a factor in the development of students' independent thinking and communication skills. In the studies of Brown (2007) and Harmer (2015), the importance of the teacher's speech competence in the process of teaching a foreign language was analyzed. In their works, it is emphasized that the teacher's expressive speech, pronunciation, and intonation of the voice are of great importance in the development of students' motivation and listening skills. Celce-Murcia (2001) in her research studied the role of teachers' oratory skills in the methodology of teaching communicative language and its influence on the formation of pragmatic competence. According to the research results, the harmony of the teacher's expressive speech, movements, and body language increases the effectiveness of foreign language learning.

The teacher's oratory skills play an important role in increasing students' motivation, forming communicative competence, and ensuring the effectiveness of the lesson in the process of teaching foreign languages. Studies show that teachers who have mastered the art of public speaking are more successful in focusing students' attention, facilitating the process of understanding, and creating an interactive environment. First of all, the teacher's fluency and pronunciation serve as an example for students learning a foreign language. If the teacher uses correct pronunciation, intonation, and grammatically clear sentences in their speech, students will consciously master such speech patterns. At the same time, the teacher's loudness, ability to use pauses, and emotional expressiveness positively influence the dynamics of the lesson.

The main aspects of a teacher's oratory skills	
Pronunciation and intonation	Fluent and correct pronunciation provides students with exemplary speech.
Voice control	Tightening the volume, pauses, and stresses affect the dynamics of the lesson.
Touching speech	Emotional and expressive speech engages students in the learning process.
Nonverbal	Physical movements, facial expressions, and



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communication	hand gestures make the explanation process more effective.
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In addition, the teacher's oratory skills in lessons conducted on the basis of a communicative approach encourage students to actively engage in communication. For example, by using interactive teaching methods - role-playing games, discussions, storytelling, and dramatic elements - the teacher can increase students' interest in the language learning process. Modern technologies also provide new opportunities for the development of public speaking skills. For example, with the help of voice analyzers based on artificial intelligence (AI), it is possible to assess the pronunciation and speech speed of teachers. Virtual and augmented reality technologies also help teachers develop their speech competence in an interactive environment.

The role of oratory skills in foreign language teaching	
Develop listening skills	The teacher develops students' listening skills through expressive speech.
Increase motivation	A lively and expressive lesson encourages students to be active.
Formation of communicative competence	The teacher's speech example serves as a basis for communication for students.
Increase students' engagement	A teacher with high oratory skills can engage students in active conversation through interactive lessons.

However, some studies show that when insufficient attention is paid to public speaking skills, lessons can become monotonous, students' attention decreases, and the development of communicative competence slows down. Therefore, it is necessary to organize special oratory classes, trainings, and seminars for teachers. In general, the teacher's oratory skills in teaching foreign languages directly affect not only the quality of the lesson process, but also the participation of students in the process of language learning. Therefore, future research should focus on the



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development of innovative methods aimed at developing oratory competence and the professional development of teachers.

Conclusion

The teacher's oratory skills are an important factor in teaching foreign languages and have a direct impact on the development of students' motivation for language learning and communication skills. Expressive and fluent speech, correct pronunciation, and expressive intonation attract students' attention and increase the effectiveness of education. The research results show that for the development of public speaking competence, it is necessary to use special pieces of training, interactive methods, and modern technologies. In the future, it is important to expand research aimed at improving the speech skills of foreign language teachers.

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