



WAYS TO DEVELOP THE SPEECH AND COMMUNICATION CULTURE OF FUTURE TEACHERS IN A DIGITAL EDUCATIONAL ENVIRONMENT

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Abstract

This article examines the development of speech and communication culture in future teachers within a digital educational environment from pedagogical, didactic, and methodological perspectives. Today, the widespread use of electronic platforms, distance learning tools, multimedia resources, video conferencing services, and interactive tasks in the higher education system requires future educators to possess not only profound knowledge of the subject content but also effective communication in the digital space, fluent expression of thought, adherence to professional ethical standards, and the choice of the correct speech strategy in various communicative situations.

Keywords: Advanced educational environment, future teacher, speech culture, communication culture, communicative competence, electronic educational resources, pedagogical communication, interactive methods, digital competence, reflection.

Introduction

The digitalization of the modern educational process has fundamentally updated the requirements for the teacher's personality. Now, the educator is not only a knowledge-providing subject but also a leader who sorts information, utilizes digital resources purposefully, manages educational communication, and guides students toward cultured communication. For this reason, in the process of training future teachers, their speech potential, communication culture, and the ability to express thoughts well and fluently are of particular importance. Especially in the digital educational environment, skills such as written and oral communication, synchronous and asynchronous communication, multimedia-based expression, and participation in



forums and video communication are becoming an integral part of professional training. A teacher's speech culture is an important indicator of their general professional culture. Speech culture is understood not only as adherence to the norms of literary language but also as the clarity, conciseness, logic, appropriateness of thought to the situation, a respectful approach to the listener or interlocutor, expressing one's opinion based on evidence, and adhering to communication ethics. The digital environment manifests these qualities in a new form: the future teacher's speech is tested in many types of activities, ranging from writing an email to conducting an online lesson, making a presentation, preparing a video recording, and maintaining methodological standards in chat correspondence. The relevance of the issue lies in the fact that although many students are technically capable of using digital tools, the ability to communicate correctly and culturally using them is not sufficiently developed. In some cases, aspects such as expressing an opinion briefly but meaningfully, providing an argumentative response in an online debate, responding to a student's question in a motivational spirit, and controlling the tempo and tone of speech in a video presentation are not sufficiently developed. Therefore, developing effective ways to develop the speech and communication culture of future teachers specifically through the digital educational environment is one of the important tasks facing modern pedagogy.

Literature review on the topic

The concept of communicative competence is widely interpreted in scientific literature. Dell Hymes defined communicative competence not only as knowledge of language units but also as the ability to use them appropriately in a specific social situation. Later, Canale and Swain developed this approach, distinguishing grammatical, sociolinguistic, and strategic components. These views are especially important in assessing the speech culture of a future teacher, as knowledge of language norms in pedagogical communication is not enough; it is also required to choose a speech style appropriate for the situation in the classroom, classroom, or online platform. The idea of pedagogical content knowledge put forward by Shulman in the issue of teacher training also serves as an important theoretical basis. According to him, a teacher must not only know the subject but also perfectly master how to teach it, how to explain it, and in what language to convey it. In the context of digital education, this idea expands further, creating the need to harmonize the pedagogical



goal with technological tools. Mishra and Koehler's TPACK model justifies this very integration: the unity of content, pedagogy, and technology is the foundation of effective education.

International regulatory approaches to digital competence are also of great importance for this topic. UNESCO believes that the scope of ICT competence for teachers requires the teacher to apply technology in connection with teaching, assessment, pedagogical organization, and professional development. The European Commission's DigCompEdu framework defines 6 main areas and 22 competencies for a teacher, including areas such as professional cooperation, working with digital resources, organizing teaching and learning, evaluation, student activation, and developing their digital competence. These documents mean that the future teacher's speech in the digital environment is also an integral part of their general professional competence. Research on distance and online education also pays great attention to the communication factor. Anderson highlights the interaction between student-teacher, student-student, and student-content in online education as a key factor determining the quality of education. Martin and Bolliger note that one of the aspects students most value in an online environment is the teacher's clear, supportive, and proactive communication style. Thus, the digital educational environment requires not only technical skills from the future teacher but also a culture of dialogue, sincere and clear speech, and the ability to respond quickly and purposefully. In recent years, the OECD has also emphasized the need for a systematic approach to developing teachers' digital competencies, indicating that many teachers require additional training. This situation once again confirms the need to integrate communicative and digital training in the process of training future teachers.

Research methodology

When covering this topic, it is advisable to use methods of theoretical analysis, comparative approach, pedagogical observation, content analysis, and generalization. First and foremost, scientific views on speech culture, communicative competence, and digital competence are analyzed in their interconnection. Subsequently, forms of future teachers' participation in the digital educational environment are considered, namely video conferencing, forums, chats, electronic assignments, audio-video presentations, electronic portfolios, and team online projects. It is methodologically justified that each of these activities serves to develop a specific type of speech. The



methodological basis of the research is the competency-based approach, the activity-oriented approach, and the principles of student-centered education. The competency-based approach helps to view the future teacher's knowledge, skills, and attitudes as a unified system. The activity-oriented approach ensures that speech and communication skills are formed not as ready-made knowledge, but in the process of practical activity. Based on the personality-oriented principle, each student's individual speech style, digital activity, pace of thinking, and level of communication engagement are taken into account. From a methodological perspective, a multi-stage work model is effective for developing the speech and communication culture of future teachers. In the first stage, diagnostics are conducted to determine the clarity of students' speech, literacy, communication activity, the level of expression on digital platforms, and professional ethical skills. At the second stage, developmental classes are organized. In the third stage, reflection and assessment are carried out, and the dynamics of students' changes are analyzed. Such a model allows for tracking not only the result but also the development process.

Analysis and results

The digital educational environment creates broad opportunities to enhance the speech activity of future teachers. In a traditional classroom, some students may not express their opinions due to shyness, but in a forum, chat, or written discussion format, they express their opinions more freely. In this regard, asynchronous forms of communication help the student think through their thoughts and present them with evidence. Such tasks form a culture of written speech, logical consistency, and the ability to debate. In the process of online discussion, comparing one's own opinion with the views of other participants develops tolerance and respect, which are important indicators of communication culture. Video conferencing and video essay methods are particularly effective in developing oral speech. When a student prepares a short video address on a specific topic, they pay attention to the speech tempo, pronunciation, tone, pause, facial expressions, and the style of addressing the audience. This serves to form the pedagogical speech necessary in the future lesson process. Most importantly, the possibility of reviewing the video recording helps the student critically analyze their speech. A student who has heard and seen their own speech will begin to recognize redundant words, abstract phrases, artificiality, or instances of uncertainty in the speech more quickly. Also, the use of an electronic



portfolio is an important tool for communicative development. If the portfolio includes the student's written works, forum comments, presentation texts, video presentations, reflective diaries, and peer opinions, they will monitor their communicative growth step by step. A portfolio not only summarizes the result but also creates a meaningful pedagogical dialogue between the teacher and the student. Through reflective writing, the student more accurately identifies their current speech difficulties, the factors causing them, and the plan for further development.

Interactive digital tasks also develop the professional communication of future teachers. In particular, exercises such as organizing online role-playing games, modeling complex pedagogical situations, conversations with parents, individual communication with students, and mitigating classroom conflict enrich the speech strategy of the future teacher. In such situations, the student learns not only what to say, but also in what tone, in what sequence, and using which word units to speak. It is precisely these subtleties that determine the effectiveness of pedagogical speech. Furthermore, collaborative project work in a digital educational environment fosters a collective aspect of communication culture. Group documents, shared presentations, collaborative lesson plans, and online discussions teach students to listen, exchange ideas, reach consensus, distribute tasks, and jointly defend results. As a result, speech transforms from a means of personal expression into an instrument of professional cooperation. This will be very important for the future teacher in the process of working with a methodological association, a pedagogical council, or parents. Analysis shows that digital tools themselves do not automatically develop speech culture. The main result depends on the teacher's methodological management, the content of the assignment, and the quality of feedback. If students are simply assigned to use the platform, they may be limited to technical activities. Conversely, classes with a clear communicative goal, defined criteria, and enriched with reflection yield high results. Thus, while the digital educational environment is a tool, methodology is the primary factor determining its impact.

Another aspect that requires special attention is information and ethical culture. Adherence to the norms of literary language in digital communication, citing the source, respecting copyright, refraining from offensive or harsh expressions, and maintaining evidence and culture in debate are mandatory criteria for the pedagogical profession. If a future teacher is not accustomed to these rules during their student years, it may negatively impact their professional reputation and communication



effectiveness in the future. Therefore, the development of communication culture in a digital environment should cover not only speech techniques but also professional ethics.

Conclusions and suggestions

In general, the digital educational environment has great pedagogical opportunities for developing the speech and communication culture of future teachers. It allows for the joint formation of written, oral, and multimodal speech, strengthening reflection, activating less communicative students, modeling professional situations, and the gradual improvement of pedagogical speech. However, this process will be effective only if it is organized based on a deep methodological approach rather than a technological one.

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