

## **NORMS OF TEACHER'S SPEECH**

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### **Abstract**

This article examines the norms of teacher's speech as an essential component of professional pedagogical competence. Teacher's speech is not only a means of transmitting information, but also a powerful educational instrument that shapes students' thinking, language culture, motivation, emotional safety and communicative behavior. The article analyzes the concept, content, structural elements, formation factors, practical functions, current problems and development strategies of teacher's speech norms. The study is based on theoretical analysis of Uzbek scholarly works on speech culture, pedagogical communication and literary language norms. Therefore, teacher's speech norms should be developed systematically through theoretical preparation, practical training, self-analysis, feedback and continuous professional improvement.

**Keywords:** teacher's speech, speech norms, pedagogical communication, speech culture, literary language, classroom interaction, feedback, communicative competence.

### **Introduction**

Teacher's speech is one of the central tools of the educational process. Every lesson is organized through speech: the teacher explains new material, asks questions, gives instructions, corrects mistakes, motivates students and manages classroom interaction. For this reason, speech is not a secondary element of teaching. It is a professional instrument that determines how knowledge is delivered, how students understand the learning task and how communication develops in the classroom.

The relevance of the topic is connected with the increasing demand for communicatively competent teachers. In modern education, a teacher is expected not only to know the subject well, but also to explain it clearly, communicate respectfully and create a psychologically safe learning environment. A teacher who cannot express ideas accurately may weaken even strong subject knowledge. A teacher who uses rude, unclear or disorganized speech may reduce students' interest, confidence and participation.

The concept of teacher's speech norms refers to a system of linguistic, ethical, logical, psychological and methodological requirements that regulate the teacher's oral and written communication. These norms include correct pronunciation, grammatical

accuracy, appropriate vocabulary, logical order, clarity of explanation, expressive intonation, respectful attitude, pedagogical tact and effective feedback. Teacher's speech differs from ordinary everyday speech because it has a clear educational purpose. It must be understandable, disciplined, meaningful and suitable for the age, knowledge level and emotional state of students.

In the context of language education, especially English language teaching, the role of teacher's speech becomes even more important. The teacher's speech functions as both an instructional tool and a language model. Students learn not only from textbooks but also from the teacher's pronunciation, grammar, classroom phrases and communicative behavior. Therefore, the speech of an English language teacher must be accurate, natural, methodically adapted and culturally appropriate.

The aim of this article is to analyze the norms of teacher's speech and determine their role in improving pedagogical communication. The article also identifies the main problems related to teacher's speech culture and proposes practical ways to develop professional speech competence among future teachers.

### **Literature Review**

The problem of teacher's speech has been widely studied in Uzbek linguistics and pedagogy within the framework of speech culture, literary language norms and pedagogical communication. N. Mahmudov's work on teacher's speech culture is one of the important sources in this field. He emphasizes that the teacher's speech is not only a linguistic phenomenon but also a pedagogical and moral factor. According to this view, the teacher influences students through the content of speech, tone, word choice and attitude toward learners.

T. Qudratov's research on speech culture explains the importance of correct, clear and appropriate speech in social and professional communication. His approach shows that speech culture is based on literary norms, communicative purpose and respect for the listener. These principles are directly related to teacher's speech because the classroom is a special communicative environment where every word has educational value.

R. Qo'ng'urov, E. Begmatov and Yo. Tojiyev studied the relationship between speech culture, stylistics and literary language norms. Their works show that correct speech requires not only grammar but also stylistic appropriateness. This idea is especially important for teachers because pedagogical speech must be adapted to the situation. The teacher's explanation, instruction, correction, encouragement and warning cannot have the same tone and structure. Each speech act must correspond to its educational purpose.

R. Rasulov and Q. Mo'yudinov discuss speech culture and oratory as practical communicative skills. Their views are useful for analyzing the expressive and persuasive aspects of teacher's speech. A teacher must speak not only correctly but also effectively. The lesson becomes more productive when the teacher's speech is logical, lively, emotionally balanced and directed toward student understanding.

Uzbek scholars generally agree that speech culture includes correctness, clarity, purity, richness, expressiveness and appropriateness. In pedagogical communication, these qualities become professional norms. Correctness protects language standards. Clarity supports understanding. Purity prevents unnecessary jargon and careless expressions. Richness makes explanation more flexible. Expressiveness keeps attention. Appropriateness connects speech with the age, level and needs of students.

### **Methods**

This article uses a theoretical-analytical research method. The study is based on the analysis of scholarly literature related to speech culture, teacher's speech, pedagogical communication and literary language norms. The main sources are Uzbek researchers' works on speech culture and professional communication.

The research uses descriptive, comparative and generalization methods. The descriptive method is used to explain the concept and structural elements of teacher's speech norms. The comparative method is applied to distinguish teacher's speech from ordinary everyday speech and from general public speaking. The generalization method is used to summarize theoretical views and identify practical recommendations for improving teacher's speech competence.

The research is conceptual in nature. It does not include experimental data, but it analyzes the theoretical foundations and practical importance of teacher's speech norms. This approach is suitable for a conference article because the topic requires pedagogical interpretation, linguistic analysis and practical recommendations for teacher education.

### **Results**

The analysis shows that teacher's speech norms consist of several interconnected components. The first component is linguistic correctness. A teacher must use words, grammatical forms and pronunciation according to accepted literary norms. Incorrect speech may create confusion and negatively affect students' own language habits. In English language teaching, this component includes correct pronunciation, stress, grammar and classroom expressions.

The second component is clarity. Teacher's speech must be understandable for students. Clarity does not mean oversimplification. It means explaining complex content in a logical and accessible way. For example, when teaching grammar, the

teacher should not only name the rule but also provide examples, compare forms and show how the rule works in real communication. Clear explanation reduces misunderstanding and increases students' confidence.

The third component is logical sequence. Teacher's speech should move from known information to new information. If the teacher explains a topic without order, students may memorize separate facts but fail to understand the system. A well-organized pedagogical speech has a clear beginning, development and completion. It helps students follow the teacher's thought and connect new material with previous knowledge.

The fourth component is ethical correctness. A teacher's speech must respect the dignity of every student. Humiliation, sarcasm, rude comparison and negative labeling should not be used in the classroom. Feedback should be directed at the task, not at the student's personality. Instead of saying "You are weak", a professional teacher says "This part of the answer needs more explanation." Such speech protects student motivation and creates a safe learning atmosphere.

The fifth component is expressiveness. A monotonous voice weakens attention even when the material is useful. Expressiveness includes intonation, pause, rhythm, stress and emotional balance. The teacher's speech should not be theatrical, but it must be lively enough to keep students engaged. A correct pause after a question gives students time to think. A change in intonation helps students identify important information.

The sixth component is methodological appropriateness. Teacher's speech must correspond to the lesson aim, type of activity and students' level. The teacher should use different speech forms during explanation, questioning, correction, instruction and assessment. For example, instructions should be short and precise. Explanations may be more detailed. Feedback should be specific and useful. Classroom management speech should be calm and firm.

The seventh component is feedback quality. Feedback is one of the most important functions of teacher's speech. General comments such as "good", "bad" or "try again" are not enough. Effective feedback tells the student what is correct, what needs improvement and how to improve it. This type of speech helps students understand their learning progress.

The results also show that teacher's speech has a direct impact on students' learning behavior. Clear speech improves comprehension. Respectful speech increases participation. Logical speech develops thinking discipline. Expressive speech supports attention. Correct speech forms students' language culture. Therefore, teacher's speech

norms are not only linguistic requirements but also pedagogical conditions for effective learning.

### **Discussion**

The findings confirm that teacher's speech is a complex professional competence. It cannot be reduced to correct grammar or pleasant voice. A teacher's speech must combine knowledge, language culture, pedagogical tact and psychological awareness. The classroom is a sensitive communicative space because students not only listen to the teacher but also react emotionally to the teacher's words. A careless phrase may discourage participation, while a correctly chosen phrase may help a student overcome fear.

One of the main problems in teacher's speech culture is excessive explanation. Some teachers speak too much and do not give students enough time to think or respond. Long explanations may create the illusion of active teaching, but they often reduce student activity. Effective teacher's speech should be economical. It should contain enough information for understanding but should not overload students with unnecessary details.

Another problem is unclear instruction. Many classroom difficulties appear because students do not understand what they are expected to do. An instruction such as "Do this exercise carefully" is too general. A clearer instruction would be: "Read the text, underline five key words and write two questions about the main idea." Such speech saves time and prevents confusion.

A further problem is the inappropriate use of corrective speech. Some teachers correct mistakes in a way that embarrasses students. This is especially harmful in language learning because students already feel anxiety when speaking a foreign language. Correction should be accurate but supportive. The teacher should show the mistake and guide the student toward the correct form without damaging confidence.

Digital education has created new requirements for teacher's speech. In online lessons, unclear pronunciation, long sentences and weak structure become even more problematic. The teacher must speak more precisely, use shorter explanations and connect speech with visual materials. Online teaching also requires checking understanding more often because students may be physically present but mentally disconnected.

The development of teacher's speech norms should begin during teacher education. Future teachers need regular practice in explaining, asking questions, giving feedback and managing classroom communication. Microteaching is especially useful because it allows students to practice short lesson fragments and receive feedback. Recording one's own speech is also effective. When future teachers listen to their own

speech, they notice repeated words, unclear pronunciation, unnecessary pauses and weak intonation.

Teacher's speech should be assessed with clear criteria. These criteria may include linguistic correctness, clarity, logical structure, pronunciation, intonation, ethical tone, interaction with students and feedback quality. Such assessment helps future teachers understand their strengths and weaknesses. Without specific criteria, comments about speech remain subjective and unhelpful.

The practical value of teacher's speech norms is visible in every lesson. A teacher with strong speech culture explains the topic clearly, asks purposeful questions, corrects mistakes respectfully and creates an atmosphere of cooperation. Students in such a classroom are more willing to answer, ask questions and express opinions. This proves that teacher's speech affects not only academic understanding but also classroom psychology.

In foreign language education, the teacher's speech is even more influential because it serves as a linguistic model. English language students imitate the teacher's pronunciation, sentence structure, classroom phrases and communication strategies. Therefore, future English teachers should develop both general speech culture and specific classroom English. They should be able to explain grammar, organize pair work, give feedback, encourage speaking and correct mistakes in English clearly and naturally.

### **Conclusion**

Teacher's speech norms are an essential part of professional pedagogical competence. They include linguistic correctness, clarity, logical order, ethical respect, expressiveness, methodological appropriateness and effective feedback. These norms help the teacher organize the lesson, explain knowledge, manage classroom interaction and support students' personal development.

The study shows that teacher's speech is not ordinary communication. It is a professional tool that shapes students' thinking, language culture, motivation and participation. A teacher's word can make learning clear and meaningful, but it can also create misunderstanding or fear if used carelessly. For this reason, future teachers must develop speech competence through theory, practice, self-analysis and feedback.

The improvement of teacher's speech requires systematic work in teacher education. Students preparing for the teaching profession should practice public speaking, classroom explanation, questioning, feedback and digital communication. They should learn to speak accurately, clearly, respectfully and purposefully. The teacher who masters speech norms does not only transmit information. Such a teacher creates a culture of communication, thinking and respect in the classroom.

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