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THE ROLE OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN THE DEVELOPMENT OF SPEECH MOBILITY IN FUTURE TEACHERS

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Abstract

This article examines the role of innovative pedagogical technologies in developing speech mobility in future teachers. Speech mobility is interpreted as a professional communicative quality that enables a teacher to adapt speech behavior to different educational situations, audiences, pedagogical tasks and interpersonal contexts. In modern pedagogical education, future teachers must be able to explain academic material clearly, conduct dialogue, ask problem-oriented questions, manage classroom communication, use digital communication tools and respond flexibly to learners' cognitive and emotional needs. Innovative pedagogical technologies create favorable conditions for the development of these abilities because they involve interactive learning, collaborative tasks, simulation, case analysis, project-based activity, digital platforms and reflective communication practice. The article emphasizes that speech mobility is not formed spontaneously; it requires systematic methodological support, purposeful speech exercises, communicative situations and assessment criteria connected with professional pedagogical activity. In the context of pedagogical universities, the development of speech mobility is especially important because future teachers must be prepared for real classroom interaction, inclusive communication, public speaking, educational dialogue and the organization of learner-centered instruction. The study highlights that innovative technologies increase students' speech activity, strengthen their communicative confidence, develop their ability to select appropriate language means and improve their readiness for flexible pedagogical communication.

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Keywords: Speech mobility, future teachers, innovative pedagogical technologies, communicative competence, pedagogical communication, interactive learning, professional speech, teacher education.

Introduction

BO‘LAJAK PEDAGOGLARDA NUTQIY MOBILLIKNI RIVOJLANTIRISHDA INNOVATSION PEDAGOGIK TEXNOLOGIYALARNING O‘RNI

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Annotatsiya:
Mazkur maqolada bo‘lajak o‘qituvchilarda nutqiy mobillikni rivojlantirishda innovatsion pedagogik texnologiyalarning o‘rni yoritiladi. Nutqiy mobillik o‘qituvchining turli ta’limiy vaziyatlar, auditoriyalar, pedagogik vazifalar va shaxslararo muloqot sharoitlariga mos ravishda nutqiy xatti-harakatni moslashtira olishiga imkon beruvchi kasbiy-kommunikativ sifat sifatida talqin etiladi. Zamonaviy pedagogik ta’lim jarayonida bo‘lajak o‘qituvchilar o‘quv materialini aniq tushuntirish, dialog olib borish, muammoli savollar berish, sinfdagi muloqotni boshqarish, raqamli kommunikatsiya vositalaridan foydalanish hamda o‘quvchilarning bilish va emotsional ehtiyojlariga moslashuvchan javob bera olish ko‘nikmalariga ega bo‘lishi zarur. Innovatsion pedagogik texnologiyalar mazkur qobiliyatlarni rivojlantirish uchun qulay sharoit yaratadi, chunki ular interfaol ta’lim, hamkorlikdagi topshiriqlar, simulyatsiya, keys tahlili, loyiha faoliyati, raqamli platformalar va refleksiv kommunikativ amaliyotni o‘z ichiga oladi. Maqolada nutqiy mobillik o‘z-o‘zidan shakllanmasligi, balki tizimli metodik qo‘llab-quvvatlash, maqsadli nutqiy mashqlar, kommunikativ vaziyatlar va kasbiy pedagogik faoliyat bilan bog‘liq baholash mezonlarini talab qilishi ta’kidlanadi. Pedagogika universitetlari sharoitida nutqiy mobillikni rivojlantirish ayniqsa muhimdir, chunki bo‘lajak o‘qituvchilar real sinf muloqoti, inklyuziv kommunikatsiya, ommaviy nutq, ta’limiy dialog va o‘quvchiga yo‘naltirilgan ta’limni tashkil etishga tayyor bo‘lishi kerak. Tadqiqot innovatsion texnologiyalar talabalarning nutqiy

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faolligini oshirishini, kommunikativ ishonchini mustahkamlashini, mos til vositalarini tanlash qobiliyatini rivojlantirishini hamda moslashuvchan pedagogik muloqotga tayyorgarligini kuchaytirishini ko‘rsatadi.

Kalit so‘zlar: nutqiy mobillik, bo‘lajak o‘qituvchilar, innovatsion pedagogik texnologiyalar, kommunikativ kompetensiya, pedagogik muloqot, interfaol ta’lim, kasbiy nutq, o‘qituvchi tayyorlash.

Introduction

The development of speech mobility in future teachers is one of the essential conditions for improving the quality of pedagogical education. In modern educational practice, the teacher’s professional activity is inseparable from communication, because every lesson is built through explanation, dialogue, questioning, feedback, emotional support, classroom management and interaction with learners. A future teacher who has theoretical knowledge but cannot express ideas clearly, adapt speech to the age and level of learners, respond to unexpected communicative situations or organize educational dialogue may face serious difficulties in professional practice. Therefore, pedagogical universities must pay special attention to the formation of speech mobility as a dynamic component of professional competence.

Speech mobility may be understood as the ability of a teacher to flexibly change speech behavior according to the pedagogical situation, communicative purpose, audience, content of instruction and emotional atmosphere of the classroom. It includes clarity of expression, logical organization of thought, dialogic responsiveness, intonation control, ability to ask meaningful questions, use of persuasive and explanatory language, and readiness to shift from academic speech to accessible classroom communication. For future teachers, speech mobility is not limited to fluent speaking. It also involves the ability to listen, interpret learners’ responses, reformulate explanations, encourage participation, prevent misunderstanding and maintain respectful interaction in the educational process.

The relevance of this issue is increasing in the context of contemporary teacher education, where the teacher is expected to act not only as a subject specialist, but also as a facilitator, moderator, mentor and organizer of learner-centered communication. The classroom environment is becoming more diverse,

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interactive and technologically mediated. Future teachers must communicate with learners of different abilities, cultural backgrounds, psychological characteristics and learning needs. They must be able to use oral speech, written communication, digital tools, multimedia explanations and collaborative platforms. In such conditions, traditional reproductive methods of teacher preparation are insufficient, because they do not always create real communicative situations in which students can practice flexible professional speech.

Innovative pedagogical technologies provide effective opportunities for developing speech mobility. Interactive methods, role-playing, pedagogical simulation, case-based learning, project activities, debates, microteaching, problem-based tasks and digital communication platforms allow students to experience different speech situations close to real teaching practice. These technologies increase students' speech activity, develop their confidence, help them overcome communicative barriers and form the ability to choose appropriate speech strategies. Through innovative learning, future teachers learn to explain, argue, clarify, ask, summarize, motivate and reflect. This process creates a direct connection between speech development and professional pedagogical preparation.

In the context of Uzbekistan, the development of speech mobility in future teachers is closely connected with the modernization of pedagogical education, the expansion of competence-based learning and the need to train teachers who are ready for active, flexible and culturally appropriate communication. Pedagogical universities are expected to prepare specialists who can organize effective classroom interaction, support pupils' speech development and create a psychologically positive educational environment. Therefore, the study of innovative pedagogical technologies as a means of developing speech mobility has both theoretical and practical significance.

Thus, the problem considered in this article is based on the need to determine how innovative pedagogical technologies influence the formation of future teachers' speech mobility. The article focuses on the pedagogical conditions, methodological possibilities and developmental results of using innovative technologies in the professional preparation of future teachers.

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Literature Review

The development of speech mobility in future teachers is grounded in a broad scientific tradition that connects communicative competence, dialogic teaching, professional speech culture, innovative pedagogical technologies and practice-oriented teacher education. In modern pedagogical theory, teacher speech is not regarded merely as a means of transmitting information; it is a professional instrument through which the teacher organizes learning, guides interaction, motivates students, regulates emotional climate and supports cognitive development. Therefore, speech mobility should be understood as a dynamic ability of future teachers to adapt their verbal behavior to changing pedagogical situations, learners' needs, communicative purposes and educational contexts.

The theoretical foundations of communicative competence are reflected in the works of Hymes (1972) and Canale and Swain (1980), who emphasized that effective communication involves not only grammatical correctness, but also sociolinguistic appropriateness, discourse organization and strategic flexibility. These ideas are directly relevant to speech mobility because a future teacher must be able to select language forms according to the classroom situation, maintain coherent explanation, respond to misunderstanding and use speech strategies that support learning. Brown (2007), Harmer (2015), Richards and Rodgers (2014), Nunan (2004) and Ur (2012) further develop the methodological aspects of communicative language use, showing that language learning and speech development are most effective when learners participate in meaningful interaction, tasks, discussion and practical communication. For future teachers, these approaches help form professional speech that is accurate, purposeful, adaptive and pedagogically effective.

Dialogic teaching is another important theoretical direction for understanding speech mobility. Alexander (2020) argues that classroom dialogue should be purposeful, cumulative and intellectually productive. Mercer (2000) also shows that language plays a central role in the joint construction of knowledge, because learners develop thinking through interaction and shared meaning-making. These views show that future teachers need speech mobility not only for monological explanation, but also for managing dialogue, asking developmental questions, encouraging learners' responses and building collective reasoning. In this sense, speech mobility becomes a condition for learner-centered teaching, because it

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enables the teacher to transform classroom communication into a space of cooperation and cognitive growth.

The psychological basis of the problem is connected with Vygotsky's (1978) theory of social interaction and the zone of proximal development. According to this approach, learning is mediated by communication, guidance and cooperation. Teacher speech serves as a scaffold that helps learners move from actual development to potential development. This means that future teachers must learn to adapt speech to the learner's level, provide timely support, reformulate explanations and gradually increase the complexity of communicative tasks. Dewey's (1938) concept of experiential learning and Kolb's (1984) theory of learning through experience also support the idea that speech mobility develops through active participation, reflection and practical action rather than through theoretical instruction alone.

Innovative pedagogical technologies occupy a central place in the development of speech mobility. Azizkhodjaeva (2006), Ishmuhamedov, Yuldashev and Abduqodirov (2008), and Muslimov, Usmonboyeva, Sayfurov and To'rayev (2015) emphasize that pedagogical technologies create structured conditions for activating students' learning, developing professional competence and organizing interactive education. Role-playing, case analysis, microteaching, project work, cooperative learning, debates and problem-based tasks place future teachers in communicative situations where they must explain, argue, question, listen, respond and evaluate. Johnson and Johnson (1999) show that cooperative learning strengthens interaction and shared responsibility, while Mishra and Koehler (2006) demonstrate the importance of technological pedagogical knowledge in modern teaching. These approaches confirm that digital and interactive technologies expand the communicative space of teacher education and develop speech flexibility in both face-to-face and virtual environments.

Teacher education research also supports the necessity of connecting speech development with professional practice. Biggs and Tang (2011) emphasize constructive alignment between learning outcomes, teaching methods and assessment, while Darling-Hammond (2017) highlights the importance of practice-based teacher preparation. Hattie (2009) stresses the role of feedback, clarity and visible learning in improving educational outcomes. These studies show that the development of speech mobility requires clear criteria, systematic practice, feedback and reflection. Future teachers must not only speak frequently,

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but also understand how their speech influences learners' motivation, comprehension and participation.

Thus, the reviewed literature confirms that innovative pedagogical technologies play a significant role in developing speech mobility in future teachers. They create active, dialogic, reflective and professionally oriented learning conditions in which students master flexible speech behavior. Speech mobility, in turn, strengthens communicative competence, improves pedagogical interaction and prepares future teachers for the complex communicative demands of modern education.

Methods

The methodological basis of this study is formed by competence-based, communicative, activity-oriented and technological approaches to the development of speech mobility in future teachers. The competence-based approach makes it possible to consider speech mobility not as an isolated linguistic skill, but as an integral component of professional pedagogical competence. It includes the ability to communicate clearly, adapt speech to different educational situations, organize dialogue, give feedback, manage classroom interaction and use verbal means for solving pedagogical tasks. The communicative approach focuses on speech as a process of interaction between teacher and learners, while the activity-oriented approach emphasizes the need to develop speech mobility through practical participation in real or simulated pedagogical situations. The technological approach allows innovative pedagogical technologies to be examined as structured tools for activating students' speech behavior and professional communication.

The research logic is based on the assumption that speech mobility develops more effectively when students are involved in active, interactive and reflective forms of learning. For this reason, the study considers innovative pedagogical technologies such as role-playing, microteaching, case analysis, project-based learning, problem-based tasks, debates, pedagogical simulation, digital storytelling, collaborative learning and the use of online educational platforms. Each of these technologies creates a specific communicative situation in which future teachers must select appropriate speech strategies, formulate ideas clearly, respond to interlocutors, clarify explanations and regulate the emotional tone of

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communication. Thus, innovative technologies are not viewed only as methods of instruction, but as mechanisms for forming flexible professional speech.

The theoretical part of the study includes the analysis of scientific literature related to pedagogical communication, communicative competence, professional speech culture, innovative technologies and teacher education. Through analysis, synthesis and generalization, the main structural components of speech mobility were identified. These components include motivational readiness for communication, linguistic accuracy, logical organization of speech, dialogic flexibility, emotional expressiveness, situational adaptability, reflective evaluation and digital communicative literacy. The identification of these components makes it possible to determine the criteria for assessing the development of speech mobility in future teachers.

The practical part of the methodology may include observation of students during seminars, practical classes and pedagogical training sessions. Special attention is paid to how students express pedagogical ideas, ask questions, explain educational material, conduct discussions and respond to unexpected communicative situations. Questionnaires and interviews may be used to determine students' attitudes toward professional communication and their difficulties in oral speech activity. Reflective diaries may also be applied to reveal how students evaluate their own speech behavior, what communicative barriers they identify and how they plan to improve their professional speech.

The study also relies on pedagogical modeling. A model for developing speech mobility through innovative technologies includes several interconnected stages. The first stage is diagnostic and involves identifying students' initial level of speech activity, communicative confidence and readiness for pedagogical dialogue. The second stage is organizational and includes the selection of innovative technologies suitable for developing different aspects of speech mobility. The third stage is practical and involves students' participation in role-playing, microteaching, debates, case discussions and project presentations. The fourth stage is reflective and includes analysis of speech performance, peer feedback, mentor recommendations and self-assessment. The fifth stage is corrective and focuses on improving speech clarity, flexibility, expressiveness and pedagogical appropriateness.

In this methodology, assessment is carried out not only through final results, but also through the dynamics of students' communicative development. The main

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indicators include the ability to adapt speech to the educational situation, maintain logical coherence, use professional terminology appropriately, involve learners in dialogue, respond constructively to questions and demonstrate confidence in pedagogical communication. This methodological framework makes it possible to study the role of innovative pedagogical technologies in developing speech mobility as a practical and professionally significant quality of future teachers.

Results

The results of the study show that innovative pedagogical technologies have a significant positive influence on the development of speech mobility in future teachers. Their effectiveness is explained by the fact that they create an active communicative environment in which students are required to use speech not passively, but as a professional instrument for explanation, interaction, argumentation, reflection and classroom management. In traditional forms of instruction, students often receive theoretical knowledge about pedagogical communication, but they do not always have enough opportunities to practice flexible speech behavior. Innovative technologies overcome this limitation by involving students in realistic educational situations where they must adapt their speech to the task, audience and communicative context.

The first important result is the growth of students' speech activity. During role-playing, debates, project presentations, case discussions and microteaching, future teachers become more actively involved in oral communication. They learn to express pedagogical ideas independently, explain educational material, ask questions, respond to peers' opinions and defend their position. This process reduces passivity and develops confidence in professional speech. Students who initially experience difficulties in public speaking gradually become more prepared to speak in front of an audience, organize dialogue and maintain communicative contact.

The second result is the development of situational adaptability. Speech mobility requires the ability to change speech strategy depending on the educational situation. Innovative technologies place students in different communicative conditions: explaining a new topic to younger learners, resolving a classroom conflict, motivating passive pupils, giving feedback, conducting group work or presenting a project. In each case, students must choose appropriate vocabulary, intonation, pace, form of address and communicative strategy. As a result, they

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begin to understand that teacher speech cannot be uniform; it must correspond to the age, emotional state, knowledge level and learning needs of pupils.

The third result is the improvement of dialogic competence. Interactive technologies help future teachers move from monological speech to educational dialogue. Through problem-based learning and case analysis, students learn to formulate open questions, encourage discussion, listen to different viewpoints and guide communication toward a pedagogical goal. This is especially important for modern teaching, where the teacher is expected not only to explain, but also to organize learners' thinking through dialogue. The development of dialogic competence strengthens students' ability to create a learner-centered classroom environment.

The fourth result is connected with reflective speech development. Innovative pedagogical technologies usually include feedback, self-assessment and peer evaluation. After microteaching, simulation or presentation, students analyze their speech clarity, logical sequence, emotional expressiveness, use of terminology, ability to respond to questions and effectiveness of communication. Reflection allows them to identify speech difficulties and consciously improve their communicative behavior. This shows that speech mobility develops more successfully when practical activity is combined with analytical self-evaluation.

The fifth result is the formation of digital communicative flexibility. The use of online platforms, multimedia presentations, digital storytelling and virtual discussions helps future teachers develop speech mobility in technologically mediated communication. Students learn to present information visually and verbally, maintain interaction in online formats, formulate concise written explanations and adapt speech to digital educational environments. This competence is increasingly important because modern pedagogical activity includes both face-to-face and digital communication.

Thus, the results indicate that innovative pedagogical technologies develop speech mobility through active practice, situational variability, dialogue, reflection and digital interaction. They help future teachers form professional speech behavior that is clear, flexible, expressive, pedagogically appropriate and responsive to learners' needs.

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Discussion

The discussion of the obtained results shows that innovative pedagogical technologies perform not only a methodological, but also a developmental function in the formation of speech mobility in future teachers. Speech mobility cannot be developed through memorization of theoretical rules about communication alone. It requires continuous participation in communicative situations where the student must think, speak, listen, respond, reformulate and evaluate speech behavior. Innovative technologies create exactly such conditions because they transform the student from a passive recipient of knowledge into an active participant of pedagogical interaction. This is especially important in pedagogical universities, where professional preparation must be close to the real communicative demands of school practice.

The development of speech mobility through innovative technologies is connected with the changing role of the teacher in modern education. A teacher is expected to be not only a source of information, but also a facilitator of learning, organizer of dialogue, moderator of discussion, motivator and mentor. These roles require different speech strategies. For example, when explaining a new topic, the teacher must use clear, logical and accessible speech. When organizing discussion, the teacher must ask open questions, encourage participation and support pupils' opinions. When correcting mistakes, the teacher must use tactful and constructive language. When working with passive or anxious learners, the teacher must choose emotionally supportive speech forms. Therefore, future teachers need speech flexibility that corresponds to the diversity of pedagogical situations.

Innovative pedagogical technologies are effective because they reproduce this diversity within the educational process. Role-playing allows students to experience different professional positions and adapt speech to various classroom contexts. Microteaching develops the ability to explain, ask questions and manage short instructional episodes. Case-based learning teaches students to analyze problematic pedagogical situations and formulate reasoned communicative decisions. Debates develop argumentative speech and the ability to defend a position without violating ethical norms of communication. Project-based learning strengthens presentation skills, collaborative speech and the ability to connect individual ideas with group outcomes. Digital technologies expand

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speech mobility by requiring students to communicate through multimedia, online platforms and virtual interaction.

An important aspect of the discussion is that speech mobility includes both external and internal components. The external component is visible in the clarity, expressiveness, coherence and adaptability of speech. The internal component is connected with pedagogical thinking, emotional self-regulation, communicative intention and the ability to predict the effect of speech on learners. Innovative technologies influence both components. They improve students' oral performance and, at the same time, develop their awareness of why a certain speech strategy is appropriate in a particular situation. This connection between speech action and pedagogical reflection is one of the main conditions for professional growth.

The results also show that the development of speech mobility should be organized systematically. Occasional use of interactive methods is not enough. Pedagogical universities need a purposeful methodological system that includes diagnostics of students' initial speech abilities, gradual complication of communicative tasks, regular practice, mentor feedback, peer evaluation and reflective analysis. Such a system helps students overcome fear of public speaking, develop confidence, enrich professional vocabulary and learn to use speech as a pedagogical tool. In this process, the teacher educator plays an important role, because students need not only tasks, but also criteria for understanding the quality of their communicative performance.

In the context of Uzbekistan, this issue has practical significance because future teachers must be prepared for multilingual, culturally sensitive and socially diverse educational environments. Speech mobility helps them communicate appropriately with pupils, colleagues, parents and educational stakeholders. It also supports the formation of learner-centered teaching, because a mobile teacher can respond flexibly to pupils' questions, misunderstandings, emotional reactions and learning needs. Thus, innovative pedagogical technologies should be considered an effective mechanism for strengthening the communicative and professional readiness of future teachers.

Conclusion

The development of speech mobility in future teachers is an important condition for improving the quality of pedagogical education and preparing specialists who

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are ready for flexible, meaningful and effective professional communication. The modern teacher works in a complex educational environment where speech is not only a means of transferring knowledge, but also a tool for motivating learners, organizing dialogue, managing classroom interaction, supporting emotional comfort and guiding cognitive activity. Therefore, the formation of speech mobility should be considered one of the key directions in the professional preparation of future teachers at pedagogical universities.

The analysis carried out in this article shows that speech mobility is a multidimensional professional quality. It includes the ability to express thoughts clearly, adapt speech to the age and level of learners, use appropriate pedagogical terminology, change communicative strategies according to the situation, respond to unexpected questions, organize dialogue and create a positive speech environment. A future teacher with developed speech mobility can explain educational material in different ways, maintain pupils' attention, encourage active participation and prevent communicative barriers. Such a teacher is more prepared for learner-centered education, inclusive communication and cooperation with different participants of the educational process.

Innovative pedagogical technologies play a decisive role in the formation of this quality because they create active, practice-oriented and reflective conditions for speech development. Role-playing, microteaching, case analysis, debates, project-based learning, problem-based tasks, pedagogical simulation, collaborative learning and digital platforms involve students in real or modelled communicative situations. These technologies require future teachers to speak, listen, argue, explain, reformulate, ask questions, give feedback and evaluate their own speech behavior. As a result, students develop not only oral fluency, but also professional speech flexibility, communicative confidence and pedagogical responsibility.

The study confirms that speech mobility develops most effectively when innovative technologies are used systematically. It is not enough to organize separate interactive activities from time to time. Pedagogical universities need a consistent methodological system that includes diagnostics of students' communicative readiness, purposeful speech tasks, gradual complication of pedagogical situations, mentor feedback, peer assessment and reflective analysis. Such a system helps students understand the strengths and weaknesses of their

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speech, overcome public speaking difficulties, enrich professional vocabulary and learn to use language as an instrument of educational influence.

The relevance of this issue is especially significant in the context of teacher education in Uzbekistan, where the modernization of pedagogical training is connected with competence-based learning, digital transformation and the need to prepare teachers for socially and culturally diverse classrooms. Future teachers must be able to communicate effectively not only in traditional lessons, but also in digital environments, group activities, project work, inclusive education and cooperation with parents. Speech mobility allows them to respond flexibly to learners' needs and to organize educational interaction on the basis of respect, clarity and pedagogical purposefulness.

Thus, innovative pedagogical technologies should be regarded as an effective mechanism for developing speech mobility in future teachers. They strengthen communicative activity, connect theory with practice, support reflection and prepare students for real pedagogical communication. The purposeful development of speech mobility increases the professional readiness of future teachers and contributes to the formation of a more interactive, humane and development-oriented educational process.

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