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TECHNOLOGIES OF DEVELOPMENT OF SPEECH AND THINKING IN THE PROCESS OF PEDAGOGICAL EDUCATION

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Abstract

This article examines the technologies of developing speech and thinking in the process of pedagogical education, with special attention to the preparation of future primary education teachers. The development of speech is considered not only as the formation of correct pronunciation, vocabulary, grammatical accuracy and communicative fluency, but also as a key mechanism for shaping pedagogical thinking, reflective judgment and professional interaction. In pedagogical education, speech and thinking are closely connected because a future teacher must be able to explain, question, compare, generalize, interpret and guide learners through meaningful communication. The article emphasizes the importance of interactive methods, problem-based learning, dialogic teaching, reflective tasks, digital educational tools and text-based analytical activities in strengthening students' linguistic, cognitive and methodological competencies. These technologies help future teachers organize learning situations in which speech becomes a means of reasoning, creativity, cooperation and professional self-expression. The study also highlights that the integration of speech-development technologies into teacher training supports the formation of pedagogical culture, independent thinking and communicative responsibility.

Keywords: Speech development, pedagogical thinking, primary education, communicative competence, dialogic teaching, reflective learning, cognitive activity, teacher training.

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Introduction

PEDAGOGIK TA’LIM JARAYONIDA NUTQ VA TAFAKKURNI O‘STIRISH TEXNOLOGIYALARI

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Annotatsiya:
Ushbu maqolada pedagogik ta’lim jarayonida nutq va tafakkurni rivojlantirish texnologiyalari, ayniqsa boshlang‘ich ta’lim yo‘nalishida tahsil olayotgan bo‘lajak o‘qituvchilarni tayyorlash nuqtayi nazaridan tahlil qilinadi. Nutqni rivojlantirish faqat to‘g‘ri talaffuz, lug‘at boyligi, grammatik aniqlik va muloqot ravonligini shakllantirish jarayoni sifatida emas, balki pedagogik tafakkur, reflektiv fikrlash va kasbiy muloqotni rivojlantirishning muhim mexanizmi sifatida qaraladi. Pedagogik ta’limda nutq va tafakkur o‘zaro chambarchas bog‘liq bo‘lib, bo‘lajak o‘qituvchi tushuntirish, savol berish, taqqoslash, umumlashtirish, talqin qilish va o‘quvchilarni mazmunli muloqot orqali yo‘naltirish ko‘nikmalariga ega bo‘lishi zarur. Maqolada interfaol metodlar, muammoli ta’lim, dialogik o‘qitish, reflektiv topshiriqlar, raqamli ta’lim vositalari va matn asosidagi tahliliy faoliyatlarning talabalarning lingvistik, kognitiv va metodik kompetensiyalarini rivojlantirishdagi ahamiyati yoritiladi. Ushbu texnologiyalar bo‘lajak o‘qituvchilarga nutqni fikrlash, ijodkorlik, hamkorlik va kasbiy o‘zini ifodalash vositasi sifatida qo‘llash imkonini beradi. Tadqiqotda nutqni rivojlantirish texnologiyalarini o‘qituvchi tayyorlash jarayoniga integratsiya qilish pedagogik madaniyat, mustaqil fikrlash va kommunikativ mas’uliyatni shakllantirishga xizmat qilishi asoslanadi.

Kalit so‘zlar: nutqni rivojlantirish, pedagogik tafakkur, boshlang‘ich ta’lim, kommunikativ kompetensiya, dialogik o‘qitish, reflektiv ta’lim, kognitiv faollik, o‘qituvchi tayyorlash.

Аннотация:
В данной статье рассматриваются технологии развития речи и мышления в процессе педагогического образования, особенно с точки зрения подготовки будущих учителей начального образования. Развитие речи анализируется не только как формирование правильного произношения, словарного запаса,

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грамматической точности и коммуникативной беглости, но и как важный механизм становления педагогического мышления, рефлексивного суждения и профессионального взаимодействия. В педагогическом образовании речь и мышление тесно взаимосвязаны, поскольку будущий учитель должен уметь объяснять, задавать вопросы, сравнивать, обобщать, интерпретировать и направлять учащихся посредством содержательного общения. В статье подчеркивается значение интерактивных методов, проблемного обучения, диалогического преподавания, рефлексивных заданий, цифровых образовательных средств и аналитической работы с текстом в развитии лингвистических, когнитивных и методических компетенций студентов. Эти технологии позволяют будущим педагогам использовать речь как средство рассуждения, творчества, сотрудничества и профессионального самовыражения. Также обосновывается, что интеграция технологий развития речи в процесс подготовки учителей способствует формированию педагогической культуры, самостоятельного мышления и коммуникативной ответственности.

Ключевые слова: развитие речи, педагогическое мышление, начальное образование, коммуникативная компетенция, диалогическое обучение, рефлексивное обучение, когнитивная активность, подготовка учителя.

Introduction

The development of speech and thinking occupies a central place in pedagogical education because the professional activity of a teacher is directly connected with explanation, interpretation, questioning, dialogue, reflection and educational influence. In primary education, this issue becomes especially significant, since the teacher works with children at the stage when their language, logical reasoning, imagination, social communication and learning motivation are actively formed. Therefore, the preparation of future primary school teachers requires not only the acquisition of theoretical pedagogical knowledge, but also the systematic development of their own speech culture and cognitive flexibility. A teacher who speaks clearly, thinks analytically and communicates pedagogically can create a learning environment in which children learn to express ideas, understand others, compare concepts and solve educational problems independently.

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Speech and thinking are not isolated psychological processes. Speech gives form to thought, while thinking gives depth, logic and purpose to speech. In the process of pedagogical education, this relationship should be developed through purposeful technologies that activate students' intellectual and communicative abilities. Future teachers must learn how to transform information into meaningful explanation, how to organize a dialogue with learners, how to ask productive questions and how to guide children from simple perception to conscious understanding. For this reason, speech development technologies in teacher education should include dialogic learning, problem-based tasks, reflective writing, discussion, storytelling, text analysis, role-playing, project activities and digital communication tools.

The relevance of this topic is also determined by the growing demand for teachers who are able to work in a modern educational environment. Contemporary primary education requires a teacher who can combine subject knowledge with communicative competence, emotional intelligence, critical thinking and methodological creativity. In such conditions, speech becomes not only a means of transmitting information, but also a tool for developing pupils' thinking, values and social behavior. The future teacher must understand that every explanation, question, instruction and feedback can either stimulate or limit the child's cognitive activity. Therefore, pedagogical education should prepare students to use language consciously, accurately and developmentally.

Technologies aimed at developing speech and thinking help future teachers overcome passive learning and move toward active professional formation. Through interactive and reflective tasks, students learn to analyze pedagogical situations, express their opinions, justify methodological choices and evaluate the effectiveness of their communication. Such activities strengthen not only linguistic accuracy, but also pedagogical reasoning, because students begin to understand how speech influences learning outcomes, classroom interaction and the intellectual growth of children.

In the context of pedagogical universities, especially in the field of primary education, the development of speech and thinking should be viewed as an integrated methodological process. It connects psychology, pedagogy, language education and didactics. The main purpose of this article is to examine the educational technologies that support the formation of students' speech

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competence and pedagogical thinking, as well as to identify their role in improving the quality of future teacher training.

Methods

The methodological basis of this article is built on the integration of pedagogical, psychological, linguistic and didactic approaches to the development of speech and thinking in the process of teacher education. Since the topic is connected with the preparation of future primary education teachers, the methods are directed toward identifying how educational technologies can influence students' communicative competence, logical reasoning, reflective activity and professional-pedagogical expression. The research relies on theoretical analysis, comparative interpretation, pedagogical observation, modeling of educational situations and generalization of methodological experience. These methods make it possible to study speech and thinking not as separate skills, but as interrelated components of professional teacher formation.

The theoretical analysis method was used to examine scientific and pedagogical views on the relationship between speech, thought and learning activity. In this process, special attention was paid to concepts such as communicative competence, dialogic learning, cognitive development, reflective thinking, pedagogical interaction and speech culture. The analysis showed that speech development in pedagogical education should not be limited to language correctness. It should include the ability to formulate ideas logically, explain educational material clearly, ask meaningful questions, organize discussion, evaluate pupils' answers and create conditions for independent reasoning. Therefore, theoretical analysis helped to define the main directions of speech and thinking development in the training of future teachers.

The comparative method was applied to distinguish traditional and modern approaches to the formation of students' speech and cognitive abilities. Traditional approaches often focus on reproduction, memorization and formal presentation of information, while modern technologies emphasize active participation, problem solving, dialogue, reflection and independent interpretation. Through comparison, it becomes clear that speech develops more effectively when students are placed in communicative and analytical situations. For example, discussion, debate, case analysis, project presentation and pedagogical role-playing require students not only to speak, but also to think,

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justify, compare and make conclusions. This creates a productive connection between language activity and intellectual development.

Pedagogical observation was considered as an important method for understanding how students use speech in educational interaction. Observation may include the analysis of students' participation in seminars, their ability to answer questions, explain pedagogical concepts, work in groups and present independent conclusions. This method allows the teacher educator to identify difficulties such as weak argumentation, limited vocabulary, unclear structure of speech, passive participation or insufficient reflection. Based on these observations, corrective and developmental tasks can be planned.

Modeling was used to design educational situations that develop both speech and thinking. Such situations may include explaining a new topic to primary school pupils, conducting a mini-lesson, preparing questions for a text, analyzing a child's answer, organizing a classroom dialogue or solving a pedagogical problem. Through modeling, future teachers learn to connect theoretical knowledge with practical communication. They also develop the ability to choose appropriate words, adapt speech to pupils' age characteristics and organize thought in a clear pedagogical sequence.

The method of generalization was used to formulate practical conclusions about the effectiveness of speech-development technologies. The methodological approach of the article shows that the development of speech and thinking should be organized systematically, beginning with simple oral and written exercises and gradually moving toward complex analytical, creative and reflective tasks. In this process, digital tools, interactive platforms, multimedia texts and collaborative learning environments can strengthen students' motivation and provide additional opportunities for communication. Thus, the selected methods make it possible to justify the need for an integrated technology-based approach to developing speech and pedagogical thinking in future primary education teachers.

Results

The results of the theoretical and methodological analysis show that the development of speech and thinking in pedagogical education becomes effective when it is organized as a purposeful, continuous and practice-oriented process. Future primary education teachers demonstrate stronger professional readiness when speech tasks are connected with real pedagogical situations, cognitive

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activity and reflective analysis. In this context, speech is not formed only through separate language exercises, but through the active use of explanation, dialogue, questioning, argumentation, interpretation and feedback. Such an approach allows students to understand that every form of pedagogical communication has an educational, developmental and psychological influence on learners.

One of the main results is the identification of the close relationship between speech culture and pedagogical thinking. Students who regularly participate in discussions, microteaching, text analysis and problem-based tasks gradually learn to express ideas more logically and confidently. Their oral and written speech becomes more structured, while their thinking becomes more analytical and purposeful. In particular, when students are asked to explain a pedagogical concept in simple words, prepare questions for primary school pupils or analyze a child's answer, they begin to connect language with didactic intention. This means that speech becomes a professional tool for organizing learning, not merely a means of communication.

The use of dialogic teaching technologies shows a positive influence on the development of students' cognitive flexibility. During dialogue, students learn to listen to different opinions, respond meaningfully, clarify their own position and build conclusions based on comparison. This process develops not only communicative competence, but also critical and reflective thinking. In pedagogical education, dialogue is especially important because future teachers must be able to create a classroom atmosphere in which children feel encouraged to speak, ask questions and express personal understanding. Therefore, dialogic technologies help students acquire both professional speech behavior and democratic pedagogical interaction.

Problem-based and case-based tasks also produce important developmental results. When future teachers analyze a pedagogical problem, they are required to identify the cause of the situation, formulate possible solutions and justify their methodological choice. This activates reasoning, evaluation and decision-making. At the same time, students enrich their professional vocabulary and learn to use pedagogical terms in context. Such tasks are effective because they combine thinking, speech and professional responsibility. They prepare students for real classroom situations where a teacher must react quickly, speak clearly and make pedagogically appropriate decisions.

Omega Journal of Interdisciplinary Research and Development
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Reflective writing and oral reflection contribute to the formation of self-analysis skills. Students who write reflections after seminars, teaching practice or group activities become more aware of their own speech behavior, difficulties and progress. They learn to evaluate whether their explanation was clear, whether their questions stimulated thinking and whether their communication supported learning. This result is particularly valuable for primary education, where the teacher's speech must be understandable, emotionally appropriate and developmentally oriented.

Digital educational technologies also support the development of speech and thinking when they are used with a clear pedagogical purpose. Multimedia presentations, online discussion platforms, electronic portfolios, educational videos and collaborative documents create additional opportunities for students to present ideas, analyze information and receive feedback. However, the effectiveness of digital tools depends on their integration with meaningful communicative tasks. The results indicate that technology should not replace pedagogical dialogue, but should enrich it by expanding the forms of expression, cooperation and reflection.

Overall, the analysis confirms that speech and thinking develop most productively when educational technologies are based on activity, dialogue, problem solving and reflection. For future primary education teachers, such technologies form professional communicative competence, methodological awareness, independent judgment and the ability to guide pupils' intellectual development through language.

Discussion

The development of speech and thinking in pedagogical education should be understood as a complex professional process that goes beyond the simple improvement of students' oral or written expression. For future primary education teachers, speech is a didactic instrument, a means of emotional contact, a form of classroom management and a mechanism for stimulating children's intellectual activity. Therefore, technologies aimed at speech development must be closely connected with the formation of pedagogical thinking. If a student learns to speak correctly but cannot explain, compare, generalize, justify or adapt information to the age characteristics of pupils, speech remains formal and does not become a real professional competence.

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The discussion of this issue shows that one of the most important conditions for developing speech and thinking is the transition from reproductive learning to active learning. In reproductive learning, students mainly repeat ready-made definitions, memorize theoretical material and answer questions according to a fixed model. Such activity may support basic knowledge, but it does not sufficiently develop independent reasoning or flexible pedagogical communication. In contrast, interactive technologies require students to participate in dialogue, solve problems, defend opinions and interpret educational situations. As a result, speech becomes connected with intellectual effort, and thinking becomes expressed through clear, purposeful and meaningful language.

Dialogic teaching has special significance in this process. A future teacher who is trained through dialogue gradually understands that pedagogical speech is not a monologue directed at passive learners, but a living interaction that creates understanding. In primary education, this is particularly important because children's thinking develops through questions, explanations, examples, comparisons and verbal support. If the teacher uses only directive speech, pupils may become dependent on ready answers. If the teacher uses developmental speech, pupils begin to reason, express assumptions, correct mistakes and participate in learning consciously. Thus, teacher education should prepare students to organize dialogue as a method of thinking development.

Problem-based technologies also reveal the professional nature of speech. When students analyze pedagogical cases, they must not only find a solution, but also explain why this solution is appropriate. This process teaches them to build logical argumentation and use pedagogical terminology accurately. In real classroom practice, such ability is necessary because the teacher constantly makes methodological decisions and communicates them to pupils, parents and colleagues. Therefore, problem-based learning develops both cognitive independence and communicative responsibility.

Reflective technologies are equally important. Reflection helps future teachers evaluate their own speech, recognize weak points and consciously improve communication. For example, after conducting a mini-lesson, a student may analyze whether the explanation was understandable, whether the questions encouraged pupils to think and whether feedback was supportive. This process forms a habit of professional self-observation. Without reflection, speech

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development may remain mechanical; with reflection, it becomes a part of professional growth.

Digital technologies expand the possibilities for developing speech and thinking, but their effectiveness depends on methodological purpose. Presentations, online platforms, electronic portfolios and multimedia resources are useful only when they require students to analyze, formulate, discuss and present ideas. If digital tools are used only for visual decoration or passive information delivery, they do not significantly improve speech or thinking. Therefore, modern pedagogical education should combine digital resources with dialogue, reflection, text analysis and practical teaching tasks.

In general, the discussion confirms that speech and thinking develop most effectively when students are placed in educational situations that require active expression, conscious reasoning and professional interpretation. For primary education teachers, this integrated development is especially necessary because their future pedagogical speech will directly influence children's language, thinking, motivation and social communication.

Conclusion

The development of speech and thinking in the process of pedagogical education is one of the essential conditions for preparing competent, reflective and professionally responsible primary education teachers. The analysis of this issue shows that speech cannot be viewed only as a linguistic skill, and thinking cannot be formed separately from communicative activity. In teacher education, both processes develop in close unity: speech gives external expression to thought, while thinking provides speech with logic, purpose, depth and pedagogical meaning. Therefore, the formation of future teachers requires systematic work with technologies that connect language, cognition, reflection and practical teaching activity.

The study demonstrates that the most effective technologies for developing speech and thinking are those based on active participation. Dialogic teaching, problem-based learning, case analysis, reflective writing, microteaching, project work, text interpretation and digital communicative tasks help students move from passive reproduction of information to independent reasoning and meaningful professional expression. These technologies create educational situations in which students must not only know pedagogical concepts, but also

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Website: https://omegajournals.org

explain them, justify decisions, ask purposeful questions, analyze answers and adapt communication to the needs of learners. As a result, speech becomes a means of organizing thinking, and thinking becomes visible through clear and pedagogically appropriate speech.

For future primary education teachers, this process has particular importance because their professional communication will directly influence children's intellectual, emotional and social development. A primary school teacher's speech must be clear, accessible, expressive, supportive and developmentally oriented. It should help pupils understand learning material, express their own ideas, compare facts, ask questions and form initial skills of independent judgment. Therefore, pedagogical universities should pay special attention to the speech culture of students, their ability to build logical explanations, conduct dialogue, use questions productively and provide constructive feedback.

The results also show that reflective technologies play a decisive role in improving the quality of pedagogical communication. Through reflection, students become aware of their own speech behavior, evaluate the effectiveness of their explanations and gradually develop the habit of professional self-correction. This is especially important because the teacher's speech is not neutral; it can encourage thinking, increase confidence and stimulate participation, or, conversely, limit children's activity if it is unclear, authoritarian or poorly structured.

Digital technologies can enrich this process when they are used not as isolated technical tools, but as instruments for communication, cooperation, analysis and creative expression. Multimedia presentations, online discussions, electronic portfolios and collaborative platforms are effective only when they are integrated with meaningful pedagogical tasks. Thus, the development of speech and thinking requires a balanced combination of traditional pedagogical values and modern educational technologies.

In conclusion, the technologies of developing speech and thinking in pedagogical education should be implemented as an integrated, continuous and practice-oriented system. Such a system strengthens future teachers' communicative competence, cognitive independence, methodological awareness and professional culture. It prepares them to organize learning not only through transmission of knowledge, but through dialogue, reasoning, reflection and human-centered pedagogical interaction.

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