TEACHER'S PROFESSIONAL SKILLS, SPEECH CULTURE, AND PEDAGOGICAL TECHNIQUE AS A CRITERION OF PROFESSIONAL COMPETENCE

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Abstract: *This article explores the role of a primary school teacher's professional competence in shaping students' cognitive, communicative, and emotional development. Emphasis is placed on three core dimensions of teaching mastery: pedagogical skills, speech culture, and the use of pedagogical techniques. These elements are analyzed in the context of contemporary educational demands, emphasizing the need for reflective practice, individualized approaches, and interactive teaching. The article draws from both theoretical and practical sources to highlight the interdependence of these components in forming a teacher's holistic competence and ultimately improving the quality of primary education.*

Key words: *Professional competence, pedagogical mastery, speech culture, pedagogical technique, primary education, communication skills, classroom management, didactic methods, teacher development, educational psychology.*
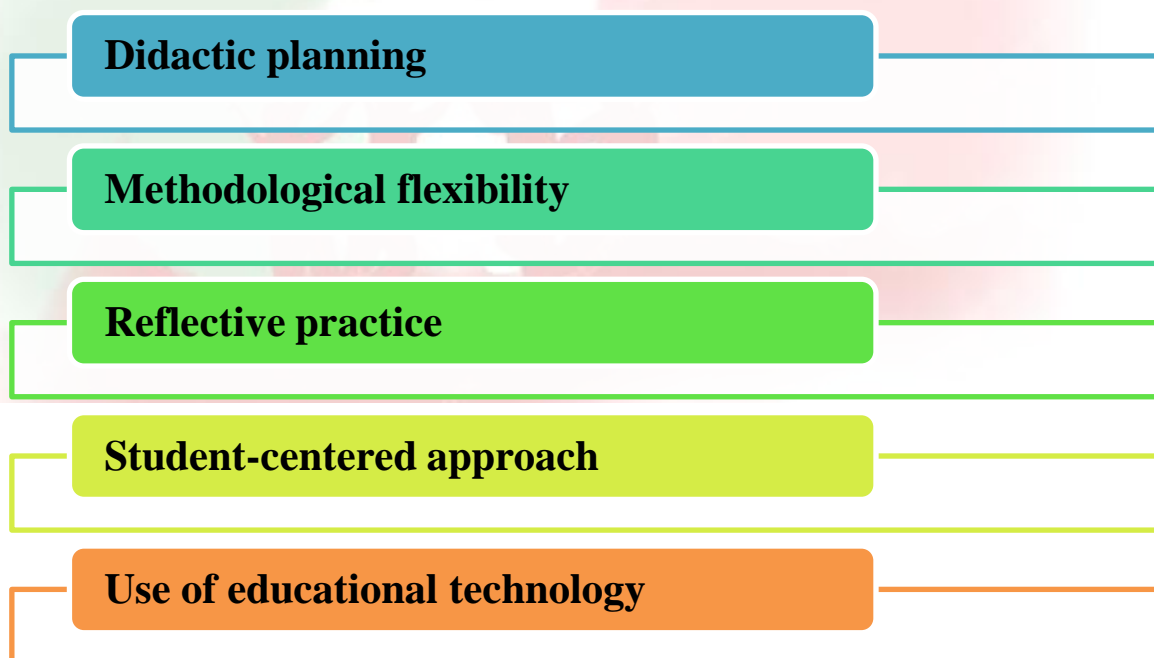
Introduction: In modern educational systems, the quality of teaching is increasingly seen as the most influential factor in student achievement. Particularly in primary education, where children undergo essential cognitive, social, and emotional development, the teacher's role becomes pivotal. A teacher is not merely a conveyor of knowledge but a guide, motivator, and role model. Therefore, the professional competence of a primary school teacher must encompass not only subject knowledge but also pedagogical skills, refined communication, and advanced teaching techniques.

This paper aims to examine three critical aspects of a teacher's competence: professional skill (pedagogical mastery), speech culture (communicative

excellence), and pedagogical technique (applied methodology and psychological control). Together, they form the foundation of an educator's effectiveness and define their status as a truly competent professional.

Pedagogical skill is a multidimensional concept that includes the teacher's ability to structure learning activities in a logical, engaging, and developmentally appropriate way. It requires the capacity to select effective instructional methods, organize educational content meaningfully, and implement strategies that cater to students' individual learning styles and needs. A skilled teacher must also be able to monitor learning progress, assess student outcomes, and make timely adjustments to teaching strategies. Ultimately, pedagogical skill ensures that teaching is not only informative but also transformative—helping students to think critically, solve problems, and apply knowledge in real-world contexts.

Core Components of Pedagogical Skills:

Didactic planning

Methodological flexibility

Reflective practice

Student-centered approach

Use of educational technology

- **Didactic planning:** The capacity to construct lesson plans aligned with learning outcomes and developmental needs of young learners.

- **Methodological flexibility:** Ability to choose and apply teaching methods (e.g., project-based learning, storytelling, inquiry-based learning) that match the learning styles and pace of students.

- **Reflective practice:** Consistent self-evaluation of one's teaching process and openness to innovation.

- **Student-centered approach:** Sensitivity to the individual characteristics, emotional states, and social backgrounds of students.

- **Use of educational technology:** Integrating digital tools, interactive whiteboards, or e-learning platforms into the classroom to enhance engagement.

Recent educational research highlights a strong correlation between a teacher's pedagogical adaptability and emotional intelligence and the overall success of students. Pedagogical adaptability refers to the teacher's ability to modify instructional methods based on the dynamics of the classroom, individual student needs, and unforeseen challenges that arise during the learning process. Teachers who are flexible in their approach are better equipped to support diverse learners, address learning gaps, and maintain student engagement.

Emotional intelligence, on the other hand, encompasses self-awareness, empathy, emotional regulation, and interpersonal skills. Teachers with high emotional intelligence create emotionally safe and supportive classroom environments. They can sense when students are struggling, respond with compassion, and build trusting relationships that motivate students to participate actively in the learning process. Together, these qualities not only enhance academic performance but also promote inclusivity, reduce behavioral issues, and contribute to students' emotional and social development. Classrooms led by such teachers often exhibit higher levels of collaboration, respect, and mutual understanding, making them more conducive to holistic learning.

Speech culture in teaching is not limited to the correct use of language; it is a reflection of the teacher's overall communicative competence, professionalism, and ethical stance. In the context of primary education, where children are still

developing their linguistic, cognitive, and social abilities, the teacher's speech plays a crucial dual role. First, it serves as a direct instructional tool—used to explain concepts, provide feedback, and guide learning processes. Second, it functions as a linguistic model—students unconsciously adopt the teacher's tone, pronunciation, vocabulary, and communicative behaviors. Therefore, the clarity, politeness, consistency, and emotional tone of the teacher's speech directly affect the effectiveness of classroom communication and the linguistic development of students.

Moreover, speech culture includes not just what is said, but how it is said. Intonation, pace, volume, and non-verbal cues such as facial expressions and gestures all contribute to making communication more engaging and meaningful. Teachers who master these elements create a positive communicative climate, increase student motivation, and prevent misunderstandings. A well-developed speech culture is especially vital in multilingual or multicultural classrooms, where effective and sensitive communication is key to inclusion and mutual respect.

Essential Features of Professional Speech:

- **Clarity and Precision:** Avoiding ambiguity; using age-appropriate vocabulary and sentence structures.

- **Correct Pronunciation and Intonation:** Observing phonetic norms and expressing meaning through tone, stress, and rhythm.

- **Dialogic Style:** Encouraging interaction, asking open-ended questions, and inviting student participation.

- **Politeness and Ethical Language Use:** Demonstrating respect, empathy, and patience in verbal interactions.

- **Expressive and Emotive Language:** Using variation in speech to maintain attention and create an engaging classroom environment.

Effective speech is not limited to verbal elements. It is supported by non-verbal cues such as facial expressions, gestures, and body language, which are vital for conveying enthusiasm, concern, or authority.

Pedagogical technique encompasses a teacher's repertoire of psychological, organizational, and expressive tools that ensure smooth classroom functioning and optimal student engagement. It involves the deliberate use of verbal and non-verbal behaviors—such as posture, gestures, eye contact, and classroom movement—to maintain students' attention and convey authority, empathy, or enthusiasm. These visible aspects of behavior are crucial for establishing the teacher's presence and influence in the classroom.

Simultaneously, pedagogical technique includes internal, often invisible strategies like emotional self-regulation, time management, and stress control, which enable teachers to maintain composure in challenging situations, make quick yet thoughtful decisions, and sustain a positive learning atmosphere. Effective teachers skillfully combine these elements to establish discipline without resorting to authoritarian methods, inspire motivation through encouragement rather than coercion, and foster an environment where every student feels seen and valued.

Moreover, pedagogical technique requires an acute awareness of classroom dynamics—teachers must read students' emotional and behavioral cues and respond with appropriate interventions. Whether through a calm tone to de-escalate tension or a strategic pause to refocus attention, these subtle techniques contribute significantly to instructional effectiveness and student well-being. As such, pedagogical technique forms an essential dimension of professional competence that bridges the gap between theory and real-life teaching practice.

These three domains—pedagogical skill, speech culture, and pedagogical technique—are deeply interconnected. For instance, clear and expressive speech enhances didactic communication, while well-chosen techniques reinforce both discipline and empathy. A teacher's professional growth requires a conscious and continuous effort to balance these components in daily teaching practice.

Moreover, the global shift toward competency-based education calls for teachers who can integrate academic, communicative, and emotional competencies

seamlessly. As such, professional development programs must focus not only on content knowledge but also on communication training and classroom psychology.

Conclusion: The professional competence of a primary school teacher is a multifaceted construct that goes beyond academic expertise. It includes the mastery of pedagogical strategies, refined speech culture, and effective pedagogical techniques. Each element contributes to building a responsive, inclusive, and high-quality learning environment. In the context of 21st-century education, where students must be prepared for dynamic social and technological landscapes, teachers must themselves become lifelong learners. They must refine their communication, enrich their teaching methods, and master the art of pedagogical interaction. Only then can they truly fulfill their role as facilitators of holistic and sustainable learning.

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