



# Technology Of Developing Students' Speaking Skills In The Process Of Teaching History

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**Abstract:** Since the development of students' effective speech skills in history classes is one of the important tasks of education, this article examines the problems related to speech and comments of students studying in higher education. Also, it explains pedagogical theory and practical pedagogical technologies on a scientific basis and shows solutions to problematic situations.

**Keywords:** Speech Norms, Speech Stylistics, Communication Ethics, Social Relations, Speech, Intellectual Potential, Oratorical Skills, Literary Rules.

## Introduction

Improving future personnel's professional speaking skills is one of the educational difficulties that are regularly outlined in educational standards and do not lose importance (Botirova, 2023). Pedagogical goal is to improve students' speech technique and ethics in higher education. There is a need to create and implement technology. History is one of the most beneficial subjects for enhancing speaking skills, but it requires a thorough approach because it gives students with sociopolitical knowledge and aids in the formation of a general worldview (Yuldashev, 2023). Improving future personnel's professional speaking skills is one of the educational difficulties that are regularly outlined in educational standards and do not lose importance (Wiersma, 2008).

## Methodology

Scientific research on increasing students' speaking skills, including students at various stages of education, is based on ancient orators such as Socrates, Antiphon, Lysias, Isocrates, Issaeus, Lycurgus, Demosthenes, Hipperd, and Andokides, who were both East and West teachers (Cooper, 2013). In the writings of philosophers of the spiritual and cultural renaissance, and in modern studies, I. Kuznetsov, D. Carnegie, and N. Bekmirzayev It is

described in research by A. Rustamov, N. Mahmudov (2005), E. Begmatov (2008), and R. Jumaniyozov (2007). The books "Modern Rhetoric" by I. Kuznetsov (2020) and "Teacher's Speech Culture" by N. Mahmudov (2022) both address educational difficulties. In the research undertaken to examine the topic, analysis and synthesis centred on modern pedagogical techniques and speech methodology. Epistemological analyses were approached, and research methods were employed to solve speech problems using methodical methods. Although higher education distinguishes itself from lower education levels by its students' professional specialisation and intellectual supremacy, there are a number of key skills that must be cultivated at all levels (Botirova, 2022). One of these crucial skills is the ability to express knowledge orally, and making proper use of the role of humanities in speech development contributes to the beneficial development of students' speech cultures.

History requires special research in higher education because it is one of the primary speech-developing branches of knowledge (Cooper, 2013). A sufficient level of knowledge and skills are required for the speech of an intellectual to be different from the usual speech observed in social life, to construct sentences correctly and in accordance with literary rules, and to be able to convey a point of view in accordance with the standards of communication.

Increasing the activity of students in history lessons is not only done in the traditional way, but it is also considered a skill of the pedagogue to combine their oral and written expression skills, to skillfully use the dialogic teaching method. Learners who are used to passively observing the lessons are accustomed to blindly agree with the opinions of others even in independent life (Hartzler-Miller, 2001). One of the priority tasks of teaching history is to educate students and creative thinking.

First and foremost, historical and creative works will be used to establish literary language knowledge and standards in order to educate students how to correctly use stylistic speech principles. To provide a scientific foundation for educational innovations targeted at enhancing oral speaking, textbooks and presentation methods must be explained in an understandable and memorable manner (Cooper, 2013). It is also vital to provide pupils with advice in developing speech stylistics through the use of suggested literature. When we consider that the style of speech should be described using journalistic, social, scientific, and official criteria, speech in many areas can be described in scientific terminology. And the science of history, as one of the universal networks of knowledge, requires the simultaneous use of all speech devices (Yeager & Wilson, 1997). In other words, the teacher should take into account this factor in the development of speech culture of students (Wiersma, 2008).

If there is no scientific basis and guaranteed result in the use of pedagogical technologies, the consequences of such technologies will be an obstacle to the development of the individual, the educational system and the society (Armstrong, 2012). Kaikovus's "Nightmare" and Nizamulmuluk's "Siyar-ul-muluk" works can be shown as sources for developing didactic speech as a means of recommended literature for independent education.

## Result and Discussion

The development of the student's intellectual potential serves as the primary basis for the formation of communication culture. There is a need for sources that strengthen knowledge from the science of history, as the probability that uneducated speech will be shallow in content and full of unfounded opinions is high. Historical and artistic works help not only to speak according to the standards of literary language, but also to base knowledge based on valid sources.

Secondly, it is necessary to improve students' ability to draw conclusions and analyze historical events, using the factor of history that develops a critical-creative approach and encourages independent thinking. In traditional lessons, the teacher actively explains the subject and the learner learns by listening. However, lecturing is not the most effective way to develop students' thinking, change attitudes, or teach behavioral skills (Wiersma, 2018). In such cases, some lessons can be conducted using interactive teaching methods.

During the study of students' attitude to a historical event or a person, the topic of debate and debate is thrown into the middle, the student develops his oratory by defending his opinion and using a critical approach. "KWL", "Cluster", "Mind mapping" methods increase the personal initiative of students and teach them to think. While expressing their opinion, students involuntarily acquire speech culture.

Even so, positive results can be expected only if the teacher's function of guidance is fulfilled. Otherwise, cases of intolerance of each other's opinions, disrespectful attitude towards the lesson, departure from the main essence of the subject are observed in practice. The professional methodology of the pedagogue should be high in the development of speech by working with non-traditional methods. The use of interactive methods in each lesson can reduce the motivation and the desire to learn from the resources compared to the traditional lesson. This may be due to the fact that students study only those parts that support their personal judgments in group debate competitions.

Thirdly, as a higher education specialist in history classes, the teacher needs to be seen as a real role model for the students. How the teacher behaves during lecture-style classes and how to cover the topic sufficiently in the text of the lecture is mastered by the students in the seminar. It is impossible for a professor-teacher to properly evaluate the students' speaking ability without a high speaking level. If the shortcomings in the teacher's speech are not corrected, it becomes difficult to apply effective teaching methods. In order for the speech to be interesting for the speaker, it is necessary to systematically update the lecture material, introduce new thoughts, examples, images, and aphorisms (Hartzler-Miller, 2001).

In order to be an exemplary speaker, a teacher should be able to use modern educational technologies and use presentations and visual aids. Speakers who are used to ready reading from slides and a written version of the lecture may seem shallow to students. When using presentations, the speaker completely copies the necessary information and does not rely on his own knowledge, speaking, it means that the teacher has not developed professional competence. Presentations are only necessary to mark difficult and important places in memory. If this problem is not solved, asking students to explain the topic without

a synopsis or textbook will create a negative attitude of students towards education and pedagogy.

Fourthly, for the purpose of working with terms in the science of history, keeping and maintaining a dictionary of speech terms to collect phrases, quotations, or instructive and interesting historical events increases speech aesthetics, and serves as a guide in history speech. Quotations and other pre-made templates that provide attractive speech will help you to draw the attention of the audience and express your opinion in an effective way, while continuously focusing on this notebook. In this way, quotations are a particularly effective narrative tool; the speaker can give voice to the characters in his stories, allowing the speaker's audience to experience the situation as the speaker himself experienced it (Yeager & Wilson, 1997).

However, their excessive use and inability to find places of use can cause adverse effects. It is observed that people who use such pre-planned speech combinations and sentences in some cases get used to speaking in the same way and emphasizing the same idea over and over again. Students will be able to compose speech sentences independently as they enter into social relations, thoroughly master the standards of dialogic and monologic speech, and understand the specific standards of verbal communication (Botirova, 2023). History classes have topics that are best suited for the practical application of such skills. In this case, the master's cognitive and analytical skills and the extent to which he can use his literary language in a grammatically and methodologically correct way have a great impact.

## Conclusion

In conclusion, according to pedagogical research, the science of history encompasses sociopolitical and living processes, is a science that summarises all speech styles, and necessitates eloquence in presentation. Students' ability to explain and interpret history in scientific language develops only once they have knowledge of a specific topic or history in general, as well as proper mastery of their mother tongue's literary conventions. Certain rigorous classes and pedagogical strategies can help students enhance their speech.

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