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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**A METHODOLOGICAL MODEL FOR DEVELOPING SPEECH SKILLS IN SCHOOL
TEACHERS IN THE CONTEXT OF UZBEK-RUSSIAN BILINGUALISM****Malokhat Turavayevna Yunusova***Lecturer, Department of Russian Linguistics**Chirchik State Pedagogical University**E-mail address: m.yunusova@cspu.uz**Chirchik, Uzbekistan***ABOUT ARTICLE**

Key words: Uzbek-Russian bilingualism, speech skills, general education school teacher, methodological model, professional communicative competence, interference, bilingual educational environment.

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Abstract: The article examines the problem of designing a methodological model for developing speech skills among teachers of general education schools who carry out their professional activity in the context of Uzbek-Russian bilingualism. The relevance of the study is determined by the need to improve the quality of teachers' professional pedagogical speech and their ability to organize educational communication effectively in a multilingual educational environment. Particular attention is paid to the structural components of the model: the target, theoretical and methodological, content-related, procedural and technological, and diagnostic and result-oriented components. It is substantiated that the development of speech skills in a bilingual teacher should not be implemented as the isolated improvement of language abilities, but as the comprehensive enhancement of professional communicative competence, including normativity, accuracy, logical coherence, methodological appropriateness, and communicative adaptability of Russian speech. The proposed model is oriented toward the diagnosis of speech difficulties, the prevention of interference errors, the development of oral and written professional speech, and the formation

Introduction. A modern general education school functions in conditions of active language interaction, in which the professional speech of the teacher becomes not only a means of transmitting educational information, but also a crucial instrument for organizing pedagogical communication. For the Republic of Uzbekistan, this problem is of particular significance, since educational practice is characterized by the stable interaction of the Uzbek and Russian languages, as well as by the need to train teachers who are capable of working effectively in a multilingual classroom.

The normative relevance of the study is determined by the provisions of the Law of the Republic of Uzbekistan "On Education", which establishes citizens' equal rights to education, including regardless of language, as well as by the general orientation of educational policy toward improving the quality of teaching and pedagogical activity. In the Strategy "Uzbekistan - 2030", one of the priorities is the development of an education system that meets modern social requirements and international standards.

The strategic orientation of educational modernization makes the development of teachers' communicative and methodological readiness particularly relevant for the school system.

From the scientific and methodological perspective, the problem of developing speech skills in bilingual teachers is situated at the intersection of linguodidactics, psycholinguistics, sociolinguistics, and pedagogy. In this context, Uzbek-Russian bilingualism acts not only as a linguistic characteristic of the teacher's personality, but also as a factor that influences the choice of speech strategies, the construction of educational discourse, the nature of explanation of educational material, methods of error correction, and the organization of feedback.

The development of a methodological model that makes it possible to purposefully form the speech skills of general education school teachers acquires special significance. Such a model should take into account the specificity of bilingual speech activity, possible manifestations of interlingual interference, the level of mastery of professional Russian speech, the features of pedagogical discourse, and the requirements imposed on the modern communicative culture of the teacher.

In the context of Uzbek-Russian bilingualism, the speech skills of a general education school teacher should be understood as stable, consciously formed, and professionally significant modes of speech activity that ensure the accurate, normative, logically organized, and pedagogically appropriate use of the Russian language in the educational process.

Unlike general language proficiency, a teacher's professional speech skills have a functional and pedagogical orientation. They are manifested in the ability to explain educational material, formulate questions, give instructions, comment on students' answers, correct speech errors, organize dialogue, manage educational discussion, and create a psychologically comfortable speech environment.

For a teacher with Uzbek-Russian bilingualism, speech activity is complicated by a number of factors:

- the influence of the native language on the phonetic, lexical, grammatical, and syntactic structure of Russian speech;
- the possible mixing of speech norms of the two languages;
- the insufficient automatization of professional speech cliches;
- difficulties in selecting adequate speech means in a pedagogical situation;
- the need to switch between language codes depending on students' level of preparation.

Uzbek-Russian bilingualism as a sociolinguistic phenomenon is characterized in the works of U.K. Yusupov, E.A. Umarmhodjayev, as well as in the works of Russian sociolinguists V.Yu. Mikhachchenko and N.B. Mechkovskaya.

Issues of language contact and interlingual influence are traditionally examined in the works of U. Weinreich, who associated bilingualism with the interaction of language systems and the possibility of interference. The studies of J.A. Fishman make it possible to consider bilingualism not only as an individual command of two languages, but also as a socially conditioned form of language behavior.

Bibliographic data on Fishman's *The Sociology of Language* confirm its sociolinguistic orientation and its connection with the analysis of language in society.

Methods. Modern approaches to bilingual education also rely on the idea of dynamic language interaction. In particular, the concept of translanguaging, developed by O. García and Li Wei, treats the bilingual's linguistic repertoire as an integrated system rather than as a mechanical coexistence of two separate languages. García and Wei's *Translanguaging: Language, Bilingualism and Education* is devoted to the role of translanguaging in understanding bilingualism and education.

However, in the process of preparing general education school teachers, it is important to consider that the free use of a bilingual repertoire does not eliminate the need to develop normative professional Russian speech. For pedagogical activity, speech accuracy, terminological correctness, grammatical correctness, and methodological appropriateness of

utterance are of fundamental importance. Therefore, the methodological model should combine two approaches: on the one hand, it should take into account the teacher's natural bilingual language base; on the other, it should purposefully develop professionally organized Russian speech.

A methodological model for developing speech skills among school teachers with Uzbek-Russian bilingualism is an integral system of goals, principles, content, methods, stages, means, and diagnostic procedures aimed at developing the teacher's professional communicative competence.

It is advisable to distinguish five interrelated components in the structure of the model:

1. the target component;
2. the theoretical and methodological component;
3. the content-related component;
4. the procedural and technological component;
5. the diagnostic and result-oriented component.

Each of the above components performs an independent function; however, the effectiveness of the model is ensured only through their systemic interaction.

The target component determines the general vector of methodological work. The main goal of the model is to develop stable speech skills among general education school teachers that ensure the effective use of the Russian language in professional pedagogical activity in the context of Uzbek-Russian bilingualism.

This goal is specified through the following tasks:

- developing the normativity of the teacher's oral and written Russian speech;
- forming skills of accurate and logically consistent explanation of educational material;
- preventing and correcting interference errors;
- developing professional pedagogical vocabulary;
- forming the ability to conduct educational dialogue and manage speech interaction;
- improving skills of speech reflection and self-correction;
- developing the ability to adapt speech to the age-related, linguistic, and cognitive characteristics of students.

The target component is connected with the idea of the teacher as a linguistic personality. In Yu.N. Karaulov's concept, a linguistic personality is viewed as a subject who manifests himself or herself through mastery of linguistic means, a system of knowledge, and communicative intentions. Applied to a bilingual teacher, this means that the development of

speech skills should affect not only the formal linguistic level, but also the cognitive, professional, and motivational-value aspects of speech.

The theoretical and methodological component includes the approaches and principles on which the process of developing teachers' speech skills is based. The following approaches are identified as basic:

1. Competence-based approach. It directs methodological work not toward the simple assimilation of language norms, but toward the formation of the ability to apply speech knowledge and skills in real professional situations.

2. Communicative and activity-based approach. This approach presupposes the development of speech through active speech activity: explanation, argumentation, dialogue, discussion, pedagogical commentary, instruction, assessment, and feedback.

3. Linguodidactic approach. It makes it possible to take into account the specificity of teaching Russian in the context of bilingualism, correlate language material with the teacher's speech tasks, and design special exercises for professional communication.

4. Psycholinguistic approach. This approach is necessary for analyzing the mechanisms of speech production, speech perception, language-code switching, the emergence of interference, and the formation of automated speech actions.

5. Sociolinguistic approach. It makes it possible to consider the teacher's speech in the context of the language situation, the social status of the Russian language, the educational environment, and the communicative expectations of participants in the learning process.

Results and discussion.

On the basis of these approaches, the principles for implementing the model are defined:

- the principle of professional orientation;
- the principle of taking into account the bilingual language base;
- the principle of communicative appropriateness;
- the principle of systematicity and gradual progression;
- the principle of reliance on speech reflection;
- the principle of preventing interference;
- the principle of linking theory with pedagogical practice.

The content-related component reveals which specific speech skills should be developed in teachers. Within the proposed model, they are combined into several groups.

No.	Group of speech skills	Content
1.	Normative language skills	correct pronunciation, grammatical accuracy, and observance of lexical and syntactic norms of the Russian language

2.	Professional terminological skills	accurate use of pedagogical, methodological, and subject-specific terminology
3.	Explanatory and instructional skills	the ability to explain material clearly, formulate tasks, and give instructions and algorithms for action
4.	Dialogic skills	the ability to ask questions, stimulate students' responses, and maintain educational dialogue
5.	Corrective speech skills	the ability to identify, explain, and correct students' speech errors
6.	Reflective skills	the ability to analyze one's own speech, notice errors, and correct speech behavior
7.	Adaptive communicative skills	the ability to change the complexity, pace, vocabulary, and syntax of speech according to students' level

Special attention in the content-related component is paid to work on interference errors. In the context of Uzbek-Russian bilingualism, the most frequent errors may be connected with government, word order, the use of case forms, agreement, the pronunciation of particular sounds, the choice of prepositions, and the construction of complex syntactic structures. Therefore, the content of training should include a contrastive analysis of the Uzbek and Russian languages; however, this analysis should be practical rather than purely theoretical or descriptive in nature.

The procedural and technological component determines the stages, methods, and forms of organizing work aimed at developing speech skills. Four stages of model implementation are proposed.

1. Diagnostic and analytical stage. At this stage, the initial level of teachers' speech skills is identified. The following methods are used:

- questionnaire survey;
- testing;
- analysis of oral responses;
- observation of pedagogical speech;
- audio or video recording of lesson fragments;
- expert assessment of speech behavior;
- teacher self-assessment.

The aim of this stage is to determine typical speech difficulties, identify interference errors, and establish the individual needs of teachers.

2. Motivational and orientation stage. At this stage, an understanding of the significance of the teacher's professional speech is formed. It is important to demonstrate that the quality of the teacher's speech directly affects the understanding of educational material, the discipline

of speech interaction, students' motivation, and the general culture of the educational environment.

The main forms of work are:

- introductory seminars;
- discussion of speech situations;
- analysis of typical errors;
- comparison of successful and unsuccessful speech samples;
- setting individual goals for speech development.

3. Formative and practical stage. This is the central stage of the model. It is aimed at the systematic development of speech skills through special exercises and professionally oriented tasks.

Effective types of tasks include:

- modeling a lesson fragment;
- commented explanation of educational material;
- compiling speech cliches for pedagogical situations;
- transforming a complex scientific text into an accessible explanation;
- correcting interference errors;
- preparing instructions for tasks;
- conducting mini-lectures;
- organizing educational dialogue;
- speech improvisation in a pedagogical situation;
- analyzing a video recording of one's own performance.

Exercises aimed at developing automated speech actions are especially significant. For example, a teacher should be able, without lengthy preparation, to formulate a task, explain a rule, ask a clarifying question, correctly correct a student's error, and summarize a lesson.

4. Reflective and corrective stage. At the final stage, the achieved results are assessed, individual difficulties are corrected, and positive speech changes are consolidated.

The main methods are:

- repeated diagnosis;
- expert assessment;
- self-analysis;
- comparative analysis of speech works;
- individual recommendations;
- preparation of a teacher's speech development map.

Reflection here functions not as a formal self-assessment, but as a mechanism of professional development. The teacher should learn to recognize his or her own speech difficulties, understand the causes of errors, and choose ways of preventing them.

The diagnostic and result-oriented component makes it possible to determine the effectiveness of model implementation. For this purpose, it is necessary to identify criteria, indicators, and levels of speech skills formation.

No.	Criterion	Indicators
1.	Normative speech criterion	observance of orthoepic, grammatical, lexical, and syntactic norms of the Russian language
2.	Communicative and pedagogical criterion	clarity of explanation, logical coherence of speech, and the ability to maintain educational dialogue
3.	Professional terminological criterion	accuracy in the use of pedagogical and subject-specific terms
4.	Interference-corrective criterion	ability to prevent and correct errors caused by the influence of the native language
5.	Reflective criterion	ability to analyze one's own speech and correct speech behavior
6.	Adaptive criterion	ability to change speech strategy according to students' level and the pedagogical situation

On the basis of these criteria, three levels of speech skills formation can be distinguished.

The low level is characterized by frequent violations of language norms, difficulties in constructing coherent explanation, weak speech reflection, a significant number of interference errors, and limited use of professional terminology.

The medium level is manifested in sufficient mastery of basic speech means and the ability to explain educational material, but with individual grammatical, lexical, or syntactic errors, as well as insufficient stability of speech skills in spontaneous pedagogical communication.

The high level is characterized by normative, accurate, logically organized, and methodologically appropriate speech; the ability to manage educational dialogue, prevent speech errors, adapt speech to students' level, and carry out independent speech self-correction.

The practical significance of the proposed model lies in the fact that it can be used:

- in the system of professional development for teachers of general education schools;
- in organizing methodological seminars for teachers of Russian and other subjects;
- in the work of school laboratories and pedagogical experimental sites;
- in developing diagnostic materials for assessing teachers' professional speech;
- in preparing methodological recommendations for developing speech skills in a bilingual environment;

- in the experimental part of dissertation research.

The model can also be adapted for teachers working not only in Russian-language classes, but also in mixed classes where Russian functions as a means of intercultural, educational, and professional communication.

Its implementation presupposes not the mechanical correction of individual errors, but the systemic development of the teacher's speech culture. This constitutes the fundamental distinction between the proposed approach and traditional work on language literacy. The teacher's speech is viewed as a professional instrument on whose quality the effectiveness of teaching depends.

Conclusion. Thus, the methodological model for developing speech skills among school teachers with Uzbek-Russian bilingualism constitutes an integral system aimed at developing the teacher's professional communicative competence. Its structure includes the target, theoretical and methodological, content-related, procedural and technological, and diagnostic and result-oriented components.

The scientific significance of the model lies in the fact that it makes it possible to consider the speech skills of a bilingual teacher as an integrative formation that includes linguistic normativity, communicative appropriateness, professional terminological accuracy, the ability to correct interference errors, and speech reflection.

The practical significance of the model consists in the possibility of using it in the system of teacher professional development, in school methodological work, in the experimental approbation of dissertation research, and in the development of special programs for teachers' speech development.

Prospects for further research are related to the experimental verification of the effectiveness of the proposed model, the development of a system of exercises, the creation of diagnostic tools, and the determination of the dynamics of teachers' speech development at different stages of methodological work.

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