



THE IMPACT OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES AND METHODOLOGICAL STRATEGIES ON THE DEVELOPMENT OF FUTURE TEACHERS' SPEECH SKILLS.

<https://doi.org/10.57033/mijournals-2026-1-0037>

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Received: 12-12-2025

Accepted: 19-12-2025

Published: 11.01.2026



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Abstract: The development of speech competence in future Arabic language teachers is a complex, multi-dimensional process that requires the integration of modern pedagogical technologies, innovative teaching methods, cultural-linguistic integration, digital tools, and reflective approaches. This study analyzes theoretical and practical approaches to forming communicative, discursive, pragmatic, and culturally appropriate oral skills in pre-service Arabic language teachers. An integrative model is proposed, consisting of motivational-cognitive, linguistic foundation, communicative-situational, discursive development, cultural-linguistic integration, technological innovation, and assessment-reflective stages. The model aims to ensure fluent, coherent, pragmatic, and technologically enriched speech, enhancing the professional and pedagogical competence of future teachers. Implementation of the model contributes to improving the quality of Arabic language education in general secondary schools and prepares competitive, professionally competent, and culturally aware educators.

Keywords: Arabic language teaching; speech competence; pre-service teachers; communicative skills; discursive competence; pedagogical technology; cultural-linguistic integration; reflective approach; digital tools; project-based learning

INTRODUCTION

The development of speech competence in future teachers of Arabic is one of the priority areas of modern foreign language teaching methodology. The teacher's speech serves as the main communicative tool in the instructional process, stimulates learners' cognitive activity, represents a model of communication culture, and reflects

professional mastery. Insufficient development of speech competence, in turn, may have a direct negative impact on the future teacher's professional performance.

In the context of globalization and the educational demands of the twenty-first century, an Arabic language teacher is required not only to possess phonetic, grammatical, and lexical knowledge, but also to demonstrate skills in interactive communication, intercultural competence, discourse production, and the effective use of information and communication technologies. These requirements are explicitly emphasized in internationally recognized language standards such as CEFR, ACTFL, and ALPT.

From our perspective, the communicative competence of a future Arabic language teacher should consist of the following core components:

1. Linguistic competence – knowledge of the language system and its rules;
2. Pragmatic competence – the ability to select appropriate expressions according to communicative situations;
3. Discourse competence – the ability to construct coherent and cohesive texts;
4. Sociolinguistic competence – skills related to socially and culturally appropriate communication;
5. Technological competence – the ability to use digital tools in language teaching;
6. Professional competence – mastery of pedagogical speech culture.

Ensuring the integration of these competencies requires the effective application of modern pedagogical technologies, innovative teaching methods, and information and communication tools.

The scientific and theoretical foundations of developing speech competence in future teachers have been extensively examined by Uzbek, Russian, and international scholars. In particular, A.A. Abdullayev (Abdullayev, 2015, p. 45), Z.M. Ziyayeva (Ziyayeva, 2016, p. 78), M.N. Nuraliyeva (Nuraliyeva, 2018, p. 112), and B.M. Mirzayev (Mirzayev, 2020, p. 56) emphasize in their studies the importance of gradual progression, a systematic set of practical exercises, and communicative orientation in the development of speech skills. According to these researchers, speech competence is not limited to theoretical knowledge alone, but is formed through real dialogue, conversation, and interactive communication.

M.D. Pastukhova substantiates the crucial role of methodological competence in the development of speech competence among future teachers, interpreting it as a

central component of pedagogical training (Pastuxova, 2016, pp. 21–22). E.Yu. Nikitina, O.Yu. Afanasyeva, and M.G. Fedotova define the structure of modern methodological competence for future foreign language teachers as an integrated set of communicative, analytical, technological, and reflective competencies.

Furthermore, a model proposed by G. Maiier and O. Ustymenko on the basis of international teacher education experience highlights that a modern future teacher should possess skills in applying methodological technologies, designing lessons, and effectively using interactive instructional tools (Maiier & Ustymenko, 2018, pp. 13–14).

In contemporary methodological approaches, the use of artificial intelligence (AI) technologies is regarded as one of the most promising directions for developing speech competence. At present, the following AI-based resources are of particular importance for future teachers: speech recognition systems that identify pronunciation errors; AI-driven conversation simulators that create real-time communicative environments; automated feedback tools that assess fluency, stress, and rhythm; and neural machine translation tools that facilitate rapid language acquisition through context-aware translation.

In his research, G. Stanley emphasizes that technology-assisted speech learning contributes to the development of multimodal skills. This process enhances not only listening and speaking abilities but also cognitive functions such as visual perception, comprehension, and rapid analytical thinking among future teachers.

One of the most effective methods for developing the speech competence of future Arabic language teachers is Project-Based Learning (PBL). Studies by S.M. Williams (2009), Y.S. Vacca (2014), and H. Roessingh and W. Chambers (2011) demonstrate that PBL fosters self-regulation, communicative engagement, exchange of ideas, creativity, responsibility, and reflective thinking in teacher education. Within the PBL framework, students are not merely passive recipients of knowledge but become active participants who organize communication, manage collaboration, gather information, and deliver presentations.

From our perspective, a key advantage of PBL for Arabic language teacher education lies in the fact that project activities require students to produce extended oral discourse in Arabic, including oral presentations and public speaking. This practice enables them to express ideas in a structured, coherent, and fluent manner, which is a decisive factor in the formation of professional teacher discourse.

Simulation and role-play technologies are among the most effective methods for developing speech competence. A. Rudolph notes that through simulation, future teachers rehearse real classroom situations, and by experiencing each scenario in practice, their speech competence develops actively (Rudolph, 2008, p. 335). In simulation-based activities, students assume the role of a “teacher” and acquire practical skills in managing speech, organizing interaction, and responding coherently to questions.

Role-play techniques are particularly effective in Arabic language education, as the functional use of Arabic speech is largely determined by social context. Pragmatic studies by Tammam Hassan, M. Abdul Rahmon, and M.S. Saleh indicate that communication in Arabic varies according to situational factors, interpersonal distance, and social status. Role-play activities directly address these sociocultural variables.

In our view, the most effective role-play activities for future teachers include:

- “Teacher–student” interaction
- Question-and-answer activities
- Hosting a guest
- Bargaining in a shop
- Consulting with a student
- Obtaining information by phone
- Travel scenarios in Arab countries

These activities contribute to the development of fluency, accuracy, speech culture, and the ability to manage communication effectively.

The development of discursive competence, understood as the ability to produce coherent, integrated, and well-structured oral discourse, is of crucial importance for future teachers. During classroom instruction, teachers explain topics, provide clarification, give examples, respond to questions, and draw conclusions, all of which require a high level of discursive speech competence.

Research by A.A. Abdullayev, B.M. Mirzayev, and Z.M. Ziyayeva identifies the following methodological principles for teaching discursive speech: logical coherence of ideas, clear structural organization (introduction, main body, conclusion), contextual appropriateness, argumentation through evidence and examples, and pragmatic orientation toward the audience.

According to D. Nunan, the development of discursive competence should begin with the acquisition of micro-text construction skills (Nunan, 2004, p. 89). A micro-text

is a short, topic-focused, and coherent oral or written statement that enhances future teachers' ability to express ideas clearly and precisely.

In our opinion, the prevalence of complex syntactic structures, stylistic devices in sentence construction, and the rhythmic features of Arabic speech further increase the importance of teaching discursive competence.

To systematically and effectively develop the speech competence of future Arabic language teachers, an integrative methodological model is proposed. This model has been designed on the basis of an analysis of contemporary linguodidactic theories, the research of national and international scholars, as well as practical pedagogical experience, and it aims to ensure the gradual and comprehensive development of speech competence.

1. Motivational–Cognitive Stage

At this stage, learners' interest in the Arabic language is fostered, psychological readiness for communication is developed, and the personal significance of language learning is emphasized. According to H.D. Brown, without intrinsic motivation, the communicative potential of a language cannot be effectively developed (Brown, 2014, p. 102). The use of authentic audio-visual materials, videos related to Arab culture, and real-life speech samples serves as a powerful motivational tool at this stage.

2. Linguistic Foundation Stage

This stage focuses on establishing the linguistic basis of speech competence through the systematic development of phonetic, lexical, and grammatical resources. Research by A.A. Abdullayev, Z.M. Ziyayeva, and M.N. Nuraliyeva highlights the importance of these components as essential prerequisites for subsequent communicative activity. Drill exercises, shadowing techniques, contrastive phonetics, and contextual grammar tasks are employed as core instructional methods.

3. Communicative–Situational Stage

At this stage, communicative skills are developed through Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) approaches, using tasks that closely resemble real-life situations. The theoretical frameworks proposed by W. Littlewood (1981) and D. Nunan (2004) emphasize that speech competence is best formed through meaningful, goal-oriented communicative tasks. In this process, the teacher assumes the role of a facilitator, creating opportunities for learner-centered interaction.

4. Discursive Speech Development Stage

This stage aims to develop learners' ability to construct micro- and macro-texts, present ideas coherently, and support arguments with evidence and examples. Rhetoric, coherence, and cohesion are applied as key principles of discursive speech development. It is at this stage that the future teacher's professional and pedagogical discourse is formed in a comprehensive manner.

5. Cultural–Linguistic Integration Stage

Pragmatic studies by M. Abdul Rahmon, Tammam Hassan, and M.S. Saleh demonstrate that speech culture in Arabic constitutes the core of pragmatic competence. Therefore, future teachers must master the sociocultural norms of Arabic communication, including forms of address, religious expressions, etiquette, and culturally appropriate behavior. This stage contributes significantly to the development of intercultural communicative competence.

6. Technological Innovation Stage

Research conducted by K.S. Wahba, K. Taha, A.V. Zubov, and G. Stanley provides strong evidence that digital technologies, mobile applications, virtual communication environments, and AI-based tools elevate speech competence to a qualitatively new level. At this stage, learners independently enhance their speech skills through multimedia resources, artificial intelligence–based platforms, and video reflection (Stanley, 2013, p. 37).

7. Assessment and Reflective Monitoring Stage

At the final stage, speech competence is evaluated according to criteria proposed by R. Ellis and P.M. Lightbown & N. Spada, including fluency, accuracy, complexity, and comprehensibility. Reflective tools such as e-portfolios, self-assessment, and peer review support systematic monitoring and continuous improvement of future teachers' speech competence.

Advantages of the Model

The proposed integrative model:

- develops speech competence through authentic communicative practice rather than artificial drills;
- promotes the integrated development of interactive, cultural, and pragmatic competencies;

- enriches the teaching process with technological innovations;
- fosters fluent, coherent, and professionally oriented speech;
- encourages independent self-improvement through reflection;
- prepares future Arabic language teachers as competitive professionals who meet the demands of modern education.

CONCLUSION

In conclusion, the development of speech competence in future Arabic language teachers is a complex, multi-dimensional, and continuous process that requires the integrated application of modern pedagogical technologies, innovative teaching methods, cultural and linguistic integration, digital tools, and reflective approaches. Speech competence should be understood not merely as knowledge of linguistic material, but as the ability to use this knowledge effectively, logically, culturally appropriately, and technologically enriched within professional pedagogical practice.

The findings of the study demonstrate that when the analyzed methodological approaches are applied in a comprehensive and systematic manner, future Arabic language teachers develop well-formed oral speech characterized by fluency, accuracy, discursive coherence, pragmatic appropriateness, technological literacy, and cultural awareness. This, in turn, plays a significant role in enhancing the quality of Arabic language education in general secondary schools, increasing learners' communicative engagement, and fostering sustained interest in language learning.

Recommendations

Based on the results of the research, the following practical and methodological recommendations are proposed:

- to incorporate the proposed integrative model for developing speech competence into teacher education curricula for future Arabic language teachers;
- to ensure the systematic use of AI technologies, multimedia resources, and digital platforms in the language teaching process;
- to expand the implementation of communicative methodologies, including project-based learning, simulation, and role-play activities;
- to organize specialized training sessions focusing on Arabic speech culture and pragmatic aspects of communication in order to enhance intercultural competence;
- to widely implement reflective assessment tools, such as e-portfolios, self-assessment, and peer review, to support learners' independent speech development;

- to apply clear evaluation criteria and indicators aligned with international standards for assessing the speech competence of future teachers.

The practical implementation of these recommendations will contribute to the preparation of future Arabic language teachers as competitive, professionally competent specialists with a high level of speech culture who are fully aligned with the demands of contemporary education.

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