



THE SOCIO-COGNITIVE CHARACTERISTICS REQUIRED OF PEDAGOGICAL PERSONNEL IN RESPONSE TO CONTEMPORARY DEMANDS

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Abstract:

This article focuses on the socio-psychological aspects of verbal communication between teachers and students. It analyzes the psychological dimensions of speech requirements in the preparation of future pedagogues, in line with modern educational demands.

Keywords: Non-verbal, verbal, gestures, facial expressions, pantomime, dactylology, echological, signification, signals, monologic, polylogic, expressive, impressive, laconic, epic, affective.

The current era requires professionals in all fields to adopt new worldviews and innovative thinking based on scientific principles. One such requirement is the development of socio-cognitive traits in future educators—a timeless necessity that remains just as relevant today. One of the most pertinent questions is: what kind of speech should a pedagogue use in the educational process?

In his work “The Calamities of the Tongue”, the great Eastern thinker Abu Hamid al-Ghazali noted, “The most uncontrollable part of the human body is the tongue. Because of its boneless nature, it moves effortlessly and can cause unforeseen consequences,” thus emphasizing the crucial role of speech in every sphere of life. From this, it follows that the speech used by a teacher plays a key role in how students absorb knowledge.

In psychology, speech is analyzed as a social-psychological trait of the individual and as a form of activity. Speech is first perceived consciously, then processed subconsciously.



“Speech activity is the process of using language to assimilate and transmit socio-historical experience, establish communication, plan and execute actions.”

Speech consists of transmitting information, messages, and knowledge, as well as solving intellectual tasks. While language serves as a tool for communication, speech is the actual process in which that communication takes place.

A 45-minute lesson delivered by a teacher should resemble a well-structured narrative, where the provided content stimulates the student’s cognitive processes such as perception, memory, thinking, and imagination, thus enhancing creativity—a fact long supported by prominent educators and psychologists.

The link between an individual's personal experiences and the collective human experience is explained through the presence of language, which consists of a system of words and symbols. Any activity performed by a person is associated with signs and characteristics, and its success is directly related to the structure and function of language.

In psychology, speech is typically divided into two major types: **non-verbal** and **verbal**.

Non-verbal speech is conditionally classified as:

1. Non-sound based:

- a) gestures,
- b) facial expressions,
- c) pantomime,
- d) dactylology (finger language);

2. Sound-based:

- a) echological (echo sounds),
- b) signification (conditional signals, models, indicators).

Verbal speech can be divided into:

- 1. oral,
- 2. written,
- 3. monologic,
- 4. polylogic,
- 5. external,



6. internal,
7. expressive,
8. impressive,
9. laconic (concise),
10. epic (expanded),
11. affective (emotionally charged).

Historically, oral speech developed after non-verbal forms and is considered primary from a genetic perspective. It encompasses various forms such as monologue, dialogue, polylogue, external/internal speech, and both expressive and emotional varieties.

Oral speech integrates multiple elements such as pauses, logical emphasis, tempo, timbre, frequency, and rhythm. It adheres to the full spectrum of linguistic rules and operates as a vehicle for communication, information transfer, and understanding.

In the process of teaching, a pedagogue mainly uses oral speech. Hence, the quality, structure, and implementation of this speech is of paramount importance. Considering the ethno-psychological characteristics of the Uzbek people, it's important to recognize the significant role of dialect. Conversations in familial and community settings naturally occur in local dialects. However, since public media prioritize literary language, dialectal differences can affect how audiences comprehend information.

Educational materials are often written in literary Uzbek, while the teacher and students may communicate in dialects, causing inconsistency and potentially hindering comprehension. To address this minor yet important issue, future teachers should be trained in proper pronunciation and usage of literary speech.

In addition to oral speech, another crucial mode is **dactylological speech**—non-verbal communication through body movements, gestures, and facial expressions. The emotional content of verbal speech is often reflected through hand and facial movements, various sounds (such as laughter, cries of anger), and expressions. Therefore, using age-appropriate speech forms supported by appropriate gestures is essential for effective communication between the teacher and students.

Besides oral and dactylological speech, teachers also use **external** and **internal** types of verbal speech.



International Conference on Multidisciplinary Sciences and Educational Practices

Hosted online from Rome, Italy

Website: econfseries.com

27th April, 2025

- **External speech** is directed toward others and includes various qualities such as articulation, clarity, and appropriate sound intensity. This speech mode serves as a tool for transmitting and perceiving messages, relying on its rhythm, timbre, and frequency to enhance understanding.
- **Internal speech** refers to the silent cognitive process of organizing information, generating ideas, and planning responses. It is broader in scope than external speech and plays a vital role in the functioning of thought.

Developing strong oratory skills in future educators is a significant step toward shaping a more informed and intellectually mature generation.

As the leadership of Uzbekistan continues to provide opportunities for young people to gain knowledge and think critically, a modern and updated approach to teacher training is not just beneficial—it is an urgent necessity.

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