

**TECHNOLOGY FOR DEVELOPING RHETORICAL COMPETENCE IN FUTURE
PRIMARY SCHOOL TEACHERS THROUGH HEURISTIC TEACHING METHODS
(ON THE EXAMPLE OF THE “PEDAGOGICAL MASTERY” COURSE)**

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Abstract: This article discusses the issues of developing rhetorical competence in future primary school teachers based on heuristic teaching methodology. The role of rhetorical competence in pedagogical activity, its structural components, and the necessity of its formation are scientifically and theoretically substantiated. The study analyzes the essence of heuristic teaching methodology, its didactic possibilities, and the mechanisms for its application in the “Pedagogical Mastery” course. Furthermore, the stages of the technology for developing rhetorical competence (diagnostic, motivational, activity-based, and reflective) are revealed. The results of the study contribute to improving future teachers’ speech culture, pedagogical communication skills, and professional training.

Keywords: Rhetorical competence, heuristic teaching methodology, pedagogical mastery, primary school teacher, speech culture, pedagogical communication, professional competence.

Introduction

In the context of globalization and informatization, the requirements for the education system are steadily increasing. Since primary education plays a crucial role in the formation of students as individuals, teachers working at this level must possess a high level of professional and pedagogical training. Within the system of professional competencies of future primary school teachers, rhetorical competence occupies one of the leading positions. This is because a teacher’s speech serves not only as a source of knowledge for students but also as a moral and normative model.

Rhetorical competence includes a teacher’s ability to express ideas logically, clearly, expressively, and persuasively in the course of pedagogical activity, to establish effective communication with listeners, to correctly assess speech situations, and to choose appropriate communicative strategies. In developing this competence, it is important to use modern pedagogical approaches alongside traditional teaching methods. In this regard, heuristic teaching methodology is recognized as an effective tool for developing the creative and speech potential of future teachers.

This article highlights the theoretical foundations, content, and pedagogical possibilities of the technology for developing rhetorical competence in future primary school teachers through heuristic teaching methodology within the framework of the “Pedagogical Mastery” course.

In the modern education system, the development of rhetorical competence in the professional training of future primary school teachers is of great importance. Rhetorical competence reflects a teacher’s speech culture, communication skills, and the ability to express



thoughts clearly and persuasively. Heuristic teaching methodology serves as an effective pedagogical tool in shaping this competence.

Heuristic teaching methodology is aimed at developing students' independent thinking, problem analysis, and creative problem-solving skills. Through classes organized on the basis of this methodology in the "Pedagogical Mastery" course, students model speech situations, participate in debates, and learn to substantiate their opinions. As a result, their oral and written speech, logical thinking, and pedagogical speech techniques improve.

This technology is implemented in integration with interactive methods, problem-based tasks, and reflective activities. The research findings show that the educational process organized on the basis of heuristic teaching methodology effectively contributes to the development of rhetorical competence in future primary school teachers.

The Content and Structure of Rhetorical Competence

Rhetorical competence is a set of knowledge, skills, abilities, and personal qualities that enable an individual to effectively carry out speech activity. For future primary school teachers, rhetorical competence may consist of the following structural components: a linguistic component (observance of literary language norms), a communicative component (management of the communication process), a logical component (consistency of ideas), an emotional-expressive component (persuasiveness and expressiveness of speech), and a reflective component (analysis of speech activity).

The speech of a primary school teacher should be simple, clear, and expressive, while also corresponding to the age and psychological characteristics of students. Therefore, the process of forming rhetorical competence in future teachers should be organized systematically and purposefully. In this process, particular importance is attached to the use of methods that activate students' speech activity and encourage independent thinking.

The Essence of Heuristic Teaching Methodology

Heuristic teaching methodology is an instructional approach based on activating students' cognitive activity, encouraging them to explore and independently find solutions to problems. This methodology is organized on the basis of cooperation between teacher and student and is distinguished by its focus on discovering knowledge rather than simply delivering ready-made information.

The main characteristics of heuristic methodology include: creating problem situations, stimulating thinking through question-and-answer techniques, relying on students' personal experience, using creative tasks, and organizing reflective activities. These features contribute not only to the development of future teachers' knowledge but also to the enhancement of their speech and communicative skills.

In the process of forming rhetorical competence, heuristic methodology provides students with opportunities to analyze speech situations, speak before different audiences, and actively participate in debates. As a result, students learn to consciously manage their speech and to identify and eliminate speech errors.



Opportunities for Using Heuristic Methodology in the “Pedagogical Mastery” Course

The “Pedagogical Mastery” course plays an important role in the professional formation of future primary school teachers. Within this course, classes are organized to develop teachers’ speech culture, pedagogical communication, expressive speech techniques, and communicative mastery. By integrating heuristic teaching methodology into the content of this course, it is possible to effectively develop students’ rhetorical competence.

For example, during practical classes, analyzing lesson fragments based on problem questions, modeling pedagogical situations through role-playing games, organizing mini-lectures and debates engage students in active speech activity. Through heuristic conversations, students independently comprehend the main requirements and principles of pedagogical speech.

Tasks organized on the basis of heuristic methodology in the “Pedagogical Mastery” course also develop students’ reflective thinking. That is, they gain the opportunity to evaluate their own speech, identify strengths and weaknesses, and determine ways for self-improvement.

Stages of the Technology for Developing Rhetorical Competence

The technology for developing rhetorical competence in future primary school teachers through heuristic teaching methodology is implemented in the following stages: diagnostic, motivational, activity-based, and reflective.

At the diagnostic stage, students’ speech preparedness, communication culture, and rhetorical skills are assessed.

At the motivational stage, students’ interest in and need for pedagogical speech are formed.

At the activity-based stage, various speech exercises, problem situations, and creative tasks are carried out based on heuristic methods.

At the reflective stage, students analyze their activities and draw conclusions.

As a result of the consistent implementation of this technology, students develop not only the theoretical foundations of pedagogical speech but also practical skills. This, in turn, creates a foundation for effective communication in their future professional activities.

Conclusion

In conclusion, the development of rhetorical competence in future primary school teachers is one of the urgent tasks of the modern education system. Heuristic teaching methodology possesses significant pedagogical potential in shaping this competence, as it develops students’ speech activity, independent thinking, and creative approach. The technology developed on the basis of heuristic methodology within the framework of the “Pedagogical Mastery” course contributes to further improving the professional training of future teachers.

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