
Public speaking as a tool for teaching theoretical English language disciplines in universities of Uzbekistan

Malika Porsayeva Makhmudovna
malikaporsaeva0110@gmail.com

Senior Teacher,
Samarkand State Institute of Foreign Languages

Annotation *This article examines the role of Public Speaking techniques in teaching theoretical English language disciplines at universities in Uzbekistan. The study explores how rhetorical and communicative strategies may improve student engagement, comprehension of theoretical material, and academic speaking competence during lecture-based instruction. Particular attention is devoted to the integration of Public Speaking elements such as speech organization, voice modulation, rhetorical questioning, audience interaction, storytelling, and non-verbal communication into subjects including Stylistics, Lexicology, Analytical Reading, and Theoretical Grammar. The research is based on classroom observations, interactive lecture practices, and student feedback analysis conducted within English language departments of higher educational institutions. The findings demonstrate that the use of Public Speaking techniques contributes to the transformation of traditional lectures into more interactive and student-centered learning environments. The study concludes that integrating communicative and rhetorical methods into theoretical instruction may significantly enhance the effectiveness of English language teaching in modern higher education. In addition, the article emphasizes the importance of developing students' critical thinking, confidence, and presentation skills through communicative academic practices, which may further support future professional activities of English language specialists, teachers, translators, and researchers in contemporary educational settings.*

Keywords *Public Speaking, higher education, theoretical disciplines, English language teaching, communicative competence, interactive lectures, student engagement, Uzbek universities*

O'zbekiston universitetlarida ingliz tilining nazariy fanlarini o'qitishda Public Speaking texnikalaridan foydalanish

Porsayeva Malika Maxmudovna
malikaporsaeva0110@gmail.com

Katta-o'qituvchi,
Samarqand davlat chet tillar instituti

Annotatsiya *Mazkur maqolada O'zbekiston universitetlarida ingliz tilining nazariy fanlarini o'qitishda Public Speaking texnikalarining o'rnini tadqiq etiladi. Tadqiqot ritorik va kommunikativ strategiyalar talabalarning darsdagi faolligini oshirish, nazariy materialni chuqurroq anglash hamda akademik nutq kompetensiyasini rivojlantirishga qanday ta'sir ko'rsatishini tahlil qiladi. Maqolada nutqni tashkil etish, ovoz modulatsiyasi, ritorik savollar, auditoriya bilan muloqot, storytelling va noverbal kommunikatsiya kabi Public Speaking elementlarini Stilistika, Leksikologiya, Analitik o'qish hamda Nazariy grammatika fanlariga integratsiya*

qilish masalalariga alohida e'tibor qaratilgan. Tadqiqot oliy ta'lim muassasalarining ingliz tili yo'nalishlarida olib borilgan auditoriya kuzatuvlari, interaktiv ma'ruza amaliyotlari va talabalar fikr-mulohazalari tahliliga asoslanadi. Natijalar Public Speaking texnikalaridan foydalanish an'anaviy ma'ruzalarni yanada interaktiv va talaba markazli ta'lim muhitiga aylantirishga xizmat qilishini ko'rsatadi. Tadqiqot yakunida kommunikativ va ritorik metodlarni nazariy ta'lim jarayoniga integratsiya qilish zamonaviy oliy ta'lim tizimida ingliz tilini o'qitish samaradorligini sezilarli darajada oshirishi mumkinligi ta'kidlanadi. Bundan tashqari, maqolada kommunikativ akademik amaliyotlar orqali talabalarning tanqidiy fikrlash, o'ziga ishonch va taqdimot ko'nikmalarini rivojlantirish ularning kelajakdagi pedagogik, tarjimonlik hamda ilmiy faoliyatida muhim ahamiyat kasb etishi qayd etiladi.

Kalit so'zlar *Public Speaking, oliy ta'lim, nazariy fanlar, ingliz tilini o'qitish, kommunikativ kompetensiya, interaktiv ma'ruzalar, talaba faolligi, O'zbekiston universitetlari*

Public Speaking как средство преподавания теоретических дисциплин английского языка в вузах Узбекистана

Порсаева Малика Махмудовна
malikaporsaeva0110@gmail.com
Старший преподаватель,
Самаркандский государственный
институт иностранных языков

Аннотация *В данной статье рассматривается роль техник Public Speaking в преподавании теоретических дисциплин английского языка в вузах Uzbekistan. Исследование направлено на изучение того, как риторические и коммуникативные стратегии способствуют повышению вовлеченности студентов, пониманию теоретического материала и развитию академических речевых навыков в процессе лекционного обучения. Особое внимание уделяется интеграции таких элементов Public Speaking, как организация речи, модуляция голоса, риторические вопросы, взаимодействие с аудиторией, storytelling и невербальная коммуникация, в преподавание дисциплин «Стилистика», «Лексикология», «Аналитическое чтение» и «Теоретическая грамматика». Исследование основано на наблюдении за учебным процессом, практике интерактивных лекций и анализе обратной связи студентов. Результаты показывают, что использование техник Public Speaking способствует превращению традиционных лекций в более интерактивную и студентоориентированную образовательную среду. Делается вывод о том, что применение коммуникативных и риторических методов повышает эффективность преподавания английского языка в современной высшей школе.*

Ключевые слова *Public Speaking, высшее образование, теоретические дисциплины, преподавание английского языка, коммуникативная компетенция, интерактивные лекции, вовлеченность студентов, вузы Узбекистана*

In the modern educational environment, higher education institutions are increasingly expected to prepare students not only with theoretical knowledge but also with practical communication skills that can be applied in academic and professional contexts. The rapid processes of globalization, international academic cooperation, and the expansion of English-medium education have significantly increased the importance of communicative competence in universities worldwide. In this context, the role of effective teaching strategies in English language education has become especially relevant, particularly in countries undergoing educational modernization, including Uzbekistan.

Contemporary reforms in the Uzbek educational system place considerable emphasis on improving the quality of higher education, developing student-centered learning approaches, and enhancing foreign language instruction. English language departments in Uzbek universities are currently expected to prepare future specialists who possess not only linguistic knowledge but also the ability to communicate confidently, present ideas persuasively, and participate actively in academic discourse. These requirements have shifted attention toward interactive and communicative teaching methodologies that encourage student engagement and academic participation.

Despite ongoing reforms, many theoretical English language disciplines in higher education institutions continue to rely heavily on traditional lecture-based instruction. Subjects such as Lexicology, Stylistics, Theoretical Grammar, Analytical Reading, and Semasiology are often characterized by extensive terminology, abstract theoretical concepts, and teacher-centered delivery methods. As a result, students frequently experience difficulties maintaining concentration, participating in discussions, and applying theoretical knowledge in

communicative contexts. In many classrooms, lectures remain largely monologic, where students function primarily as passive listeners rather than active participants in the educational process.

The issue becomes particularly significant in English language teaching because communication itself constitutes the central objective of language education. When theoretical subjects are taught through rigid lecture formats with limited interaction, students may develop strong theoretical awareness while lacking confidence in academic speaking and presentation skills. Consequently, there is a growing need for pedagogical approaches that combine theoretical instruction with communicative practice.

One of the possible solutions to this problem is the integration of Public Speaking techniques into the teaching of theoretical English language disciplines. Public Speaking is traditionally associated with rhetoric, speech delivery, audience engagement, and persuasive communication. However, in contemporary pedagogy, it is increasingly viewed as an educational tool capable of improving classroom interaction, enhancing student motivation, and facilitating deeper comprehension of academic material. Techniques such as effective speech organization, voice modulation, rhetorical questioning, storytelling, eye contact, audience interaction, and structured openings and conclusions can transform traditional lectures into dynamic communicative experiences.

In theoretical English language classes, Public Speaking techniques may help lecturers present complex linguistic concepts more clearly and engagingly. Interactive lecture delivery may also encourage students to participate in academic discussions, formulate arguments, develop presentation competence, and improve confidence in English-language communication. Furthermore, the integration

of rhetorical and communicative strategies into theoretical instruction aligns with the principles of communicative language teaching and student-centered education, both of which are actively promoted in modern higher education systems (Richards & Rodgers, 2014).

The relevance of this issue is further reinforced by the increasing importance of soft skills in professional education. Modern specialists are expected to demonstrate not only subject knowledge but also communication abilities, leadership skills, critical thinking, and public presentation competence. Therefore, university classrooms should serve not merely as spaces for transmitting information but also as environments where students develop the communicative abilities necessary for future professional activity (Trilling & Fadel, 2009).

The novelty of the present study lies in the exploration of Public Speaking techniques specifically within the context of teaching theoretical English language disciplines at universities in Uzbekistan. While numerous studies have examined speaking skills in language learning, comparatively little attention has been devoted to the role of rhetorical and presentation techniques in teaching theoretical linguistic subjects. Most existing research focuses on conversational English, debate activities, or speaking fluency, whereas the communicative transformation of theoretical lectures remains insufficiently investigated.

The findings of this study may contribute to the development of more interactive and communicative approaches to theoretical English language teaching in higher education institutions. Furthermore, the research may provide methodological recommendations for lecturers seeking to modernize lecture delivery and improve the effectiveness of theoretical instruction in English language departments.

Public Speaking has long been regarded as an essential component of effective communication and professional

interaction. Traditionally associated with rhetoric and oratory, Public Speaking today occupies an increasingly important place within educational environments, particularly in higher education. Modern pedagogical approaches recognize that successful teaching depends not only on the transmission of information but also on the lecturer's ability to communicate ideas clearly, engage audiences, and create interactive learning experiences (Lucas, 2020). The concept of communicative competence introduced by Dell Hymes significantly influenced contemporary educational methodology by emphasizing the importance of meaningful communication rather than mere grammatical accuracy. Later developments in communicative language teaching further strengthened the idea that language education should focus on interaction, participation, and real-life communication (Hymes, 1972). Within this framework, Public Speaking techniques have become valuable tools for improving classroom communication and increasing student involvement.

Researchers have noted that effective speech delivery plays a crucial role in students' comprehension and retention of information. According to educational communication studies, lectures delivered with expressive intonation, clear organization, and audience interaction tend to maintain students' attention more effectively than monotonous presentations (Brookfield, 2015). Voice modulation, pacing, pauses, rhetorical questions, and storytelling techniques can significantly influence students' cognitive engagement and emotional response during lectures.

In addition, modern higher education increasingly emphasizes student-centered learning, where learners actively participate in the educational process rather than functioning as passive recipients of information. Public Speaking techniques support this approach by encouraging interaction, discussion, and collaborative communication. Interactive

lecture strategies may create a more dynamic academic atmosphere in which students become participants in knowledge construction rather than mere listeners (Brown, 2007). Another important aspect of Public Speaking in education is its connection with soft skills development. Contemporary employers frequently prioritize communication competence, presentation abilities, leadership, and critical thinking alongside professional knowledge. As a result, universities are expected to prepare graduates who can articulate ideas confidently, participate in professional discussions, and present information effectively in academic and workplace settings (Robles, 2012). Consequently, integrating Public Speaking elements into university instruction may contribute not only to subject comprehension but also to students' broader professional development.

The educational value of Public Speaking is particularly relevant in foreign language teaching. In English language classrooms, communication itself represents both the means and the goal of instruction. Therefore, pedagogical methods that stimulate verbal interaction and communicative participation align closely with the objectives of language education. Scholars in English Language Teaching methodology argue that communicative classroom environments promote greater learner confidence, reduced anxiety, and improved speaking fluency (Harmer, 2007).

Within the context of higher education reforms in Uzbekistan, the integration of Public Speaking into teaching practice may also support the transition toward more interactive and internationally oriented educational models. The modernization of Uzbek universities has created increased demand for innovative pedagogical technologies capable of enhancing student participation and communicative competence. Consequently, the application of Public Speaking strategies in English language instruction represents a

relevant and promising methodological direction.

The teaching of theoretical English language disciplines occupies an important position within philological and pedagogical education. Subjects such as Lexicology, Stylistics, Theoretical Grammar, Semasiology, Analytical Reading, and Linguistics provide students with fundamental knowledge concerning language structure, meaning, stylistic variation, and literary analysis. These disciplines contribute significantly to the professional preparation of future English language teachers, translators, researchers, and philologists (Crystal, 2019).

Despite their academic importance, theoretical disciplines are often perceived by students as difficult and highly abstract. One of the primary challenges associated with teaching these subjects lies in the complexity of linguistic terminology and theoretical concepts. Students are frequently required to memorize definitions, classifications, and analytical frameworks that may appear detached from practical communication. As a result, many learners experience reduced motivation and limited engagement during lectures (Thornbury, 2006).

Another difficulty concerns the predominance of traditional lecture-based methodologies in theoretical instruction. In many university classrooms, theoretical subjects are taught through extended monologic explanations in which lecturers deliver information while students listen and take notes. Although this approach allows instructors to present large volumes of material efficiently, it may also contribute to passive learning environments characterized by limited interaction and minimal student participation (Bligh, 2000). Educational researchers have repeatedly emphasized that passive lecture formats may negatively affect students' attention, comprehension, and long-term retention of information. When students are not actively involved in discussion or communicative activities, theoretical material

may become difficult to process and apply. This issue becomes even more significant in English language education, where communication should ideally remain central to the learning process (Ur, 2012). Modern pedagogical theories increasingly advocate the integration of communicative and interactive approaches into theoretical instruction. Researchers argue that theoretical knowledge becomes more meaningful when students are encouraged to discuss concepts, analyze examples collaboratively, and express personal interpretations (Vygotsky, 1978). Interactive lectures, questioning strategies, mini-discussions, and presentation-based activities may help students connect abstract theory with practical communication.

In recent years, higher education institutions in Uzbekistan have demonstrated growing interest in innovative teaching methodologies aimed at improving educational quality and student participation. Educational reforms emphasize competence-based education, communicative teaching approaches, and the development of independent thinking skills. Nevertheless, the implementation of interactive methods in theoretical disciplines remains inconsistent, particularly in lecture-centered university courses (Nishonov & Madumarov, 2021). Within this context, the integration of Public Speaking techniques into theoretical English language teaching may offer significant pedagogical advantages. Public Speaking-based lecture delivery may help lecturers explain theoretical concepts more dynamically, structure information more effectively, and maintain students' attention through rhetorical and communicative strategies. Moreover, interactive lecture elements may encourage students to participate in academic discussions and develop confidence in expressing theoretical ideas in English.

Consequently, the present study seeks to examine how Public Speaking techniques may contribute to the modernization of theoretical English language instruction and support the

development of communicative academic environments in Uzbek universities.

In contemporary higher education, Public Speaking is increasingly viewed not only as a communicative skill but also as an effective pedagogical instrument capable of improving lecture delivery and classroom interaction. Modern educational methodologies emphasize that the success of university teaching largely depends on the lecturer's ability to present information clearly, maintain students' attention, and encourage active participation. Within this context, Public Speaking techniques may significantly enhance the teaching of theoretical English language disciplines (Osborn & Osborn, 2014).

One of the most important elements of Public Speaking in education is speech organization. A well-structured lecture allows students to follow complex theoretical information more effectively. Clear introductions, logical transitions, signposting expressions, and concise conclusions help students understand the sequence of ideas and retain key concepts. In theoretical subjects such as Stylistics or Theoretical Grammar, where students encounter large amounts of abstract terminology, structured delivery becomes especially important (Alley, 2013).

Another essential component is voice modulation and expressive intonation. Research in educational psychology demonstrates that monotonous speech reduces students' concentration and motivation, whereas dynamic delivery increases engagement and comprehension (Mayer, 2009). Changes in pace, stress, pauses, and emphasis may help lecturers highlight important concepts and maintain students' cognitive attention during theoretical explanations.

Audience engagement techniques also play a significant role in transforming traditional lectures into communicative learning environments. Rhetorical questions, short discussions, eye contact, and interactive commentary encourage students to participate

more actively in classroom communication. These techniques create a sense of involvement and reduce the psychological distance between lecturer and students (Bain, 2004).

Storytelling and contextual examples represent another valuable Public Speaking strategy. Theoretical linguistic concepts often become easier to understand when accompanied by practical illustrations, real-life communication examples, or short narratives. For instance, stylistic devices may be explained more effectively through literary excerpts and contextual interpretation rather than through isolated definitions alone.

Non-verbal communication additionally contributes to lecture effectiveness. Gestures, facial expressions, posture, and movement within the classroom influence students' perception of the lecturer and may strengthen communicative interaction (Knapp et al., 2014). In combination with verbal techniques, non-verbal communication helps create a more dynamic and motivating educational atmosphere.

The present study employs a qualitative pedagogical approach aimed at exploring the effectiveness of Public Speaking techniques in teaching theoretical English language disciplines at universities in Uzbekistan.

The research is based on classroom observations, elements of experimental teaching, and student feedback analysis conducted during theoretical English language lectures. The study focuses primarily on courses related to Stylistics, Analytical Reading, Lexicology, and Theoretical Grammar taught to undergraduate students majoring in English Philology and Foreign Language Teaching.

Special attention was devoted to students' classroom behavior, participation levels, attentiveness, willingness to answer questions, and confidence during academic discussions in English.

The methodological framework of the research is based on communicative language teaching principles, student-centered learning approaches, and rhetorical communication

strategies (Nunan, 2004). The study does not aim to provide statistical generalization but rather to examine the pedagogical potential of Public Speaking techniques within the context of theoretical English language education.

The practical implementation of Public Speaking techniques during theoretical English language lectures demonstrated that communicative delivery methods may substantially improve classroom interaction and student engagement.

One of the most effective strategies involved the use of structured lecture openings and conclusions. Instead of beginning lectures with direct theoretical definitions, lessons were introduced through rhetorical questions, quotations, provocative statements, or short real-life examples related to linguistic phenomena. Such openings attracted students' attention and created intellectual curiosity at the beginning of the lesson.

Another significant technique involved audience interaction. Students were regularly encouraged to answer interpretative questions, analyze examples collectively, and express opinions concerning linguistic phenomena. This interactive environment transformed lectures from passive listening sessions into communicative academic discussions.

Storytelling and contextualization were particularly useful when explaining abstract theoretical material. For example, stylistic devices were connected with literary excerpts and contemporary communication examples, while semantic concepts were illustrated through authentic language situations. As a result, students demonstrated better understanding and stronger analytical involvement.

Non-verbal communication additionally contributed to lecture effectiveness. Eye contact, gestures, and classroom movement increased students' attentiveness and reduced formality during interaction. Such techniques helped establish a more supportive communicative atmosphere in which students

felt more confident participating in English-language discussions.

The observations indicated that Public Speaking-based lectures encouraged greater student participation, improved comprehension of theoretical concepts, and increased confidence in academic communication. Students appeared more motivated to engage with theoretical material when lectures incorporated rhetorical and interactive elements.

The modernization of higher education requires teaching methodologies that combine theoretical instruction with communicative interaction and student engagement. Within the context of English language education, this need becomes especially important because communication itself represents both the objective and the instrument of learning.

The present study has demonstrated that Public Speaking techniques may serve as an effective pedagogical tool in teaching theoretical English language disciplines at universities in Uzbekistan. The integration of rhetorical and communicative strategies into

lecture delivery contributes to greater classroom interaction, improved comprehension of theoretical concepts, and increased student confidence in academic communication.

Furthermore, the study highlights the importance of integrating communicative methodologies into theoretical English language teaching in Uzbek universities. As higher education institutions continue to implement educational reforms and competence-based approaches, the use of Public Speaking techniques may contribute to improving both teaching effectiveness and professional preparation of future English language specialists.

The research also indicates that Public Speaking should be viewed not only as an independent discipline but also as a methodological framework capable of enhancing lecture delivery across theoretical subjects. Future studies may further investigate the long-term impact of interactive lecture models on academic achievement, critical thinking, and professional communication skills.

References:

1. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
2. Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
3. Lucas, S. E. (2020). *The art of public speaking* (13th ed.). McGraw-Hill Education.
4. Hymes, D. (1972). *On communicative competence*. University of Pennsylvania Press.
5. Brookfield, S. D. (2015). *The skillful teacher: On technique, trust, and responsiveness in the classroom* (3rd ed.). Jossey-Bass.
6. Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Pearson Education.
7. Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's workplace. *Business Communication Quarterly*, 75(4), 453–465.
8. Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
9. Crystal, D. (2019). *The Cambridge encyclopedia of the English language* (3rd ed.). Cambridge University Press.
10. Thornbury, S. (2006). *An A–Z of ELT*. Macmillan Education.
11. Bligh, D. (2000). *What's the use of lectures?* Jossey-Bass.

12. Ur, P. (2012). *A course in language teaching: Practice and theory* (2nd ed.). Cambridge University Press.
13. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
14. Nishonov, U., & Madumarov, T. (2021). Modernization of higher education in Uzbekistan and innovative pedagogical technologies. *International Journal of Educational Development*.
15. Osborn, M., & Osborn, S. (2014). *Public speaking guidebook* (2nd ed.). Pearson Education.
16. Alley, M. (2013). *The craft of scientific presentations* (2nd ed.). Springer.
17. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
18. Bain, K. (2004). *What the best college teachers do*. Harvard University Press.
19. Knapp, M. L., Hall, J. A., & Horgan, T. (2014). *Nonverbal communication in human interaction* (8th ed.). Cengage Learning.
20. Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.