

THE IMPORTANCE OF PUBLIC SPEAKING SKILLS FOR TEACHERS IN CONTEMPORARY EDUCATION

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Abstract: *Public speaking is a foundational professional skill for teachers, directly influencing instructional quality, classroom management, and student engagement. In contemporary education, where teachers act not only as knowledge transmitters but also as facilitators, motivators, and leaders, effective oral communication has become increasingly essential. This article examines the importance of public speaking skills for teachers, emphasizing their role in improving teaching effectiveness, fostering student participation, and supporting professional growth. This article explores relevant literature, analyzes key dimensions of public speaking in educational contexts, and discusses implications for teacher training and professional development. The findings highlight that strong public speaking skills enhance clarity, confidence, and credibility, contributing to inclusive and learner-centered classrooms. The article concludes by recommending the integration of structured public speaking training into pre-service and in-service teacher education programs.*

Keywords: *public speaking, teachers, communication skills, teaching effectiveness, professional development*

Introduction

Teaching is inherently a communicative profession. Every lesson, explanation, instruction, or feedback moment requires teachers to speak clearly, confidently, and persuasively. Public speaking skills—traditionally associated with formal presentations or speeches—are, in fact, central to everyday classroom practice. Teachers regularly address groups of learners, manage discussions, explain complex concepts, and inspire motivation, all of which depend heavily on oral communication competence.

In modern educational environments, teachers face increasingly diverse classrooms, digital and hybrid learning formats, and higher expectations for student-centered instruction. These changes require teachers not only to possess subject knowledge but also to communicate effectively with different audiences. Poor public speaking skills can lead to misunderstandings, reduced student engagement, and ineffective classroom management, while strong speaking skills contribute to clarity, authority, and positive learning experiences.

Despite its importance, public speaking is often underemphasized in teacher education programs. Many teachers develop their speaking abilities informally through experience rather than systematic training. This article argues that public speaking skills are essential for effective teaching and should be recognized as a core professional competency. The purpose of this paper is to analyze the importance of public speaking skills for teachers and to highlight their impact on instructional effectiveness, classroom interaction, and professional development.

Literature Review

Research on teacher communication consistently emphasizes the role of oral skills in effective instruction. According to Hattie (2012), clarity of teacher explanation has a significant effect on student achievement. Public speaking skills such as voice modulation, organization of ideas, eye contact, and non-verbal communication contribute directly to instructional clarity.

Studies in educational psychology suggest that teachers who communicate confidently are perceived as more credible and competent by students (McCroskey, Richmond, & McCroskey, 2006). This perception influences student motivation, trust, and willingness to participate in classroom activities. Furthermore, effective speaking skills support classroom management by enabling teachers to give clear instructions and maintain authority without resorting to punitive measures.

Public speaking is also closely linked to emotional intelligence and teacher presence. Goleman (1998) notes that self-awareness and self-regulation—key components of emotional intelligence—are reflected in how educators speak, respond to questions, and manage anxiety. Teachers who are confident speakers tend to create more positive and inclusive classroom climates.

In the context of teacher professional development, communication skills are increasingly recognized as transferable competencies. Darling-Hammond (2017) emphasizes that teachers often take on leadership roles, present at conferences, collaborate with parents, and engage in professional learning communities, all of which require strong public speaking abilities. However, existing literature indicates a gap between the recognized importance of communication skills and their explicit instruction in teacher training curricula.

Results and Discussion

3.1 Public Speaking and Teaching Effectiveness

Effective teaching depends on the ability to explain ideas clearly and engagingly. Public speaking skills enable teachers to structure lessons logically, emphasize key points, and adapt explanations based on student feedback. Techniques such as storytelling, rhetorical questioning, and vocal variation help maintain student attention and make learning more meaningful.

Teachers with strong public speaking skills are better equipped to simplify complex concepts and connect new information to prior knowledge. This clarity reduces cognitive overload and supports deeper understanding. In contrast, monotonous delivery or disorganized speech can hinder comprehension, regardless of the teacher’s subject expertise.

3.2 Enhancing Student Engagement and Participation

Student engagement is strongly influenced by teacher communication style. Confident and expressive speakers create dynamic classroom environments that encourage interaction. Public speaking skills help teachers ask effective questions, facilitate discussions, and respond constructively to student contributions.

Moreover, teachers serve as role models for students’ own communication development. When teachers demonstrate effective speaking behaviors, they implicitly teach students how to express ideas confidently and respectfully. This modeling is particularly important in

language education and in developing 21st-century skills such as collaboration and communication.

3.3 Classroom Management and Teacher Presence

Public speaking skills contribute significantly to classroom management. Clear instructions, appropriate tone, and confident body language help establish expectations and maintain order. Teachers who speak assertively yet respectfully are more likely to gain students’ attention and cooperation.

Teacher presence—the ability to command attention and create a sense of purpose—is closely linked to speaking competence. Effective speakers project confidence and calmness, which can reduce classroom anxiety and create a supportive learning atmosphere.

3.4 Professional Growth and Leadership

Beyond the classroom, public speaking skills support teachers’ professional advancement. Teachers are often required to present lessons to colleagues, conduct workshops, communicate with parents, and participate in conferences. Strong speaking skills enhance teachers’ ability to share best practices, advocate for educational initiatives, and take on leadership roles.

In an era of lifelong learning, teachers who can articulate their ideas clearly are better positioned to engage in professional dialogue and collaborative learning communities. Thus, public speaking skills contribute not only to individual effectiveness but also to institutional improvement.

Conclusion

Public speaking skills are a critical yet often underestimated component of effective teaching. This article has demonstrated that strong oral communication skills enhance teaching effectiveness, student engagement, classroom management, and professional growth. In contemporary education, where teachers are expected to be facilitators, leaders, and communicators, public speaking competence is no longer optional but essential.

The findings suggest a need for systematic integration of public speaking training into teacher education programs. Pre-service teachers should receive explicit instruction and practice opportunities, while in-service teachers should have access to ongoing professional development focused on communication skills. By investing in teachers’ public speaking abilities, educational institutions can improve both teaching quality and learning outcomes.

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