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DEVELOPMENT OF SPEECH CULTURE IN PRIMARY SCHOOL STUDENTS

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ANNOTATION. This article examines the culture of teacher's speech as an essential component of pedagogical activity from theoretical and practical perspectives. The role of teacher's speech in the educational process, its importance in shaping students' personalities, effective transmission of knowledge, and creating a healthy psychological environment are substantiated. The study analyzes the concept of speech culture, the main requirements for teacher's speech, as well as the forms and qualities of speech in detail.

Key words: teacher's speech, speech culture, pedagogical communication, pedagogical mastery, literary language norms, monologic and dialogic speech, quality of education.

Introduction. In recent years, the development of the education system and the improvement of its quality and effectiveness have become one of the top priorities of state policy. In this context, special attention is being paid to enhancing the professional competence, cultural level, and communication skills of teachers. Among these components, the speech culture of a teacher occupies a central place, as it serves not only as a tool for delivering knowledge but also as a key factor influencing students' intellectual, moral, and social development. The development of the education system and the improvement of its quality and effectiveness are recognized as one of the priority directions of state policy. In particular, the professional competence, culture, and communication skills of the teacher play a crucial role in the educational process. In this regard, a teacher's speech culture is not only a means of delivering knowledge, but also an important pedagogical factor influencing the formation of students' personalities and their moral and ethical development.

In the process of ongoing educational reforms in the Republic of Uzbekistan, the requirements for the teacher's personality are steadily increasing. The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, in his speeches and works, has consistently emphasized the role of teachers in the development of society, highlighting the importance of their knowledge, culture, and speech proficiency. This, in turn, necessitates the study of the formation and development of teachers' speech culture as an актyal scientific and pedagogical issue.

At the primary education level, the teacher's speech serves as a primary model for students. It is during this stage that students develop oral and written speech, communication culture, and adherence to literary language norms. Therefore, the clarity, fluency, expressiveness, and ethical purity of a teacher's speech directly affect the effectiveness of education.

In the context of building a New Uzbekistan, the education system faces the task of fostering competitive, independently thinking, and spiritually developed young individuals. In this process, the role of the teacher's speech culture is invaluable, as it serves as the foundation of pedagogical communication. As emphasized by Shavkat Mirziyoyev, the development of society primarily depends on the quality of education and upbringing, while the quality of education, in turn, depends on the professional competence and spiritual culture of teachers.

Therefore, this article examines the teacher's speech culture as an essential component of pedagogical activity and highlights its significance in the educational process from a scientific and theoretical perspective.

The speech culture of a teacher occupies a leading position in their professional activity. This is because all stages of the pedagogical process—teaching, explaining, assessing,

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encouraging, and educating—are carried out through speech. A teacher's speech is not only a means of conveying information but also an important pedagogical tool that shapes students' thinking, speech activity, and personal qualities. Therefore, speech culture is considered one of the key criteria determining a teacher's overall pedagogical mastery.

In the educational process, the teacher's speech serves as a model for students. Especially in primary education, students directly observe and acquire pronunciation, vocabulary, sentence construction, and communication style from the teacher's speech. Thus, the conformity of the teacher's speech to literary language norms, its clarity, and fluency are closely related to the quality of education. A teacher whose speech is clear and logically structured stimulates students' interest in the subject and facilitates the effective acquisition of knowledge.

One of the important aspects of a teacher's speech culture is its logical consistency. If the sequence of ideas in speech is not maintained, students may fail to fully understand the material, which reduces the effectiveness of education. Additionally, the clarity and conciseness of a teacher's speech play a significant role in maintaining students' attention. Excessive words, complex expressions, or irrelevant ideas complicate students' perception process.

Another important aspect of speech culture is its expressiveness and impact. The teacher's tone, use of pauses, and correct placement of emphasis contribute to making lessons lively and effective. Expressive speech creates an emotional impact on students and helps them better internalize knowledge. At the same time, maintaining ethical and aesthetic standards in a teacher's speech is an important manifestation of pedagogical tact. Speech based on respect, politeness, and fairness fosters a positive communication environment between teacher and students.

In the pedagogical process, a teacher's speech appears in both monologic and dialogic forms. Monologic speech is mainly used in presenting new material, explaining, and summarizing. Dialogic speech, on the other hand, plays an important role in interaction with students, including question-and-answer sessions and discussions. Dialogic speech develops students' independent thinking, encourages active participation, and forms communication culture. In this regard, the effective use of dialogic speech in modern education is an important indicator of a teacher's speech proficiency.

The teacher's speech culture is one of the key factors determining the effectiveness of the educational process, and it is closely related to pedagogical mastery, professional training, and spiritual maturity. A teacher with a high level of speech culture not only imparts knowledge but also contributes to the development of correct speech, cultured communication, and positive personal qualities in students.

According to V.M. Karimova, the speech culture of a teacher is an integral and essential component of pedagogical activity. In the educational process, speech serves as the teacher's primary working tool, through which teaching, воспитание (upbringing), activation of students' thinking, and the establishment of effective communication are achieved. Therefore, the conformity of a teacher's speech to literary norms, as well as its logicality, clarity, and expressiveness, is directly related to the quality of education.

The study analyzed the role and importance of teachers' speech culture in the pedagogical process and substantiated that a teacher with a high level of speech culture plays a crucial role in strengthening students' knowledge, developing their communication skills, and creating a positive psychological environment. It was particularly emphasized that at the primary education stage, the teacher's speech serves as the main model for students.

Furthermore, it was found that the appropriate use of monologic and dialogic speech is one of the key factors demonstrating a teacher's professional competence. In modern education,

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dialogic speech expands opportunities for developing students' activity, independent thinking, and communication culture.

In conclusion, the continuous development of a teacher's speech culture is an essential condition for improving the effectiveness of education, enhancing pedagogical communication, and fostering a well-rounded individual.

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