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FACTORS INFLUENCING THE FORMATION OF SPEECH CULTURE

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Abstract: This article examines the factors influencing the development of students' speech culture. It also discusses the significance and necessity, content and essence, and specific characteristics of the factors influencing the development of speech culture in future teachers.

Key words: Education, training, students, youth, speech, abilities, creativity, communication, cognitive, communicative, memory, attention, worldview, health, healthy lifestyle, spiritual and moral perfection, personality, mature specialist, enlightenment, culture.

Today, a person's culture is defined by their morals, manners, behavior, and human qualities. The speech culture that develops in a child is formed on the basis of cultural, psychological, legal, religious, economic, and political knowledge. This knowledge, in turn, allows the child's personality, as well as their personal qualities, to mature, and to find a place in society as a mature individual in the future. Thus, culture does not emerge spontaneously within a child. It is realized under the influence of acquired knowledge, skills, and qualifications. Culture is the complex of all positive, intellectual achievements accumulated through various activities (study, play, work) of a specific member of society—that is, a child. It would be advisable for a creative teacher to consider the broader use of international experience in shaping a child's speech culture. Through the teacher's proactive, creative, communicative, cognitive, and reflective approach, children acquire a deep understanding of the history and culture, literature, art, traditions, and customs of their ancestors. Through the study of intercultural competencies, students' interest and potential in international cultural heritage will increase. Language is a means of communication, and speech is a form of communication. Both play an incomparable role in human life. Speech is a means of interpersonal communication. When a person comes into the world, they are in the process of communicating with those around them.

In fact, the foundation of this communication begins in the womb. A baby's heart begins to beat when they are three months old. It is during this period that the baby senses the mother's psychological state and hears sounds. During this period, it is important for a mother to communicate with her child. The foundations of personal education also date back to the mother's pregnancy. This situation has been proven by scholars. Various stories on this topic have come down to us. They say that a six-month-old baby was brought to a sage. The sage asked, "How old is your child?" "Our child is six months old," they replied. "You are six months late in raising your child," the sage replied. Therefore, just as we need to begin raising a child in the womb, so too should communication begin from this period. This process of communication is carried out directly by Allah when He comes into the world. After the birth of a child, the mother pours out her love in the tones of Allah, praises her child, and sings with all her heart. Through Alla, a child primarily feels their mother's love and affection, becomes familiar with sounds and melodies, and sleeps peacefully. But today, a sad situation has arisen: most young mothers don't greet their children or don't know how to do so. As a result, the negative consequences of this will manifest themselves years later. Allah helps a child develop speech more quickly. For example, children who have heard Alla a lot pronounce "Alla"

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silently, producing sounds that match the timbre of "Alla" sung by their mother while lying in her crib.

This allows the child to imitate sounds and communicate. Psychologists believe that it's essential to teach a child to understand speech starting at five months of age. This requires repeatedly reminding the child of an object, repeatedly saying its name. After this happens several times, the next time, the child will begin to look for the object. This means the child is beginning to understand adult speech. In developing children's speech, not only communication but also the development of sensory-motor skills is effective. The development of gross and fine motor skills in a child positively influences brain function, motivating the development of speech, thinking, perception, and memory. Another cause of improper speech development and distortion is a bilingual environment. Some parents want their child to learn two languages and try to teach other foreign languages to their children who are poor in their native language. As a result, a child with poor grammatical knowledge of their native language cannot master the second language perfectly, and the child's speech becomes a mixture of the two languages. They also cannot speak this language clearly and fluently. Or parents and teachers need to have a clear plan for approaching a child's speech development. Among modern scholars, Mahmudhoja Behbudi has these words: "Let us first become Muslims, learn our Uzbek language, and then learn not two, but four languages."

Although this exemplifies the Eastern view of language learning, there are also several approaches to language learning in the West. Yu. I. Tikheeva, in her scientific views, believes that it is advisable for children to first and foremost learn their native language and master it perfectly. To overcome the above-mentioned problems, cooperation between the preschool education organization and the family is crucial. In this case, the teacher-educator must communicate with the children's parents. The teacher must take into account the child's psychological and physiological state and conduct the educational process. Naturally, the question arises of how to do this. First of all, the teacher must have a friendly relationship with the child and know their needs. Having studied the child's psychology and physiology, they seek an appropriate solution to the problem. At the next stage, using methods, they begin to correct the child's speech defect and teach them to speak. Since the main activity of preschoolers is play, during play, the child is taught to speak clearly with correct pronunciation and construct grammatically correct sentences.

Another factor that causes speech disorders in children is the imbalance between literary language and dialect. According to the requirements for teachers, they are strictly prohibited from using slang and dialect in their speech. Therefore, it is appropriate for the teacher to speak in literary language. However, another contradiction arises here. The child has learned to speak literary language through the teacher's speech, although the family communicates in dialect. This causes confusion in the child. In this process, the teacher's use of dialect cannot solve the problem. Later, even after entering school, this becomes difficult because the literature the child reads is written in literary language. To prevent this situation, it is important to speak to the child in literary language as much as possible and avoid using street language. In this case, both parents and caregivers bear responsibility. Fairy tales, poems, and songs are used to teach children literary language. This helps children develop artistic literacy. Sometimes small mistakes can lead to major problems. When speaking, we must think not only about fluency but also about beautiful and emotional speech. At the same time, we must learn and teach civilized communication within the framework of etiquette. When it comes to raising a child, we hold mothers and teachers responsible, but the father's role in this regard is also incomparable.

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For example, without going overboard, some fathers teach their sons swear words and rejoice when their children learn and repeat them. But initially, these words become a constant in the child's speech, repeated to peers and adults. Secondly, communicating with profanity has an extremely negative impact on a child's upbringing and, later, leads to moral violations. Failure to prevent this creates the opportunity for the trampling of values and the spread of immorality.

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