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## FEATURES OF TEACHING FUTURE EDUCATORS PEDAGOGICAL RHETORIC THROUGH THE DEVELOPMENT OF SPEECH

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### ABSTRACT

The article considers the importance of rhetoric as the art of using a living word for effective and efficient communication. The laws of rhetoric under consideration make it possible to determine the path of students to rhetorical success. The peculiarities of teaching undergraduates rhetoric at a higher educational institution is their comprehension of the art of the word, regardless of the direction of training and the construction of the educational process, taking into account these circumstances, in accordance with the methodological and didactic principles of teaching in preschool education.

### KEYWORDS

Rhetoric, future educators, excursion, observation, preschooler, senior preschool age, speech development, tasks, planning, vocabulary.

### INTRODUCTION

In the conditions of transformations taking place in all spheres of life in modern Russia, the need for humanitarian education and the formation of a speech culture of the individual on its basis has sharply increased. The need for the humanitarization of education is dictated by the need to return to the historical traditions of Russian humanitarian education, to expand opportunities for the versatile development of the individual, his self-consciousness. The most important element of the humanitarian culture of a modern professional is his successful mastery of rhetoric, since knowledge of the laws and rules of speech construction allow him not only to establish friendly contacts with the audience, but also form skills such as tolerance, the ability to find compromises with opponents, be able to listen to the interlocutor, possess communicative competencies in the field of dispute rhetoric, etc.

### THE MAIN RESULTS AND FINDINGS

Presentation of the main material of the article. The culture of speech is the key to professional activity, a business card for any specialist with a higher education. The ability to express your thoughts, to master professional terminology, competent and expressive speech - all this is undoubtedly one of the conditions for success in professional activity. These circumstances are the reason for the introduction of the academic discipline "Rhetoric" into the educational process of the university, which contributes to the

formation of the speech culture of the future specialist, gives knowledge and skills of a humanitarian nature about speech, so necessary in the life of every person.

Rhetorical abilities are not only a natural talent of a person, his impact on a communication partner and the audience as a whole with the help of speech, but also the skills acquired in training to carry out rhetorical actions, follow rhetorical patterns, achieve the desired result (intellectual, emotional, communicative). Individual independent work of the student according to the program agreed with the teacher accelerates the path to rhetorical success.

The path to rhetorical success also depends on the knowledge of modern rhetoric, mediated by the laws of rhetoric or the laws of speech behavior. The laws of rhetoric determine the consistency of thought-speech activity and, thus, determine the communicative success. Turning to university didactics, we see that the main task of modern higher education is to form the personality of a future professional who meets the current needs of society and the state. The change of the university educational paradigm - from the formative to the developing one, allows you to fully realize the student's inner potential, prepare him for professional activity, form a readiness for negotiations, discussions, public speaking. In these conditions, the defining directions of students' education at the university are:

- systematicity (consistency) - logical construction of both the content and the learning process;
- creative activity of the student, involving the development of cognitive needs;
- formation of scientific thinking - willingness to look for answers to creative and research tasks, with an unknown solution in advance;
- self-knowledge - students' understanding of themselves;
- self-identification - the study of yourself, your capabilities and abilities;
- creation of a personality-oriented educational space;
- subject-the subjective nature of cooperation between teachers and students.

The implementation in the pedagogical process of higher education of such didactic principles as fundamentalization, humanitarization, axiologization, principles of integrity and integration - allow us to consider rhetoric not as an applied discipline, but as the basis of the modern educational process.

The practice of developing a student's speech culture is determined by the goals and objectives of the academic discipline "Rhetoric", as well as the competencies formed in accordance with the state educational standard of higher education, which determines that as a result of mastering this discipline, the student must have the ability to carry out business communication orally and in writing in the state

language and a foreign language. Based on this, the purpose of studying the discipline "Rhetoric" is to form the communicative and rhetorical competence of the student. Solving the problems of the discipline will allow students:

- to acquire rhetorical knowledge about the rules and norms of communication, about the requirements for speech behavior in various communicative and speech situations;
- to understand the peculiarities of business communication, the specifics of communicative and speech situations in professional activity;
- to master the ability to solve communicative and speech tasks in a specific communication situation;
- to study the experience of analyzing and creating professionally significant types of statements;
- to develop a creatively active speech personality who is able to apply the acquired knowledge and formed skills in the new constantly changing conditions of the manifestation of a particular communicative situation, able to search and find their own solution to a variety of professional tasks.

Theoretical and practical competencies in the field of rhetoric are formed through the implementation of the principle of the connection of theoretical learning with practice, the essence of which follows from the fact that "knowledge detached from practice, not used to solve practical problems, is poorly absorbed by

students, does not arouse their interest, does not stimulate their cognitive activity." For example, by studying the concept of dispute, students acquire skills that allow them to properly conduct a constructive dialogue not only in the classroom, but also in everyday life, which is important for the successful development of interpersonal relationships and, in general, for the formation of a student's personality. Awareness of the need for the studied material in practice significantly increases the motivation to learn.

In practical classes, students are given the opportunity to learn the practice of public speaking. Public speech is a type of discourse involving communication with groups of people united by a variety of principles: by profession, by community of interests, by joint activities, etc. At the same time, the association can be stable, permanent, organized, or it can be temporary, accidental, spontaneous. The ability to carry out public communication with any of these groups is what develops rhetoric.

The process of mastering the discipline "Rhetoric" should be holistic (solve not only educational, but also developmental and educational tasks), adequate to the goals and objectives of the discipline, be implemented in a certain sequence, taking into account the competence being formed. Methods of teaching rhetoric, as a rule, are well known and described in detail in special methodological literature. However, using only these methods would be

insufficient without interactive technologies, such as business and role-playing games, trainings, case studies, brainstorming sessions, etc. everything that contributes to the formation of students' communication skills. At the same time, we must not forget that not all students are ready for rhetorical actions, are able to defend their opinions, participate in discussions, and competently speak out on the merits of the dispute. Given these circumstances, the first practical lesson is usually devoted to overcoming the fear of performing. The ability to speak publicly is the most valuable skill of a modern business person. Representatives of many professions, by virtue of their duties, face the need to speak to an audience quite often. Communication is the basis of social connections, without speaking skills it is very difficult to achieve a positive result in working with other people. Given the importance, the responsibility for the outcome of the negotiations also increases. The fear of public speaking can be overcome, for this, for example, students are invited to prepare a self-presentation, the purpose of which is to present themselves, tell about their character, hobbies, advantages and disadvantages, i.e. to present their inner world most sincerely and fully. It is important to make it clear to students that the constant practice of public speaking helps to reduce fear.

In practical classes, students also learn the clear pronunciation of words, compose various

congratulatory speeches, speeches designed for different audiences and taking into account the profile of the student's training. Important for oratory is the elocution of speech, the use of tropes and rhetorical figures that adorn speech, make it more expressive. The education of speech culture enriches the ideas of students in the field of eloquence, allows them to feel the natural sequence of the speech process (first a thought, then a word) and to practice the flexibility of their intonations in verbal interaction with the help of dialogues composed of proverbs and sayings.

A rational combination of collective and individual forms and methods of educational work involves the inclusion in the educational process of various forms of training organization (for example, the construction of an educational lesson in the form of a discussion), ways of organizing cognitive activity (frontal, individual, group (pair), with the predominance of the latter). The formation of students' communicative rhetorical competencies also occurs through the solution of individual and differentiated tasks.

The training session should be emotionally intense, contributing to the creation of a situation of success for students. Therefore, the principle of emotionality presupposes the construction of the educational process in such a way that the student feels comfortable in the lesson, so that positive emotions and self-confidence prevail. It is known that learning is a two-way process, the result of which depends on the

activity of the teacher (the teaching process) and the student (the learning process), therefore, the nature of interaction between participants in the educational process should be subject - subject, contribute to the development of cognitive activity of students, the formation of their activity and independence in mastering knowledge.

Thus, the effectiveness of the organization of educational activities of the teacher and students in the field of the formation of a culture of speech and rhetorical competencies depends on the pedagogically competent organization of the educational process, in accordance with the methodological and didactic principles of higher education, in creating a situation of success, motivation to study the discipline, coordinated work of teachers and students. The process of teaching rhetoric should be holistic, closely related to the upbringing and development of the student's personality. Creating conditions for the comprehensive development of preschool children, the widespread introduction of the state program "First step" and inclusive education, the development of educational materials, ensuring continuity of preschool and primary education will increase coverage, ensure equal access of children to quality preschool education, which will affect all aspects of preschool educational activities, including the development of speech of preschool children.



President Shavkat Mirziyoyev signed resolution PP-4312, which approved the Concept of development of the preschool education system until 2030 and the roadmap for its implementation in 2019. The Concept defined the goals, objectives, priorities and stages of development of preschool education in the medium and long term. According to the Ministry of preschool education, the Concept provides for solving the problems of lack of qualified teaching staff, overloading of state kindergartens, inadequate material and technical condition and low percentage of provision of educational materials.

The connection between speech and mental development of children clearly appears in the formation of coherent speech, the development of their thinking, perception, and observation. What would be good, coherent to tell about something, you need to clearly imagine the object of the story (subject, event), be able to analyze the subject, select the main (for this situation of communication) properties and qualities, establish cause-and-effect, time and other relationships between objects and phenomena.

Speech development according to the requirements includes as a component the development of coherent, grammatically correct dialogic and monologue speech. Our coherent speech consists of two parts-a dialogue and a monologue. The building material for it is a dictionary and the development of the grammatical structure of speech, i.e. the ability to

change words, combine them into sentences. Speech development is still the most relevant in preschool age.

However, at present, the problem of developing coherent speech in older preschool children has not been sufficiently studied in pedagogy, despite the traditional Declaration.

In the process of studying the problem of developing coherent speech in older preschoolers, there is a contradiction between the need to develop coherent speech in older preschool children and the lack of special pedagogical work on its development in PRE-school settings.

According to M. M. Alekseeva and B. I. Yashina, the development of coherent speech occurs gradually along with the development of thinking and is associated with the complication of children's activities and forms of communication with people around them. In the first year of life, in the preparatory period of speech development, in the process of emotional communication with an adult, the foundations of future coherent speech are laid. Of particular importance is the development of coherent speech. The development of vocabulary, mastery of grammatical forms, etc. are included in it as special moments.

Teachers and psychologists who study the problem of coherent speech development refer to the

characteristic given to it by S. L. Rubinstein. This is the definition of situational and contextual speech.

Being sociable, overcoming taciturnity and shyness, helps the child to tell stories. However, the development of the formal side of speech should not be underestimated. Expanding and enriching the child's knowledge and ideas should be associated with the development of the ability to correctly Express them in speech.

This article discusses the role of organizing and conducting excursions and observations for the development of speech of preschool children in the conditions of modernization. About the ability of the teacher to plan and organize excursions and observations correctly for the development of coherent speech of children of senior preschool age and enrichment of their vocabulary. The use of various types and forms of excursions in training, allowing you to diversify its process. The more they are used by the teacher, the higher the interest of children. Only the right approach to the process of organizing and conducting excursions in the pre-school district will provide a high-quality result.

The primary form of language existence is known to be oral speech. The Russian literary language has two main forms of existence: oral and written. The development of oral speech in preschool age is considered as one of the most important tasks for the

further development of written speech. There are many similarities between spoken and written speech: both forms are a means of communication, both require a well-known vocabulary, and in addition, you need to use a variety of ways to connect words within a sentence and ways to connect between sentences. Psychologists explain the connection between oral and written speech by the fact that both forms are based on internal speech, in which thought is formed.

In the development of children's speech and in the development of a child of preschool age, the factor of mental development of the child is assigned. The field of direct observation is pushed apart by drawings. The images and representations called by them are, of course, less vivid than those given by real life, but in any case they are incomparably more vivid and definite than the images called by the naked word. Drawing classes are held in all age groups. But while younger and middle-aged children learn to describe drawings based on questions from the teacher, in the senior and preparatory school groups, the main focus is on independent storytelling.

A preschool child likes to look at drawings and talks about them vividly and with interest. Great is his desire to share his impressions with others about what he sees. The task of the teacher is to teach the preschooler to start the story correctly on the chosen topic and convey it vividly, interestingly, logically sequentially.

Classes allow you to accumulate knowledge about subjects that are not always present in the daily life of the child. Any new drawing that tells about the next event in the life of familiar characters helps children master the skills of competent storytelling, and later competent construction of a monologue.

Of particular interest to kids are classes on the possibility of using ordinary objects in a new form. A simple example is plain paper. Children are always interested in how it turns into three-dimensional toys. Even the kid himself can make them. Let him crumple the paper and wrap it with thread to make a ball. They can also be played, for example, to throw in a bucket or a target.

Older children can fold their own airplane or boat. But to do this, you need to show them consistently how they can be made. The kids' memory is quite good, so they will quickly make a new toy, and in the future they will make it independently, without the participation of their parents.

Drawing storytelling is based on indirect perception of the surrounding life. Drawing not only expands and deepens children's ideas about social and natural phenomena, but also affects the emotions of children, arouses interest in storytelling, encourages even the silent and shy to speak. In the process of learning, it is necessary to ensure that the child's story is understandable to the audience, i.e. that all its parts

are interconnected and mutually conditioned. There are a number of requirements for storytelling drawings:

- the content of drawings should be interesting, understandable, and foster a positive attitude to the environment;
- the drawing should be highly artistic;
- images of characters, animals, and other objects must be realistic;
- conditional formalistic images are not always perceived by children;
- you should pay attention to the availability of not only the content, but also the image.

Drawings with excessive accumulation of details should not be, otherwise children are distracted from the main thing. Strong obscuration and reduction of objects causes them to be unrecognizable. Avoid excessive hatching and incompleteness of the drawing. Viewing and talking about its content is one of the techniques that prepare children for telling stories based on drawings.

Thus, in the current socio-economic conditions, it is necessary to take into account the socio-educational potential of higher pedagogical education, which combines the leading factors in the formation of the personality of future teachers of preschool educational organizations – activity and connected communication, has a significant range of social



openness, accelerates the process of interiorization of socially significant experience by a person, contributes to the formation of professional-value prosocial attitudes among future teachers, focuses on the implementation of the "prosocial vector" of higher education, which can bring the culture of human and pedagogical relations to a qualitatively new level, ensure the restoration of regional solidarity, people's awareness of their common interests with the interests of the region, country, fellow citizens, colleagues, and close people, their readiness for socially approved behavior, socially significant activity, collective actions, systematic mutual assistance and mutual support

In the process of reviewing, Dialogic speech develops: the ability to answer questions, justify your answers, ask questions yourself, and the vocabulary is activated and refined. Therefore, the purpose of the conversation on drawings is to bring children to the correct perception and understanding of the main content of drawings and at the same time, the development of Dialogic coherent speech. Typical methodological mistakes of the teacher are often predetermined by difficulties in children's perception and understanding of drawings: the lack of introductory conversation and stencil, template-based questions.

## CONCLUSION

Stories based on a series of story drawings prepare children for creative storytelling on the subject of paintings, for inventing the beginning and end of the depicted episode. Writing different types of stories is the most difficult type of speech activity for children. Therefore, the teacher should gradually move from setting simple tasks to more complex, but at the same time feasible for children of this age. It is necessary to constantly consolidate the speech skills acquired by children, improve them and thus develop a coherent monologue speech of preschool children.

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