

Technologies for improving methodological preparation of future primary class teachers to develop student speech

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Received: 27 January 2025; **Accepted:** 25 February 2025; **Published:** 23 March 2025

Abstract: The development of students' speech is a fundamental aspect of primary education, requiring well-prepared teachers with strong methodological competence. This study explores innovative technologies and pedagogical approaches aimed at enhancing the methodological training of future primary school teachers in fostering students' speech development. The research highlights modern digital tools, interactive learning strategies, and integrated lesson models that improve teachers' ability to create engaging and effective speech development activities.

Key methodologies examined include problem-based learning, gamification, and communicative task-based approaches, which facilitate student-centered and interactive learning environments. Special attention is given to the role of digital resources, adaptive learning technologies, and artificial intelligence in speech development programs. The study also emphasizes the importance of reflective teaching, peer collaboration, and formative assessment in improving future teachers' instructional techniques.

Findings suggest that integrating technology-driven methodologies significantly enhances the readiness of prospective teachers to support primary school students' speech development. By implementing these approaches in teacher training programs, educators can foster a more dynamic, inclusive, and effective learning experience, ultimately improving students' communication skills and linguistic competence.

Keywords: Speech, speech activity, primary class, educational methods, assessment skills, communicative cooperative activity.

Introduction: Speech, as the highest mental function, is the most important component of intellectual activity, and language, as the leading means of speech activity and thought processes, has long been the focus of psychology and linguistics. Theoretical and experimental research allows to collect and generalize sufficient material describing the general laws of language acquisition and formation of speech ability in the process of human ontogenesis, features of speech activity processes in society. Proper learning of the language, speaking paying attention to its grammatical structure, free discussion, asking questions, drawing conclusions based on the opinions heard from others, leads to the correct understanding of the connection between things and events.

OBJECTIVE: this study is aimed at studying how the

pedagogical process can help to improve the methodological preparation of future elementary school teachers for the development of students' speech. It explores theoretical frameworks, educational strategies, and practical approaches to developing strong communication skills essential for effective leadership roles.

DISCUSSION AND RESULTS

through a comprehensive review of the literature and case studies, the research determines the main components of the methodological preparation of future elementary school teachers for the development of students' speech, including interpersonal communication, public speech, negotiation tactics. Pedagogical methods such as role-playing exercises, creative tasks, work on artistic text,

educational methods are analyzed in it.

METHODS

The research uses qualitative methods, including synthesis of literature, analysis of educational programs, and improvement of methodological preparation of future elementary school teachers for the development of students' speech. It shows the development and implementation of methodical opportunities aimed at the methodological preparation of future elementary school teachers for the development of students' speech. Teaching techniques aimed at developing speech and communication skills of elementary school students were considered.

CONCLUSION

During the diagnosis of the level of formation of basic competencies according to the proposed methodology after the first and second academic years of elementary school students, the introduction of the integrative model of formation and improvement of basic competencies in innovative activities and the pedagogical conditions for its implementation, it was realized that elementary school students independently determine the purpose of their activities. It was confirmed that it helped them to analyze their behavior, clearly determine the consequences of a certain behavior, to correctly assess themselves and others, to plan and coordinate cooperative activities, and to express their opinions correctly.

The development of students' speech skills in their native language, along with the inheritance of the nation's spiritual and cultural wealth passed down

through generations, is directly linked to the role of future primary school teachers. Their ability to prepare students for assimilating the scientific achievements of their era and remaining committed to humanity's advanced poetic and aesthetic ideals determines their potential to become full-fledged members of a democratic society in independent Uzbekistan. To effectively teach speech to primary school students, future primary school teachers must deeply understand the principles of language acquisition and speech development in their native language.

The renowned psychologist K. Delau emphasized that a secondary school teacher with well-developed speech skills achieves the greatest professional success. Undoubtedly, such individuals stand out among others.

The key aspects of high-level speech development in future primary school teachers include:

- Awareness of literary norms and language rules;
- The ability to freely express thoughts and opinions;
- The ability to engage in communication and interact with both peers and adults;
- The ability to listen to conversation partners, ask questions correctly, respond appropriately, express objections, and, when necessary, provide explanations and clarifications.

Speech development occurs in both monologic and dialogic forms, with dialogic speech considered a higher indicator of speech proficiency. Additionally, several factors contribute to the development of speech in primary school students, which are illustrated in Figure 1 (Figure 1).

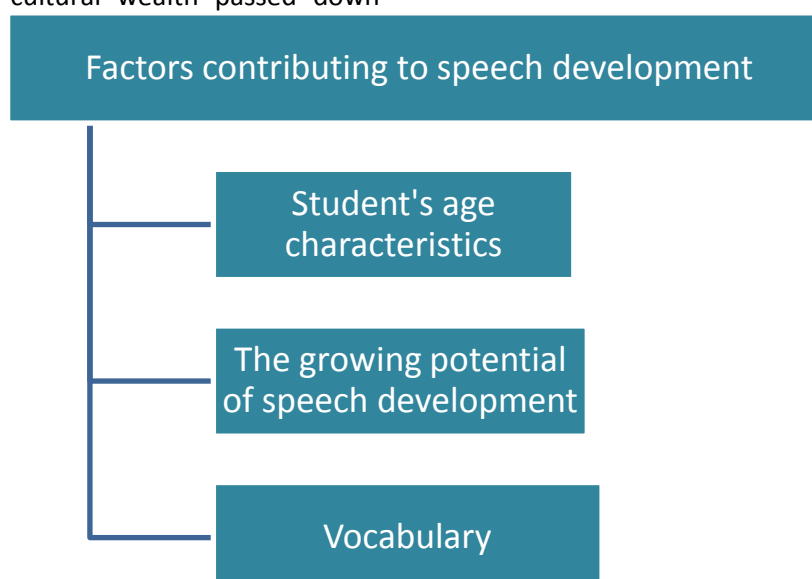


Figure 1. Factors that develop speech in primary school students

As M.R. Lvov emphasized, encouraging students to engage in activities is only effective if it originates from

the teacher but is also supported by the student's "internal environment." Otherwise, situational

development may occur, but without external stimuli, it can completely fade away.

Therefore, the implementation of this pedagogical condition requires primary school students to participate in organizing and conducting games. The teacher assumes the role of an assistant and consultant. The main requirement of the program for conducting non-traditional lessons includes integrated lessons, training lessons, lesson-excursions, presentations, and lesson-discussions. Let us consider teaching techniques aimed at developing primary school students' speech and communication skills.

Tasks Aimed at Developing Evaluation Skills

This set of tasks is designed to help each primary school student learn spelling rules, evaluate their own writing accurately, understand themselves, and analyze their speech. Below are a few example tasks:

Task 1. "Curiosity of Knowledge..."

Think about which words you often find difficult to spell. How can you practice and learn the correct spelling from books? What should you do to succeed in writing? What is important for you in writing neatly?

Task 2. Explain the meaning of the phrase.

A person must take responsibility. They need to realize that success or failure, luck or misfortune, often depend only on themselves! "Then judge yourself," said the king. "That is the hardest part. Judging oneself is more difficult than judging others. If you can judge yourself correctly, then you are truly wise," said the little prince.

Task 3. Talk about a personal experience (an act of bravery).

Use gestures and facial expressions to show what you think about your peers, and express yourself using body language.

Task 4. Draw your past, present, and future.

These tasks, as illustrated above, help activate and strengthen students' interests, enabling them to predict, analyze, and verify the accuracy of their decisions.

The listed exercises contribute to the development of communication culture and the ability to work both in a team and collaboratively with others. The sequence of tasks is structured in a way that ensures each primary school student experiences a "situation of success." Thus, the first task is designed to be simple and accessible for students who need encouragement, allowing them to feel knowledgeable and experienced.

Subsequently, students are given increasingly complex tasks and exercises. At the same time, differentiated support can be provided to students when completing

tasks. For example, weaker students can receive guidance cards, sample answers, response plans, and other materials to help them complete the assigned tasks.

Afterward, students are encouraged to complete a similar exercise independently. Once the tasks are completed, verification is conducted to facilitate interaction. The process of peer review often generates high interest among students. During mutual checking, students exchange notebooks, reviewing each other's work. Small, independently written assignments, separately written exercises, and entire homework assignments can be checked in this way.

Primary school students also created tasks for each other. This peer-tasking method facilitated the rapid development of learning cooperation. Its essence was that primary school students completed tasks invented by their classmates or desk partners during the lesson. These tasks, received from others, could be completed either in class or at home as part of their homework. This method helped the teacher achieve several goals simultaneously: first, it enabled students to master techniques for collaborative learning; second, it engaged them in creative activities; and third, it increased their interest in learning.

The next stage in the development of the peer-tasking method was the peer-task discussion method. This approach prepared primary school students to work in alternating pairs. The process began with one student coming up with an interesting question based on a problem, text, or literary work, while another student solved the problem or answered the question. A new element was introduced into the usual activities—collaborative discussion of the created task and its written solution. The goal of the discussion was to find the best or simply an alternative way to complete the task.

By exchanging tasks, primary school students solved them and then took turns discussing the tasks they had created and the solutions they had found. Accordingly, exercises and tasks aimed at developing reflection encouraged primary school students to analyze their own activities and outcomes. Such tasks were mostly offered at the final stage of lessons, allowing both students and teachers to assess the state of their development.

Examples of reflective activities:

- "Reflective Circle" ("I enjoyed working on this task because...", "I found this task difficult because...").
- "Mini-Essay" ("Learning together is interesting and easy")
- "Chain of Wishes" ("Give your classmate advice

on how to make studying more exciting")

- "Complete the Phrase" ("Creating tasks for others is interesting because...").

After the first and second years of primary school, during the assessment of the formation of key competencies based on the proposed methodology, it was confirmed that the introduction of an integrative model for developing and improving key competencies in innovative activities, as well as the implementation of appropriate pedagogical conditions, enabled primary school students to:

- Independently determine the purpose of their activities,
- Analyze their actions and clearly define the consequences of specific behaviors,
- Accurately assess themselves and others,
- Plan and execute collaborative activities in an agreed manner,
- Express their thoughts correctly.

The observations of primary school students in the experimental and control groups during both academic and extracurricular activities after their first and second years confirmed the diagnostic criteria (personal, regulatory, cognitive, and communicative) identified at the initial stage of the experimental study.

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