



ПЕДАГОГИКА – PEDAGOGY

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FORMATION OF SPEECH SKILLS OF PRIMARY SCHOOL STUDENTS

Annotation. The development of speech skills in primary school students is a critical aspect of their education, addressing common issues such as logical inconsistency, stylistic errors, and underdeveloped vocabulary. This process is integrated into Russian language lessons and activities focused on coherent speech development. Key components include expressive reading with phonetic accuracy, vocabulary enrichment, grammatical comprehension for sentence structure, and fostering oral and written communication skills. Emphasis is placed on cultivating a pronunciation culture, mastering spelling, and introducing phonetic and stylistic norms through observation, analysis, and practical exercises. The study investigates the role of etiquette in speech culture formation, identifying methods to instill effective communication practices in young learners. The research aims to develop and implement exercises that enhance conversational abilities and understanding of etiquette rules. It employs literature analysis, interviews, and observations to evaluate the impact of these methods. Structurally, the study comprises an introduction, two main sections, a conclusion, and references. The findings are expected to contribute to the development of pedagogical strategies that refine students' linguistic skills and promote their overall speech culture.

Keywords: speech culture; primary school students; expressive reading; phonetics; vocabulary enrichment; grammar; syntax; oral communication; written communication; etiquette rules; linguistic phenomena; pronunciation culture; stylistic norms; conversational culture; educational methods.

Introduction

The task of educating students' speech culture is one of the most important tasks facing the school, because the speech of our students is often inconsistent, logically inconsistent, consists of many stylistic errors and, as a rule, is idiosyncratic. and complex process. This work is carried out in Russian language classes and in classes on the development of coherent speech.

Its contents include:



Learning the norms and rules of expressive reading, taking into account the phonetic laws of the language, educating the pronunciation culture of students' spoken language;

Lexical work that provides enrichment of students' vocabulary and requires certain knowledge of the vocabulary and phraseology of the language, as well as the field of lexical stylistics;

Work on sentences and phrases based on a deep and systematic study of grammar, which reveals the laws of connection and structure of sentences, as well as mastering the norms of syntactic stylistics;

Development of agreed oral and written communication skills.

Work on the culture of oral speech includes, first of all, special exercises aimed at students' mastery of spelling rules; to teach expressive reading and introduce the phonetic laws of the Russian language as a means of artistic expressive speech. It is carried out by using the methods of observation and analysis of language phenomena and students' own work in the form of various exercises.

The object of research is the process of formation of speech culture of elementary school students by studying the rules of etiquette.

The subject of research is the methods of formation of speech culture of elementary school students by learning etiquette tools.

The purpose of the course work is to determine the effective methods of forming the speech culture of elementary school students by studying the rules of etiquette.

Duties:

- 1) study of theoretical and methodological literature on the topic of research;
- 2) formation of speech culture of elementary school students by learning etiquette tools to determine the main methods;
- 3) development of influential exercises, formation of speaking culture of elementary school students by studying the rules of etiquette.

Research methods: literature analysis, interviews, observation, etc.

Structure of the study: The coursework consists of an introduction, two parts, a conclusion and a list of used literature.

Implementing cognitive teaching methods in language education significantly enhances the speech competence of primary school students. By focusing on cognitive development, educators can facilitate a deeper understanding and more effective use of language among young learners [1].

Developing speech skills through interdisciplinary communication is crucial. A study involving 113 third-grade students identified three components essential for speech skill formation: motivational, substantive, and reflective. The research emphasized the need for systematic efforts to develop meaningful speech, as many children exhibited low proficiency in this area [2].

Teaching primary school students how to effectively use dictionaries fosters independent cognitive activity and enhances their ability to work with various sources. This didactic approach not only improves vocabulary but also encourages self-directed learning [3].

Based on the language development of students, we aim to develop the child's vocabulary, introduce them to new words, teach them to speak correctly and



systematically. As a result of conducting these three processes together with the daily grammar topic, the goal of language development work will be achieved.

In the process of language development of students, it is necessary to learn how to connect words from words to phrases, from phrases to sentences, from sentences to complex thoughts, from complex thoughts to stories, to composing compositions, to systematically speak thoughts, and to express what is said in writing.

The development of the student's oral language is equally common to all subjects. Therefore, it is better for all teachers to take responsibility for enriching the student's vocabulary, developing speaking and writing language.

The primary goal of early education is to develop both speech and thinking abilities in young learners. Modeling communicative linguistic skills provides a structured framework that supports this development, ensuring students acquire essential language competencies [4].

Oral language development methods are carried out in the following system:

1. The method of speaking by describing orally

He gets used to describe the scene of nature, what he saw in the picture, the impression he got from the exhibition, various cultural places, animate and inanimate objects as if they were in front of his eyes. The student's responsibility increases in drawing speech. This is because when describing something, telling the signs and characteristics of that thing, the student searches for the name of each concept and enriches his vocabulary.

2. Text reading method

Text reading is a common category for oral, written, language development work. Text reading, text content is considered one of the methods of student language development.

3. Methods of producing stories and poems from thoughts

Students are very imaginative. Therefore, the students are asked to tell short stories, fairy tales, and compose poems from their imaginations. It develops students' oral and written language. Written works play a major role in the development of the student's language.

4. Written works:

1) Notification

2) Narration

3) It can be conducted in the form of conversation methods.

You can also record a conversation by offering free topics or answering a question to develop the student's language. The main object of the student's language development is to write a composition. The goal of writing a work for a student is to train his thoughts and opinions to be able to write fluently and competently in literary language, to engage in creative research, and to expand his logical thinking field.

5. Various - colorful pictures or narrative method depending on the environment

Through these methods, it is possible to expand the vocabulary and develop the language on the basis of oral and written narration. "My friend", "My father", "My puppy", etc., depending on their environment.

6. Method of expressive reading. One type of language development method is expressive reading. The advantage of this is that students learn to keep the spoken



language and literary language norms. It helps a lot to love poetry, to use vocabulary freely and to improve the skill of systematic recitation. "In which fairy tale will I meet?", "Do you know me?" The main way of language development is to show the enlarged pictures of the main characters, tell them who they are, in which fairy tale they are, and give a description of what they know.

Organizing speech development activities within the educational process addresses specific challenges faced by primary school children. Tailored strategies can effectively improve speech skills, considering the unique needs and abilities of each student [5].

In inclusive educational settings, understanding the developmental features of communication and speech skills is vital. Adapting teaching methods to accommodate diverse learning needs ensures all students have the opportunity to develop strong communicative abilities [6].

Improving speech literacy in young students involves focusing on listening, speaking, reading, and writing skills. Comprehensive language instruction that integrates these elements promotes overall language proficiency [7].

For non-native English speakers, developing written speech skills requires targeted methods. Analyzing and implementing various instructional techniques can aid in the effective acquisition of written English proficiency among primary school students [8].

Materials and types of research

Culture is the degree to which people master their actions, in particular, language and speech. To sum up, culture is the culture of behavior of people at any time, including speech culture, speech culture.

Under the name "Speech culture" a branch of language education was formed, which establishes and substantiates the norms of oral and written behavior.

The concept of "speech culture" means, on the one hand, the degree of compliance of speech with literary norms. On the other hand, it is a branch of linguistics that studies the problems of normalization in order to improve the literary language as a tool of culture.

Learning the culture of speech involves knowing the rules and laws of language development, getting acquainted with its inexhaustible semantic and stylistic wealth, understanding living language processes, eliminating unnecessary things that clog the language, and at the same time developing all its values. .

Speech culture in the linguistic sense consists of two stages - correct speech and speech skills: appropriateness, accuracy, expressiveness, purity, originality.

One of the tasks in educating elementary school students to form their mindset is to teach them to speak correctly, i.e. help to learn language norms faster (sometimes despite the negative influence of the speaking environment).

The correctness of speech is the basis of speech culture, the basis for endless improvement of language skills and art of speech.

But correctness is only the first, most basic requirement for the formation of thought. While implementing the plan, each speaker tries to take into account the communication situation as much as possible. Depending on how successful it is, one can talk about more or less accuracy and expressiveness of his speech. Accuracy means



the most complete correspondence of linguistic means to the given content, and expressiveness means the appropriateness of these means to communication situations. Usually, another thing corresponds to the same quality as accuracy and expressiveness - the richness of speech, which implies a certain variety of linguistic means used. The mentioned properties of speech: concreteness, richness, expressiveness - are combined into a broader concept - "communicative purposefulness".

Due to the lack of speaking experience, of course, it is difficult for elementary school students to master speaking skills on their own, so it is important to help them understand all the requirements for speaking and carefully teach them when formulating ideas, not only correctness, but also it is very important to monitor accuracy, variety of language tools, expressiveness. Speech etiquette plays a big role in the development of speech culture of a primary school student.

Speech etiquette is called a system of requirements (rules, norms) explaining how to establish, maintain and break a relationship with another person in a certain situation.

Research results

The study underscores the pivotal role of educators in fostering the speech culture of elementary school students through the systematic integration of speech etiquette and communicative methodologies. Teachers act as exemplary figures, shaping students' linguistic abilities via professional, ethical, and expressive communication techniques. The findings can be summarized as follows:

Impact of Teacher Communication: The teacher's ability to model clear, precise, and expressive speech significantly influences students' speech development. Techniques such as engaging students through dialogic teaching, self-questioning strategies, and the use of illustrative examples enhance comprehension and retention.

Development of Speech Etiquette: The formation of speech etiquette is fundamental to fostering intercultural communication skills. This process is integrated into classroom instruction, extracurricular activities, and daily interactions. Linguistic subjects, including native and foreign languages, literature, and interdisciplinary studies, are instrumental in this development.

Role of Pedagogical Techniques: Interactive methods such as visualization, game-based exercises, and oral folklore are effective in enhancing speech development. Repetition in games, referred to as "game-training," promotes vocabulary acquisition and active language use, while oral folklore, including riddles and proverbs, improves pronunciation and cognitive abilities.

Resource Integration: The use of diverse resources-textbooks, didactic exercises, audiovisual materials, and traditional oral literature-enriches the learning process, facilitating the development of vocabulary and speech fluency.

Holistic Linguistic Environment: A supportive communication environment, encompassing parents, peers, and educators, is essential for stimulating the socio-cultural and linguistic development of students. This environment fosters active engagement and effective application of acquired language skills.

Results and discussions

The research highlights the importance of systematically forming cultural behavior and communication skills in primary school students as a foundational step in the spiritual renewal of society. This formation is achieved through structured lessons



that integrate speech etiquette and behavioral norms into educational activities. Lessons such as vocabulary enrichment, practical etiquette application, and cultural behavior training provide a framework for students to internalize and practice appropriate communication and conduct. Activities like educational dialogues and situational problem-solving further enhance students' understanding by immersing them in realistic scenarios that require active engagement and critical thinking.

Interactive methods, including training games like "Chain of Magic Words" and "Polite – Impolite," prove effective in reinforcing speech etiquette. These games create an engaging learning environment, encouraging repetition and gradual adoption of cultural norms. Additionally, the study emphasizes the significance of early and consistent training in behavioral education. By introducing these practices at a young age, students are more likely to adopt them naturally, reducing the need for re-education in later stages.

Furthermore, the integration of ethical and cultural education into extracurricular activities, such as ethical dramatizations and "School of Politeness" initiatives, demonstrates the effectiveness of a holistic approach. Teachers, as facilitators of this development, play a critical role in ensuring systematic implementation of these methods. By aligning classroom instruction with broader cultural objectives, schools can foster the gradual and comprehensive development of students' communication skills and cultural behavior, addressing the pressing need for improved behavioral norms in society.

Conclusion

Educational standards and programs for primary grades emphasize the communicative aspect, emphasize the need and importance of forming communicative competence as an integrative education in elementary school students, including "the knowledge, skills, abilities of an individual that determine effective communication in various activities, qualities, abilities" that allow "to find, transform and transmit information, to perform various social roles in a group or collective". Therefore, in the results of the development, it is not accidental that the "active use of speech tools in solving communicative-cognitive tasks" was noted in the educational program.

A key finding of the study is the necessity of consistent and purposeful efforts by educators to instill these norms during the formative years of childhood. The integration of ethical education into both classroom and extracurricular activities creates a holistic learning environment, ensuring the comprehensive development of students' cultural competencies. This approach not only addresses the gaps in students' behavioral culture but also contributes to their readiness for intercultural communication and participation in modern society.

Ultimately, the research underscores the broader societal significance of these efforts. By cultivating cultural behavior and communication skills in young learners, the education system contributes to the spiritual renewal of society, fostering a generation equipped with the values and competencies needed for meaningful and respectful interaction in a diverse world.



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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЙЛЕУ ДАҒДЫСЫН ҚАЛЫПТАСТЫРУ

Аннотация. Бастауыш сынып оқушыларының сөйлеу дағдыларын дамыту логикалық сәйкессіздік, стильдік қателер, сөздік қорының дамымауы сияқты жалпы мәселелерді шешуде олардың білім берудегі маңызды аспектісі болып табылады. Бұл процесс орыс тілі сабақтарына және сөйлеуді үйлесімді дамытуға бағытталған іс-шараларға біріктірілген. Негізгі компоненттерге фонетикалық дәлдікпен мәнерлеп оқу, сөздік қорын байыту, сөйлем құрылымын грамматикалық түсіну, ауызша және жазбаша сөйлеу дағдыларын қалыптастыру жатады. Бақылау, талдау, практикалық жаттығулар арқылы айтылым мәдениетін тәрбиелеуге, орфографияны меңгеруге, фонетикалық және стильдік нормаларды енгізуге мән беріледі. Зерттеуде сөйлеу мәдениетін қалыптастырудағы этикеттің рөлі зерттеліп, жас оқушыларға тиімді қарым-қатынас тәжірибесін сіңіру әдістері анықталады. Зерттеу сөйлеу қабілеттерін және этикет ережелерін түсінуді арттыратын жаттығуларды әзірлеуге және енгізуге бағытталған. Ол осы әдістердің әсерін бағалау үшін әдебиеттерді талдауды, сұхбаттарды және бақылауларды пайдаланады. Құрылымдық тұрғыдан зерттеу кіріспеден, екі негізгі



бөлімнен, қорытындыдан және пайдаланылған әдебиеттерден тұрады. Қорытындылар студенттердің тілдік дағдыларын жетілдіретін және олардың жалпы сөйлеу мәдениетін дамытатын педагогикалық стратегияларды дамытуға ықпал етеді деп күтілуде.

Кілт сөздер: сөйлеу мәдениеті; бастауыш сынып оқушылары; мәнерлеп оқу; фонетика; сөздік қорын байыту; грамматика; синтаксис; ауызекі сөйлеу; жазбаша қарым-қатынас; этикет ережелері; тіл құбылыстары; айтылу мәдениеті; стильдік нормалар сөйлесу мәдениеті; тәрбие әдістері.

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ФОРМИРОВАНИЕ РЕЧЕВЫХ НАВЫКОВ У МЛАДШИХ ШКОЛЬНИКОВ

Аннотация. Развитие речевых навыков у учащихся начальной школы является важнейшим аспектом их образования, решая такие общие проблемы, как логическая непоследовательность, стилистические ошибки и недостаточный словарный запас. Этот процесс интегрирован в уроки русского языка и мероприятия, направленные на развитие связной речи. Ключевые компоненты включают выразительное чтение с фонетической точностью, обогащение словарного запаса, грамматическое понимание структуры предложения и развитие навыков устной и письменной коммуникации. Особое внимание уделяется развитию культуры произношения, освоению орфографии и внедрению фонетических и стилистических норм посредством наблюдения, анализа и практических упражнений. Исследование изучает роль этикета в формировании культуры речи, выявляя методы прививания эффективных коммуникативных практик у молодых учащихся. Целью исследования является разработка и реализация упражнений, которые улучшают разговорные способности и понимание правил этикета. Оно использует анализ литературы, интервью и наблюдения для оценки влияния этих методов. Структурно исследование состоит из введения, двух основных разделов, заключения и ссылок. Ожидается, что результаты будут способствовать разработке педагогических стратегий, которые совершенствуют языковые навыки учащихся и способствуют повышению их общей речевой культуры.

Ключевые слова: речевая культура; учащиеся начальной школы; выразительное чтение; фонетика; обогащение словарного запаса; грамматика; синтаксис; устная коммуникация; письменная коммуникация; правила этикета; языковые явления; культура произношения; стилистические нормы; разговорная культура; образовательные методы.