

## FACTORS AFFECTING THE FORMATION OF SPEECH CULTURE IN FUTURE PRIMARY TEACHERS AND CHILDREN

***Erkayeva Yulduz Bekmurodovna***

*Intern of the Department of Distance Education in the  
areas of preschool and primary education  
of the correspondence department of the JDPU*

***O`rolova Mohinur***

*5th year student of the correspondence department  
of the primary education of the JDPU*

**Abstract:** This article discusses the factors influencing the formation of speech culture in future teachers and students. Also, the importance and necessity, content and essence, and specific features of the factors influencing the formation of speech culture in students are reflected.

**Keywords:** Education, upbringing, students, speech, ability, creativity, communication, cognition, communicativeness, memory, attention, worldview, health, healthy lifestyle, spiritual and moral perfection, personality, mature specialist, enlightenment culture.

It is considered appropriate for a creative educator to pay attention to the extensive use of foreign experience in the formation of the child's speech culture, along with the rich experience gained. In this case, as a result of the initiative, creativity, communicativeness, cognitive and reflexive approach of the educator, the child acquires deep knowledge about the history and culture, literature, art, traditions and customs of his ancestors. Through the study of intercultural competences, students' interest and potential in interstate cultural heritage increases.

The culture of a growing child is determined by his morality, manners, behavior, human qualities and qualities. The speech culture that is formed in a child is formed and is formed on the basis of cultural, intellectual, legal, religious, economic and political knowledge. This knowledge, in turn, allows the child's level of culture and indicators of his personality, as well as his personal qualities and qualities, to mature, and to take his place in society as a mature person in the future. Therefore, culture in a child's personality does not arise by itself. It is realized under the influence of acquired knowledge, skills and qualifications. Culture is a complex of all positive, intellectual achievements accumulated in the process of various activities (study, play, work) of a particular member of society, that is, a child's personality.

If language is a means of communication, then speech is a form of communication. The role of both in human life is incomparable. Speech is a means of

interpersonal communication. When a person is born, he is in the process of communicating with people around him. In fact, the foundation of this communication is formed in the womb. When the child is 3 months old in the womb, his heart begins to beat. It is during this period that the child feels the psychological state of the mother and hears sounds. During this period, the mother's communication with her child is of great importance. The foundation of personal education also dates back to the mother's pregnancy. This has also been proven by scientists. Various narrations on this topic have reached us. According to the narration, a 6-month-old child was brought to a wise man and asked to be raised. Then the wise man asked, "How old is your child?" He replied, "Our child is 6 months old." The wise man replied, "You are 6 months late in raising a child." Therefore, just as we need to start education from the womb, we also need to start communication from this period. This communication process is carried out directly through Allah when he is born.

Among the modern scholars, there are such words of Mahmudkhodja Behbudi: "First, let us become Muslims, let us know our own Uzbek language, and then let us learn not two, but four languages." If this is an example of an Eastern view of language learning, then in the West there are also several opinions on language learning.

Y.I. Tikheyeva, in her scientific views, believes that it is more appropriate to teach children their native language and master it perfectly.

Since the main activity of preschool children is play, during the game the child is taught to speak clearly with correct pronunciation, to build sentences grammatically correctly.

Another factor that causes the violation of children's speech is the imbalance between the literary language and dialect. According to the requirements for the teacher, the teacher is strictly prohibited from using jargon and dialect in his speech. Therefore, it is advisable for the educator to speak in a literary language. However, another contradiction arises here. The child learned to speak in a literary language through the teacher's speech, while communication in the family is observed in dialect. This creates hesitation in the child. In this process, the teacher's use of dialect cannot be a solution to the problem. Later, after entering school, he will have difficulties. Because the literature that the child is reading is written in a literary language. To prevent this from happening, it is important to speak with the child in a literary language as much as possible, avoiding the use of street words. The responsibility in this lies with both parents and educators. Fairy tales, poems, songs are used to teach children a literary language. This helps to properly form literary language literacy in children. Sometimes, seemingly insignificant, seemingly insignificant mistakes can give rise to big problems.

When we talk about speech, we should not only consider fluent speech, but also beautiful, emotional speech. At the same time, we should also learn and teach how to communicate in a civilized manner within the framework of etiquette.

When it comes to raising children, we often attribute responsibility to mothers and teachers, but the role of fathers in this regard is also invaluable. For example, if we do not go far and take real-life examples, some fathers teach their sons swear words, and when the child learns and repeats them, they are even happy. But first of all, this becomes a constant word that the child says in his speech and rebukes his peers and even adults. Secondly, communicating with swear words has a very negative impact on a child's upbringing and later leads to a violation of moral standards in the child. Failure to prevent this creates an opportunity for values to be trampled on and immorality to take root and flourish.

Joint verbal creativity of adults and children is the main condition for the development of monological speech. Children who have just turned five years old show interest in retelling familiar fairy tales, telling stories, and telling from their own experience. An adult should support the child's initiative by asking leading and clarifying questions, creating game situations. According to the methods of transmitting or presenting information, the following types of expression can be distinguished: description, description, reasoning, which can be found in the fluent thinking of preschool children in a contaminated (mixed) form, that is, in them the methods of description (reasoning) are combined with description (and vice versa). It is recommended to teach the composition of various types of texts in such forms as work conversations, analysis (evaluation) of one's own and others' texts, drawing up a plan and telling a story based on it, using a text scheme (model), and various exercises.

2. Development of lexical aspects of speech A word is an important language unit for naming objects, processes, and properties. Working on words is one of the most important tasks in the general system of work on the development and growth of speech. In conclusion, along with the physical and mental health of a child, the development of his speech is also one of the factors indicating his readiness for school.

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