LINGUOPEDAGOGICAL FOUNDATIONS FOR DEVELOPING SPEECH CULTURE IN PRIMARY SCHOOL LEARNERS

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Abstract: This article examines the linguopedagogical foundations of developing speech culture among primary school learners within the framework of modern language education. Speech culture is viewed not only as correctness and clarity of speech, but as a complex system of linguistic, communicative and cognitive skills that ensure a child's ability to express thoughts coherently and engage in socially meaningful interactions. The study analyzes psychological and pedagogical mechanisms, effective teaching strategies, and interactive learning technologies that support the formation of oral and written speech competencies. The findings highlight the importance of communicative approaches, text-based learning, phonetic awareness, vocabulary enrichment and linguistic games in fostering learners' speech development in the early grades.

Keywords: Speech culture, primary education, linguopedagogy, communicative competence, phonetic skills, vocabulary development, text-based learning, speech development.

Introduction

Language and speech development represent one of the central objectives of primary education, as they shape the child's cognitive growth, socialization, and academic success. The early school years serve as a foundational stage at which linguistic and communicative competencies begin to form systematically. According to Vygotsky (1978), speech acts as a psychological tool that mediates higher mental functions, making its development fundamental for learners. The primary school curriculum in many countries emphasizes literacy, communication, and expressiveness as key components of academic competence.

Speech culture, in this context, refers to the ability to use language correctly, clearly, expressively, and appropriately in different communicative situations. Developing speech culture among young learners requires a linguopedagogical approach—one that integrates linguistic principles with pedagogical strategies to create optimal conditions for speech formation.

The process of speech acquisition is closely connected with the development of perception, memory, imagination, and logical thinking. Researchers such as A. Leontiev (2003) and D. Elkonin (1994) argue that children acquire speech patterns through interaction, imitation, and structured language activities. Linguopedagogy combines these insights with linguistic theory to facilitate meaningful speech learning.

Primary school learners also rely heavily on emotional and sensory experiences. Therefore, speech tasks must correspond to their developmental features, using visual, auditory, and kinesthetic stimuli to enhance understanding and expression.

Phonetic competence forms the basis of oral speech culture. Children at the beginning of schooling often struggle with distinguishing or articulating certain sounds. Effective strategies include:

- sound discrimination exercises
- rhythmic speech patterns and poems
- articulation games
- expressive reading and repetition tasks

These activities help to shape proper pronunciation habits and support confident oral communication.

Vocabulary richness strongly correlates with speech quality. Linguopedagogical methods encourage:

- introducing new words through stories, visuals, and real-life objects
- using synonyms, antonyms, and polysemantic words
- semantic mapping and categorization tasks
- contextual learning through dialogues and short texts

Expanding vocabulary enhances children's ability to construct meaningful sentences and express ideas more precisely.

Working with texts—stories, descriptions, dialogues, and simple narratives—plays a crucial role in shaping logical and coherent speech. Activities include:

- creating titles and plans
- retelling stories
- comparing characters or events
- composing short written or oral texts

Text-based learning fosters critical thinking, sequencing skills, and the ability to maintain consistency in communication.

Modern linguopedagogy emphasizes communication as both a goal and method of teaching. Interactive strategies include:

- role-playing and dramatization
- pair and group dialogues
- communicative games
- problem-based storytelling
- "question–answer" chains

These methods simulate natural communication environments, strengthening learners' speech confidence and fluency.

Although primary students are not expected to study grammar in its theoretical complexity, they benefit from intuitive grammatical awareness. Effective approaches include:

- modeling correct sentence structures
- guided writing tasks
- sentence reconstruction games
- identifying sentence parts through visual cues

This supports the development of coherent, grammatically correct speech.

Teachers act not only as instructors but as communication partners and facilitators. Their responsibilities include:

- creating a supportive speech environment
- modeling proper speech culture
- encouraging self-expression and creativity
- giving constructive feedback
- using differentiated strategies to meet learners' needs

Professional speech culture of teachers significantly influences learners' linguistic behavior.

Conclusion

Developing speech culture in primary school learners is a complex, multidimensional task requiring linguistically informed pedagogical practices. Integrating phonetic training, vocabulary enrichment, intuitive grammar learning, text-based activities, and communicative methods creates a strong foundation for both oral and written speech development. Linguopedagogical approaches ensure that speech culture becomes not merely a set of rules but a natural and functional part of learners' cognitive and social growth. Strengthening speech competence in early education contributes to students' overall academic achievement, confidence, and communicative competence.

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