

**SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR IMPROVING THE
LEVEL OF SPEECH LITERACY OF FUTURE PRIMARY SCHOOL TEACHERS**

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Annotation. The article analyzes the scientific and methodological foundations of improving the level of speech literacy of future primary school teachers. The study highlights the role of pedagogical speech in ensuring the quality of education and pedagogical effectiveness, as well as the linguistic, psychological and communicative essence of speech literacy.

Keywords: speech literacy, pedagogical speech, communicative competence, future primary school teacher, pedagogical communication, speech culture, pedagogical skills, language competence, reflexive approach, competence approach, pedagogical discourse, quality of education. culture of speech, pedagogical skills, language competence, reflexive approach, competence approach, pedagogical discourse, quality of education.

The development of professional competence of teachers in the modern education system, especially the improvement of their speech literacy, is recognized as one of the priority tasks. Global educational practice shows that the quality of education largely depends on a teacher's communicative competence, pedagogical communication culture, and speech proficiency. In particular, the speech of a primary school teacher serves not only as a means of transmitting information but also as an important pedagogical factor that shapes students' personalities, develops their thinking, and supports their socialization.

A primary school teacher is the first model of language and speech for students. Through listening to, repeating, and imitating the teacher's speech, students acquire speech activity skills. Therefore, the speech of a future primary school teacher should be grammatically correct, logically coherent, phonetically clear, communicatively effective, and pedagogically purposeful. These requirements create the need to improve the scientific and methodological foundations for developing the speech literacy of future teachers.

Today, although certain efforts are being made in pedagogical higher education institutions regarding speech culture and pedagogical communication, several systemic problems still remain in developing the pedagogical speech and communicative competence of future teachers. In particular, there is insufficient application of theoretical knowledge in practical pedagogical situations, limited skills in working with an audience, and inadequate use of expressive speech and elements of pedagogical discourse.

Speech literacy is interpreted differently in pedagogical and linguistic literature. In general, it refers to the ability to use language units effectively, appropriately, and in accordance with the norms of the literary language. Speech literacy is not limited to grammatical accuracy; it also includes the ability to express ideas fluently, coherently, clearly, aesthetically, and in line with pedagogical objectives.

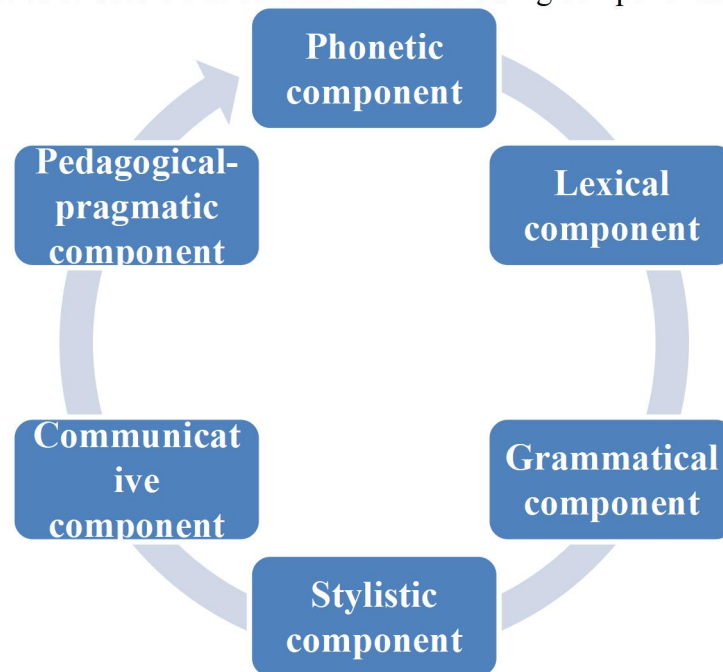
The scientific foundations of speech have been extensively studied in linguistics and psychology. One of the scholars who scientifically substantiated the dialectical relationship between speech and thinking was Lev Vygotsky. According to the scholar, speech is the primary means of the formation and development of human thinking and an important factor in the acquisition of

social experience. According to Vygotsky's theory, speech first appears in a social form and later transforms into inner speech, thereby ensuring the development of thinking. This idea constitutes the psychological basis of the methodology for developing pedagogical speech.

The theory of language competence was developed by Noam Chomsky, who distinguished between the concepts of "linguistic competence" and "language performance." Chomsky justified the importance of mastering language rules by separating the processes of knowing a language and using it. However, from the perspective of pedagogical communication, knowing a language alone is not sufficient. Therefore, Dell Hymes developed the theory of communicative competence, emphasizing the ability to use language units appropriately according to social situations. This theory reveals the social and communicative essence of pedagogical speech.

The dialogic nature of speech is also reflected in the views of Mikhail Bakhtin. The scholar interpreted speech as an inherently dialogic phenomenon and emphasized that meaning is formed through communication. In pedagogical communication, this idea implies the necessity of organizing active interaction between teacher and student.

According to the analysis of scientific literature, speech literacy is a complex integrative structure that consists of the following components:



The phonetic component includes pronunciation culture, correct articulation of sounds, diction, and intonation. The phonetic literacy of a primary school teacher plays an important role in developing students' correct pronunciation skills.

The lexical component refers to vocabulary range, lexical reserve, and the ability to use words appropriately. In a teacher's speech, the harmony between terminology, pedagogical concepts, and everyday vocabulary is essential.

The grammatical component encompasses sentence structure, syntactic accuracy, and adherence to the norms of the literary language.

The stylistic component is related to the stylistically appropriate organization of speech and the selection of expressive means suitable for the audience.

The communicative component reflects a teacher's ability to organize communication, listen effectively, ask questions, and manage the audience.

The pedagogical-pragmatic component is associated with exerting pedagogical influence, creating motivation, and achieving educational objectives through speech.

The speech literacy of future primary school teachers is an integral part of pedagogical mastery and one of the key factors determining the quality of education and pedagogical effectiveness. Speech literacy is based on the integration of linguistic, communicative, psychological, and pedagogical components. A methodological system developed on the basis of competency-based, communicative, activity-oriented, and reflective approaches ensures high effectiveness in developing the speech competence of future teachers.

In the context of modern educational reforms, improving the speech literacy of future primary school teachers has become one of the essential conditions for ensuring the quality and effectiveness of education. Pedagogical speech is not merely a means of communication; it is also an important professional tool that influences students' intellectual development, worldview, moral education, and social adaptation. Therefore, the development of speech literacy should be considered one of the priority directions in the professional training of future teachers.

The analysis conducted in this study demonstrates that speech literacy is a multifaceted and integrative phenomenon that combines phonetic, lexical, grammatical, stylistic, communicative, and pedagogical-pragmatic components. Each of these components plays a significant role in shaping the pedagogical competence of future primary school teachers. In particular, correct pronunciation, rich vocabulary, grammatical accuracy, stylistic appropriateness, and effective communication skills ensure the quality and effectiveness of pedagogical interaction in the educational process.

The research also revealed that the scientific foundations of speech literacy are closely connected with linguistic, psychological, and pedagogical theories. The ideas of scholars such as Lev Vygotsky, Noam Chomsky, Dell Hymes, and Mikhail Bakhtin provide an important theoretical basis for understanding the nature of pedagogical speech and communicative competence. Their approaches confirm that speech development is not only a linguistic process but also a social, cognitive, and pedagogical phenomenon.

At the same time, the study identified several existing problems in the preparation of future teachers. In many cases, theoretical knowledge related to speech culture and pedagogical communication is not sufficiently applied in practical pedagogical situations. Future teachers often experience difficulties in organizing communication with students, managing an audience, using expressive speech techniques, and applying pedagogical discourse effectively. These issues indicate the necessity of improving the methodological system for developing speech literacy in pedagogical higher education institutions.

In this regard, the implementation of competency-based, communicative, activity-oriented, and reflective approaches is of particular importance. These approaches create opportunities for integrating theoretical knowledge with practical activities and for developing students' independent thinking, creativity, and communicative skills. Interactive teaching methods, speech training exercises, pedagogical simulations, debates, discussions, and reflective analysis can significantly contribute to the improvement of future teachers' speech competence.

In conclusion, the improvement of speech literacy among future primary school teachers serves as an important factor in enhancing pedagogical mastery, educational quality, and communicative culture within the educational environment. Developing scientifically grounded and methodologically effective systems for speech training will contribute not only to the professional growth of teachers but also to the formation of intellectually mature, socially active, and communicatively competent younger generations.

Foydalanilgan adabiyotlar

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