

FACTORS INFLUENCING THE FORMATION OF SPEECH CULTURE

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Abstract: This article examines the factors influencing the formation of speech culture in students. It also reflects the meaning and necessity, content and essence, as well as specific characteristics of the factors influencing the formation of speech culture in future teachers.

Keywords: Education, training, students, youth, speech, abilities, creativity, communication, cognitive, communicative, memory, attention, worldview, health, healthy lifestyle, spiritual and moral perfection, personality, mature specialist, education, culture.

Today, a person's culture is determined by his morals, manners, behavior, human qualities and qualities. The speech culture that is formed in a child is formed on the basis of cultural, mental, legal, religious, economic and political knowledge. This knowledge, in turn, allows the level and indicators of the child's personality to mature, as well as his personal qualities and qualities, to find a place in society as a mature personality in the future. Thus, culture does not arise in the child's personality by itself. It is realized under the influence of acquired knowledge, skills and qualifications. Culture is a complex of all positive, mental achievements accumulated in the course of various activities (study, play, work) of a specific member of society, i.e. a child. It is advisable for a creative teacher to pay attention to a wider use of foreign experience in the formation of a child's speech culture. As a result of a proactive, creative, communicative, cognitive and reflexive approach of the educator-teacher, the child acquires deep knowledge of history and culture, literature, art, traditions and customs of his ancestors. Thanks to the study of intercultural competencies, the interest and potential of students in the interstate cultural heritage will increase. Language is a means of communication, and speech is a form of communication. Both of them play an incomparable role in human life. Speech is a means of interpersonal communication. When a person comes into the world, he is in the process of communicating with people around him. In fact, the basis of this communication is laid in the womb. The baby's heart begins to beat when he is 3 months old in the womb. It is during this period that the child feels the psychological state of the mother and hears sounds. During this period, it is important for the mother to communicate with her child. The foundations of personal education also go back to the period of the mother's pregnancy. This situation has been proven by scientists. Various stories on this topic have reached us. They say that a six-month-old child was brought to the sage. Then the sage asked: "How old is your child?" He says, "Our child is 6 months old," they answered. "You are 6 months late with raising a child," the sage replies. Therefore, just as we need to start raising a child from the womb, so we need to start communicating from this period. This process of communication is carried out directly by Allah when he comes into the world. After the birth of a child, the mother pours out her love in alla tones, praises her child, sings and sings with all her heart. Through alla, the child first of all feels the mother's love and affection, gets acquainted with sounds and melodies, sleeps peacefully. But today, a sad situation has arisen that most young mothers do not greet their children or do not know how to greet them. As a result, the negative consequences of this will manifest themselves years later. Allah helps the child to develop speech faster. For example, children who have heard alla a lot, pronounce alla to themselves, making sounds in accordance with the timbre of alla, which their mother sings, lying in the crib. This allows the child to imitate sounds and communicate. According to psychologists, it is necessary to teach a child to understand speech from the age of five months. To do this, it is necessary to repeatedly remind the child of an object, pronouncing its name several times. After this situation

is repeated several times, the next time he will begin to look for this object with his eyes. This means that the child begins to understand the speech of adults. In the formation of children's speech, an effective result is given not only by communication, but also by the formation of sensory-motor skills. The development of gross and fine motor skills in a child has a positive effect on brain activity, motivates the development of speech, thinking, perception and memory. Another reason for the incorrect formation and distortion of a child's speech is a bilingual environment. Some parents want their child to learn two languages, and try to teach other foreign languages to their children who do not speak their native language well. As a result, a child who does not know the grammatical structure of his native language well cannot perfectly master another language, and the child's speech is a mixture of two languages. He also cannot speak this language clearly and fluently. Or parents and teachers need to have a clear plan for approaching the child's speech development. Among modern scientists, Mahmudhoja Behbudi has the following words: "Let's first become Muslims, learn our Uzbek language, and then learn not two, but four languages." Although this is an example of an Eastern view of language learning, there are also several views on language learning in the West. In her scientific views, Tikheeva believes that it is advisable to teach children their native language first and to master it perfectly. To overcome the above problems, cooperation between the preschool education organization and the family is extremely important. In this case, the educator-teacher must communicate with the children's parents. The teacher must take into account the psychological and physiological state of the child and conduct the educational process. Naturally, the question arises of how to do this. First of all, the educator must have a friendly relationship with the child and know what his needs are. Having studied the psychology and physiology of the child, he looks for an appropriate solution to the problem. At the next stage, using methods, they begin to eliminate the child's speech defect, teach him to speak. Since the main activity of preschoolers is play, during the game the child is taught to speak clearly with correct pronunciation, grammatically correctly construct sentences. Another factor causing speech disorders in children is the imbalance between artistic language and dialect. According to the requirements for the teacher, the teacher is strictly prohibited from using slang and dialect in his speech. Therefore, it is appropriate for the teacher to speak in literary language. However, another contradiction arises here. The child learned to speak in artistic language through the speech of the teacher, although in the family there is communication in dialect. This causes confusion in the child. In this process, the teacher's speech in dialect cannot be a solution to the problem. Later, even after going to school, this is difficult. Because the literature that the child reads is written in artistic language. To prevent such a situation, it is important to talk to the child in artistic language as much as possible and not to use street language. In this case, both parents and educators are responsible. Fairy tales, poems and songs are used to teach children artistic language. This helps children develop artistic language literacy. Sometimes small mistakes can lead to big problems. When we speak, we should think not only about fluent speech, but also about beautiful and emotional speech. At the same time, we should learn and teach civilized communication within the framework of etiquette. When it comes to raising a child, we consider the mother and teacher responsible, but the role of the father in this regard is also incomparable.

For example, without going overboard, some fathers teach their sons swear words, and are happy when the child learns and repeats them. But at first it becomes a permanent word in the child's speech, which he repeats to his peers and adults. Secondly, communication with foul language has an extremely negative effect on the child's upbringing, and later becomes the cause of the child's violation of moral standards. Failure to prevent this creates the opportunity to trample on values and spread immorality.

INTERNATIONAL MULTIDISCIPLINARY JOURNAL FOR RESEARCH & DEVELOPMENT

SJIF 2019: 5.222 2020: 5.552 2021: 5.637 2022:5.479 2023:6.563 2024: 7,805
eISSN :2394-6334 <https://www.ijmrd.in/index.php/imjrd> **Volume 12, Issue 04 (2025)**

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