



Improving The Methodology For Developing Speech And Thinking In Future Elementary School Teachers

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Abstract: The article examines modern approaches to improving the methodology for developing the speech and thinking of future primary school teachers. Speech and thinking are key components of a teacher's professional training, determining their ability to effectively communicate, analyze, and solve pedagogical tasks. The work analyzes approaches such as problem-based learning, interactive methods, project activities, using digital technologies, and cognitive training. Particular attention is paid to the specifics of preparing future primary school teachers, including the integration of theory and practice, taking into account the specifics of primary education, and applying a person-centered approach. Practical recommendations for organizing the educational process aimed at developing students' speech and thinking skills are presented. A conclusion has been drawn about the importance of improving the methodology for improving the professional competence of future teachers and the quality of primary education.

Keywords: methodology, speech, thinking, primary school teacher, professional training, pedagogical approaches.

BO'LAJAK BOSHLANG'ICH SINIF O'QITUVCHISINI NUTQ BA TAFAKKURINI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH

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Аннотация: мақоллада боʻлажак бoshlangʻich sinf oʻqituvchilarining nutqi va tafakkurini rivojlantirish metodikasini takomillashtirishning zamonaviy yondashuvlari koʻrib chiqilgan. Nutq va tafakkur oʻqituvchining kasbiy tayyorgarligining asosiy tarkibiy qismlari boʻlib, uning samarali muloqot qilish, pedagogik muammolarni tahlil qilish va hal qilish qobiliyatini belgilaydi. Ishda muammoli oʻqitish, interfaol metodlar, loyiha faoliyati, raqamli texnologiyalardan foydalanish va kognitiv treninglar kabi yondashuvlar tahlil qilingan. Boʻlajak boshlangʻich sinf oʻqituvchilarini tayyorlashning oʻziga xos xususiyatlariga, jumladan, nazariya va amaliyot integratsiyasi, boshlangʻich taʼlim xususiyatlarini hisobga olish va shaxsga yoʻnaltirilgan yondashuvni qoʻllashga alohida eʼtibor qaratilmoqda. Talabalarda nutq va tafakkur koʻnikmalarini rivojlantirishga yoʻnaltirilgan taʼlim jarayonini tashkil etish boʻyicha amaliy tavsiyalar keltirilgan. Boʻlajak oʻqituvchilarning kasbiy kompetentligini va boshlangʻich taʼlim sifatini oshirish uchun metodikani takomillashtirish muhim degan xulosaga kelindi.

Tayanch soʻzlar: metodika, nutq, tafakkur, boshlangʻich sinf oʻqituvchisi, kasbiy tayyorgarlik, pedagogik yondashuvlar.

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ РАЗВИТИЯ РЕЧИ И МЫШЛЕНИЯ БУДУЩЕГО УЧИТЕЛЯ НАЧАЛЬНЫХ КЛАССОВ

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Аннотация: в статье рассматриваются современные подходы к совершенствованию методики развития речи и мышления будущих учителей начальных классов. Речь и мышление являются ключевыми компонентами профессиональной подготовки педагога, определяющими его способность к эффективной коммуникации, анализу и решению педагогических задач. В работе анализируются такие подходы, как проблемное обучение, интерактивные методы, проектная деятельность, использование цифровых технологий и когнитивные тренинги. Особое внимание уделяется специфике подготовки будущих учителей начальных классов, включая интеграцию теории и практики, учет особенностей



начального образования и применение личностно-ориентированного подхода. Представлены практические рекомендации по организации образовательного процесса, направленного на развитие речевых и мыслительных навыков у студентов. Сделан вывод о важности совершенствования методики для повышения профессиональной компетентности будущих педагогов и качества начального образования. Ключевые слова: методика, речь, мышление, учитель начальных классов, профессиональная подготовка, педагогические подходы.

Introduction

Modern education imposes increasing demands on primary school teachers, requiring them not only to impart knowledge but also to shape students' personalities. For this, a teacher must possess a high level of speech culture and flexible thinking skills. Speech and thinking are integral components of professional competence as they define the quality of interaction with students, colleagues, and parents, as well as the overall effectiveness of the educational process.

The issue of improving the methodology for developing speech and thinking skills among future primary school teachers is particularly relevant in the context of updated educational standards that emphasize practice-oriented learning and an individual approach. This article explores contemporary approaches and tools that facilitate the development of these essential skills and analyzes the challenges and solutions for their application in professional training.

The Importance of Speech and Thinking in Teacher Training

In pedagogical practice, speech performs numerous functions, including informational, organizational, motivational, and reflective. Through speech, a teacher communicates not only the content of the educational material but also their attitude toward the subject, motivating students, explaining complex concepts, and ensuring their comprehension. However, to achieve these goals, speech must be logical, expressive, clear, and appropriate for the students' age and level of understanding.

Thinking, on the other hand, underpins all aspects of a teacher's professional activities, enabling them to analyze, synthesize, predict, plan, and reflect. A primary school teacher must respond quickly to changes in classroom dynamics, make decisions, and adapt their teaching to the varying levels of student preparedness. Developing specific forms of thinking—such as logical, critical,



and creative thinking—is essential for effectively addressing diverse pedagogical challenges.

Contemporary Approaches to Developing Speech and Thinking

Modern pedagogy offers a wide range of approaches to developing speech and thinking skills in future teachers. Key approaches include:

1. **Problem-Based Learning.** This method involves creating situations that require students to find solutions independently. For example, analyzing pedagogical case studies fosters logical and critical thinking and enhances the ability to construct well-reasoned arguments.
2. **Interactive Methods.** Activities such as discussions, round tables, role-playing games, and debates stimulate active speech engagement. These methods help develop skills in constructing coherent statements, defending a point of view, and listening to others.
3. **Digital Technologies.** Using online platforms for learning, such as e-courses, video lectures, podcasts, and language training tools, enables individualized educational pathways. Platforms for developing public speaking skills, for instance, can improve diction, speech tempo, and intonation.
4. **Project-Based Learning.** Group projects, such as creating teaching materials or conducting mini-lessons, encourage teamwork, critical thinking, and professional speech development.
5. **Cognitive Training.** Exercises that develop logic, memory, and attention—such as creating mind maps, solving logical problems, and analyzing texts—enhance students' cognitive capabilities.

Features of Improving the Methodology for Training Primary School Teachers

The specific nature of primary education necessitates a tailored methodology for training future teachers, focusing on the following aspects:

1. **Considering the Specifics of Primary Education.** Teachers must be able to present material in a clear and simple manner while addressing the diverse learning needs of young students. Training should emphasize simplifying complex information and adapting it to children's perceptions.
2. **Integrating Theory and Practice.** Students should not only study theoretical aspects of speech and thinking development but also apply them in practice. Pedagogical internships that involve lesson delivery help future teachers consolidate their knowledge and skills.
3. **Developing Reflective Skills.** Teachers must analyze their performance, identify mistakes, and find ways to correct them. Educational programs should



include activities like reflective essays, training sessions, and mentorship opportunities.

4. Adopting a Student-Centered Approach. Developing speech and thinking skills requires acknowledging individual differences among students. Educators should design tasks that align with each student's level of preparation and interests.

Practical Recommendations for Implementing the Methodology

To effectively develop speech and thinking skills in future primary school teachers, the following recommendations are proposed:

1. Organize Public Speaking Training to help students learn to structure their statements, engage with an audience, and use non-verbal communication effectively.
2. Include Practical Assignments such as developing teaching aids, preparing lesson scripts, and conducting mini-lectures.
3. Use Gamification to create a relaxed atmosphere. For example, pedagogical quests can be organized where students solve educational challenges in a playful setting.
4. Develop Written Communication Skills through activities like writing essays, creating lesson plans, and preparing methodological guides, which help structure thoughts and improve logical reasoning.
5. Integrate Modern Technologies such as virtual classroom simulations, enabling students to practice their skills in a safe and controlled environment.
6. Regularly Assess Students' Progress in speech and cognitive development using diagnostic tests and surveys to track improvements and adjust the educational process.

The development of speech and thinking skills among future primary school teachers is an essential aspect of their professional preparation. These competencies are fundamental to effective pedagogical activities, enabling teachers to communicate clearly, organize educational processes efficiently, and respond dynamically to the diverse needs of young learners. Speech serves as the primary tool for delivering knowledge and fostering student engagement, while advanced thinking skills empower teachers to analyze situations, solve problems, and implement innovative solutions in their classrooms.

The study highlights the effectiveness of contemporary approaches, including problem-based learning, interactive methods, project-based activities, digital technologies, and cognitive training, in enhancing these competencies. These



methods emphasize active participation, practical application, and personalized learning, fostering an environment where students can develop their communication and intellectual skills comprehensively. Moreover, integrating theory with practice and adopting a student-centered approach ensures that the training aligns with the unique demands of primary education.

The recommendations provided in this study—such as public speaking training, practical assignments, gamification, and regular diagnostics—offer actionable steps for educators and institutions to implement effective strategies.

These measures not only improve the readiness of future teachers but also contribute to the broader goal of enhancing the quality of primary education, equipping students with the tools necessary for lifelong learning and adaptability in an ever-changing educational landscape.

In conclusion, improving the methodology for developing speech and thinking skills among future primary school teachers is a vital investment in the professional growth of educators and the academic success of young learners. Future research should continue to explore innovative methods and technologies, refine existing practices, and promote their integration into teacher training programs. By doing so, educational institutions can ensure that their graduates are well-equipped to meet the challenges of modern pedagogy, fostering a generation of skilled and reflective educators ready to inspire and nurture the next generation of learners.

Conclusion

Improving the methodology for developing speech and thinking skills in future primary school teachers is a critical component of their professional training. Utilizing contemporary approaches, such as interactive methods, digital tools, and project-based learning, allows educators to cultivate the skills necessary for effective teaching. Developing these competencies not only enhances students' professional growth but also improves the quality of primary education.

Future research should focus on further exploring and refining these methods and tools, as well as creating conditions for their broad implementation in educational practices.

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