COMPONENTS OF DEVELOPING THE SPEECH CULTURE OF FUTURE EDUCATORS BASED ON FOLK ORAL ART

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Abstract: *This article discusses the improvement of methods for developing preschool children's speech culture through the use of folklore. The importance of oral folk art genres and methods for their effective application are considered.*

Keywords: *Folk oral literature, speech culture, educator, preschool education, methodology, fairy tale, proverb, riddle, quick saying*

The technological component is of particular importance in the model of developing the speech culture of future educators based on folk oral art. Because it is through this component that theoretical knowledge is transferred to practical activities, the student's speech experience is enriched, and the ability to speak freely, fluently, and purposefully in pedagogical situations is formed. The content of the technological component includes methods such as expressive reading, retelling, staging, problem assignments, debate, role-playing, and reflexive analysis. These methods are inextricably linked and serve to comprehensively develop the speech, communicative, and professional competence of the future educator.

The expressive reading method is an important tool for the correct emotional and expressive perception and transmission of folk oral works. In the process of expressive reading of fairy tales, stories, riddles, proverbs and allas, the student learns to consciously control such components of speech as intonation, tempo, pause, stress, pronunciation accuracy and voice range. As a result, not only the formal aspect of speech, but also its expressiveness is

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enhanced. This is very important for the educator, because preschool children perceive more emotional, figurative and melodic speech. Therefore, expressive reading is recognized as one of the main technological tools that form the professional speech of the future educator.

The retelling method serves to develop coherent speech. The student perceives the content of the text, distinguishes the main idea, preserves the sequence of events and retells them independently. In this process, the abilities of memory, thinking, analysis, generalization and speech construction work together. In particular, retelling based on folk tales and legends forms logical consistency, content integrity, grammatical correctness in speech and stylistic simplicity in the student. In addition, through retelling, the student does not limit himself to reproducing the finished text, but reworks it based on his own worldview and speech experience. This develops independent thinking.

The staging method is one of the effective methods of enlivening and naturalizing the speech of the future educator. Role-playing fairy tales, anecdotes, parables or narratives from folk oral art activates the student's speech activity. In the process of such activity, the student acquires skills such as choosing speech appropriate to the character of the hero, appropriate use of voice, use of facial expressions and gestures, and establishing emotional contact with the listener. Staging is important because it develops speech in natural, not artificial, communicative situations. In particular, the educator will rely on this experience in the future when telling fairy tales with children, organizing role-playing games, and conducting figurative conversations.

The method of problematic tasks organizes the student's speech activity on a creative-analytical basis. In this method, the student is given not ready-made knowledge, but a problem, situation or question, and he must find a speech solution appropriate to this situation. For example, tasks such as “What would you do if you were the hero of a fairy tale?”, “Explain the meaning of the proverb in the context of a modern pedagogical situation”, “What visual

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aids would you use to create a riddle?" strengthen the student's speech activity, observational skills and argumentative thinking. This method is especially important for the educator to answer children's questions in the future, provide explanations in problematic situations and effectively organize educational conversations.

The method of debate is of great didactic importance in the development of communicative competence. In the process of debate, the student learns to justify his opinion, provide evidence, accept the diversity of opinions, respond to opposing opinions with culture, and adhere to speech ethics. Moral ideas in folk oral literature, the behavior of heroes, the educational content of fairy tales and proverbs are convenient material for debate. As a result of this method, the student develops clarity of thought, logicality of speech, and stylistic coherence.

The role-playing method is a practical tool for developing the professional and pedagogical speech of a future educator. In this method, the student performs a specific pedagogical role: enters the role of an educator, child, parent, colleague or methodologist. As a result, he learns to use appropriate speech combinations, communication style and culture of behavior in various communicative situations. Role-playing games are especially effective in forming the skills of a future educator in talking with children, communicating with parents, creating an educational situation based on a fairy tale, and managing speech games.

The method of reflexive analysis is the final, but extremely important part of the technological component. Through this method, the student observes, evaluates his speech, identifies shortcomings and looks for ways to eliminate them. For example, the process of expressive reading or storytelling is audio-video recorded and then analyzed. This helps the student to develop self-control, critical thinking and determine the trajectory of personal development. In the absence of reflection, speech shortcomings often become

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entrenched. Reflective analysis allows you to identify them early and clearly direct corrective work.

Thus, the scientific basis of the technological component is that it considers speech culture not as passive knowledge, but as the result of active practical activity. The methods used in this component increase the practical speech activity of the future educator, the ability to think independently, the ability to construct figurative and logical speech, and the communicative experience. Thus, the technological component is the driving mechanism of the model, ensuring the real formation of speech culture.

Diagnostic component. The diagnostic component is of particular importance in ensuring the effectiveness of the process of developing speech culture. Because the effectiveness of any pedagogical model is determined through regular assessment, monitoring and analysis. The diagnostic component serves to determine the level of speech development of students, identify existing shortcomings, develop corrective work areas, and assess the effectiveness of methodological impact.

This component includes criteria such as pronunciation, vocabulary, logical consistency, stylistic consistency, expressiveness and speech ethics. These criteria are not randomly selected, but are defined as indicators that reflect the main qualities of speech culture.

Pronunciation diagnostics allows you to assess the student's compliance with the norms of the literary language, the ability to clearly pronounce sounds, the correct use of the organs of articulation, and the phonetic fluency of speech. In the work of an educator, incorrect pronunciation not only indicates a low level of personal speech culture, but can also be a negative speech model for children. Therefore, pronunciation assessment is an important area of diagnosis.

The criterion for vocabulary richness indicates the student's active and passive vocabulary, the ability to use synonyms and antonyms, the level of use

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of folk expressions, proverbs, figurative units and artistic expressions in speech. A student with a poor vocabulary expresses his thoughts with repetitive, simple and monotonous units. Vocabulary richness ensures that the speech is rich in content, figurative and impressive.

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