



PROCEDURE FOR ORGANIZING PRACTICE TEST WORKS FOR THE DEVELOPMENT OF ORAL SPEECH CULTURE OF FUTURE PRIMARY CLASS TEACHERS

Kodirova Zulfiya Karimovna

Researcher, Namangan State University, Uzbekistan

ABSTRACT

The development of oral speech culture is a fundamental aspect of training future primary school teachers. Effective communication skills are crucial for educators to convey knowledge, build relationships with students, and foster an engaging learning environment. This article explores the procedure for organizing practice test works aimed at improving the oral speech culture of future primary class teachers. It outlines the stages of preparation, execution, and evaluation of these test works, highlighting the importance of consistent practice, constructive feedback, and the incorporation of diverse communicative scenarios.

KEYWORDS: Oral speech culture, practice test works, primary class teachers, communication skills, teacher training, linguistic skills, classroom interaction.

INTRODUCTION

In the modern education system, the role of primary school teachers goes beyond imparting basic knowledge. Their ability to communicate effectively with young learners significantly impacts the learning experience and the overall classroom atmosphere. Therefore, developing strong oral communication skills is a critical component of teacher training. This article delves into the structured approach to organizing practice test works that aim to enhance the oral speech culture of future primary class teachers.[1]

Importance of Oral Speech Culture. Oral speech culture refers to the set of skills that enable individuals to communicate clearly, expressively, and effectively. For primary school teachers, these skills are indispensable. A teacher's ability to articulate concepts in an engaging and understandable manner can significantly influence students' comprehension and interest in learning. Teachers with well-developed oral speech skills can better manage classroom dynamics, engage with students more effectively, and foster a positive learning environment.[2] Additionally, good speech habits model appropriate communication for young students, who are at a formative stage in developing their own language and communication skills.

Objectives of Practice Test Works

The primary objectives of organizing practice test works for future primary class teachers include:

Improvement of linguistic skills: Enhancing vocabulary, pronunciation, and fluency to ensure clear and confident speech.

Development of pedagogical communication: Teaching prospective teachers how to communicate with students in a way that promotes understanding, interest, and participation.

Cultural and social awareness: Encouraging awareness of different communicative norms and cultural sensitivities, essential for working in diverse classroom environments.

Boosting confidence and adaptability: Helping future teachers become confident in their speech and adaptable to various classroom situations.

Procedure for Organizing Practice Test Works. The procedure for organizing practice test works can be divided into several key stages, each focusing on specific aspects of oral speech development.

1. Initial Assessment. Before beginning the practice test works, it is essential to assess the current level of oral speech culture among the teacher trainees. This can be done through:

Self-assessment surveys: Trainees evaluate their own speech abilities, identifying strengths and areas for improvement.

Diagnostic oral tests: Instructors assess trainees through brief oral presentations or discussions to identify specific challenges in their speech patterns, fluency, and confidence.[3]

2. Designing Practice Tasks. Based on the initial assessment, a variety of tasks can be designed to address specific weaknesses and promote overall speech development. These tasks should be diverse and reflective of real-life classroom scenarios. Some suggested tasks include:

Simulated teaching sessions: Trainees practice delivering lessons, focusing on clarity, tone, and engagement.

Role-playing exercises: Trainees engage in role-playing activities where they handle typical classroom situations such as answering students' questions, managing behavior, or explaining complex concepts.

Peer discussions: Regular discussions among trainees on educational topics help to build fluency and confidence.

3. Execution of Practice Test Works. The practice sessions should be carried out over an extended period, allowing trainees to gradually improve their skills. Key aspects of execution include:

Scheduled sessions: Organizing regular practice sessions where trainees perform their tasks under supervision.[4]

Collaborative environment: Encouraging group work and peer evaluations so that trainees can learn from one another's strengths and weaknesses.

Video recording: Recording practice sessions can be beneficial for self-evaluation. Trainees can watch their own performances and identify areas for improvement.

4. Feedback and Evaluation. Constructive feedback is crucial in helping trainees refine their oral communication skills. The evaluation process should involve both:

Instructor feedback: Educators provide detailed feedback on each trainee's performance, highlighting areas of strength and suggesting improvements.

Peer feedback: Encouraging trainees to offer constructive criticism to their peers fosters a supportive learning environment.

5. Continuous Monitoring and Improvement. The development of oral speech culture is an ongoing process. Therefore, after the initial practice test works, there should be follow-up sessions that track progress over time. Continuous assessment and feedback loops ensure that improvements are sustained and further refined.

Regular practice: Scheduling consistent opportunities for trainees to practice their oral skills throughout their teacher training program.

Integration of new challenges: As trainees advance, introducing more complex scenarios that require higher levels of communicative competence.

CONCLUSION

The procedure for organizing practice test works for the development of oral speech culture among future primary class teachers is a vital component of teacher training. By incorporating a systematic approach that includes assessment, task design, execution, feedback, and continuous monitoring, teacher trainees can significantly improve their communication skills. These skills are not only essential for effective teaching but also for fostering a positive learning environment that supports the holistic development of young learners. The outlined procedure serves as a practical guide for educators to ensure that future teachers are well-equipped to communicate with clarity, confidence, and cultural awareness.

REFERENCES

1. Pashler H. et al. Organizing Instruction and Study to Improve Student Learning. IES Practice Guide. NCER 2007-2004 //National Center for Education Research. – 2007.
2. DeNisi A. S., Peters L. H. Organization of information in memory and the performance appraisal process: Evidence from the field //Journal of Applied Psychology. – 1996. – T. 81. – №. 6. – C. 717.
3. Nicolini D. Practice theory, work, and organization: An introduction. – OUP Oxford, 2012.
4. Akbarali O'g'li S. F. ORGANIZATION OF EXPERIMENTAL WORK AND ANALYSIS OF RESULTS ON THE IMPROVEMENT OF TECHNOLOGIES FOR IMPROVING THE EFFECTIVENESS OF LEGAL EDUCATION AND TRAINING OF SCHOOLCHILDREN //Frontline Social Sciences and History Journal. – 2023. – T. 3. – №. 04. – C. 54-61.

