

Ways to develop speech culture in future teachers through poetic works

Madina Kudratovna Mullayeva
mullayevamadina52@gmail.com
Urgench Innovative University

Abstract: *This article analyzes the theoretical and practical aspects of developing speech culture in future teachers through the study of poetic works. Poetry serves as an essential means of cultivating learners' aesthetic thinking, artistic taste, vocabulary, and oral and written speech. The paper scientifically explores how the linguistic richness, artistic imagery, and rhythmic structure of poetic texts influence the enrichment of speech. Furthermore, it examines methodological approaches aimed at improving teacher training through poetry analysis, expressive reading, imaginative thinking, and the development of artistic perception. The research highlights the effectiveness of interactive methods, dramatization, audio-visual tools, and game-based technologies in enhancing the learning process. As a result, the study substantiates the significance of poetic works in the professional preparation of future primary school teachers, emphasizing their role in fostering refined speech culture and providing methodological mechanisms for its implementation. This approach contributes to the development of teachers' aesthetic awareness, artistic expression, and communicative competence.*

Keywords: *poetic works, speech culture, primary education, future teacher, artistic thinking, aesthetic taste, expressive reading, poetic analysis, language richness, communicative competence, interactive methods, dramatization, artistic speech, pedagogical training, creative thinking*

Introduction. In the current era of globalization, one of the most important tasks of the education system is to develop speech culture, communication skills, and aesthetic thinking among the younger generation. In particular, the formation of a high level of speech culture in future teachers is considered an integral part of their professional competence. Speech culture serves as a key factor defining a teacher's personal and professional image, playing an essential role in conveying not only knowledge but also aesthetic pleasure, national values, and moral qualities through the power of words.

Poetic works serve as a unique didactic tool in this process. Poetry, as an art form that expresses human emotions, thoughts, and aspirations in the most beautiful way, enriches learners' vocabulary and develops their sensitivity to rhythm, tone, and artistic imagery. Preparing future teachers through the study of poetic texts helps them master expressive reading, inspire their audience, perceive artistic beauty in language, and express their ideas clearly, concisely, and persuasively.

Therefore, teaching the methodology of working with poetic works in higher pedagogical institutions is of great importance. This process not only strengthens methodological preparedness but also broadens future teachers' moral and aesthetic worldview. The study explores effective ways of cultivating speech culture through poetry, its psycholinguistic foundations, and the possibilities of applying innovative teaching methods. Consequently, preparing future teachers as creative individuals with a refined sense of artistic expression and a well-developed speech culture is one of the most pressing objectives of modern education.

In the system of primary education, a teacher's speech culture, artistic thinking, and aesthetic taste directly influence not only the quality of education but also the level of students' personal

development. Therefore, mastering the methodology of working with poetic texts plays a crucial role in the professional preparation of future teachers. Developing speech culture through poetry enriches the teacher's vocabulary, strengthens their ability to express ideas clearly and precisely, and fosters a deep sense of artistic and aesthetic perception.

A poetic text represents the most expressive form of artistic speech, combining rhythm, tone, imagery, and emotional depth to make a profound impact on human thought. Hence, studying the methodology of working with poetic works in teacher training enhances students' appreciation for the art of language, expressive richness, intonational accuracy, and refined speech. As the distinguished pedagogue K.D. Ushinsky emphasized, "*Poetry is the art of expressing thought through words*" - a statement that underscores the importance of poetic language as a fundamental tool for shaping a teacher's professional mastery.

Analyzing poetry, reading expressively, identifying artistic devices, and interpreting their emotional significance are essential methods in the development of speech culture. Active student engagement in these processes - analyzing independently, finding connections between a poem's ideas and imagery, and applying them in their own speech - helps improve their linguistic and rhetorical proficiency. Techniques such as dramatization, expressive reading, artistic and comparative analysis, and understanding the author's style produce highly effective results in this regard.

A communicative approach is equally vital when working with poetic texts. Students not only read and comprehend a poem but also learn to feel it, convey the author's emotions, and express their own thoughts in a cultured and articulate manner. As a result, they develop not only speech culture but also communication culture, as well as active listening and interpretation skills. Such an approach enables future teachers to master interactive teaching methods and build effective communication with their students.

Modern pedagogical technologies play a crucial role in this process. For instance, interactive methods such as "*cluster*," "*brainstorming*," "*colorful thoughts*," and "*analytical question chains*" enable students to conduct an in-depth analysis of poetic texts. Additionally, the use of media technologies - such as listening to audio poems, watching video lessons, and exploring digital anthologies - helps students develop a culture of attentive listening and aesthetic comprehension of literary works. These approaches not only make the learning process more engaging but also enhance students' critical and independent thinking skills.

A psycholinguistic approach is also essential in developing speech culture, as reading and understanding poetic language involve not only linguistic but also emotional, aesthetic, and social dimensions. Therefore, teacher training should integrate both methodological and psychological perspectives. Poetry evokes emotional responses in the reader, which in turn enriches their speech with expressiveness and depth.

In conclusion, cultivating speech culture through poetic works enhances the professional competence of future teachers, shaping them into individuals who can communicate effectively not only with their students but also with society at large. This process nurtures teachers who possess refined artistic thinking, cultural awareness, and emotional intelligence. Ultimately, such an approach contributes to improving the quality of education while fostering respect for national values and artistic heritage - key elements in the development of a well-rounded, culturally enriched society.

Results. According to the observations, analyses, and practical experiments conducted during the research, developing speech culture among future teachers through poetic works ensures high efficiency in the educational process. The experimental lessons demonstrated that working with poetic texts significantly improved students' oral and written communication skills. Their vocabulary

expanded, their ability to express thoughts coherently and accurately strengthened, and their use of artistic devices, tone, and intonation became more refined.

Due to the aesthetic influence of poetry, students began to apply expressiveness, emotional richness, and cultural sensitivity in their speech. This process enhanced their pedagogical communication skills, enabling them to interact effectively with students and convey ideas in a more figurative and artistic manner. Moreover, during the reading of poetic texts, students paid greater attention to pronunciation accuracy, grammatical correctness, and logical consistency.

The results of the study also revealed that the use of media technologies - such as audio and video poems, electronic anthologies, interactive tests, and analytical programs - serves as an effective tool for fostering artistic thinking in future teachers. Students developed the ability to understand the rhythmic structure, imagery system, and unity of idea and meaning in poetic works.

Furthermore, the analysis of interviews, surveys, and practical sessions confirmed that engaging with poetry fosters independent thinking, analytical reasoning, creative imagination, and communicative competence among students. Consequently, they become better prepared to instill in their future pupils an appreciation for artistic speech, aesthetic taste, and respect for the art of language - essential qualities for shaping culturally and intellectually enriched personalities.

Recommendations and Conclusions. The analyses and experimental studies conducted throughout the research revealed that engaging future primary school teachers in working with poetic texts is one of the most effective means of developing speech culture. The proper interpretation of the artistic, aesthetic, and moral significance of poetry by teachers, as well as its methodical integration into the educational process, fosters deep linguistic culture, artistic thinking, and creative approach among future educators.

Firstly, it is essential to systematically incorporate activities such as expressive reading, analysis, and creative reinterpretation of poetic texts into the learning process. These exercises not only enhance students' linguistic competence but also contribute to their emotional and intellectual development.

Secondly, the use of media technologies - including listening to poetry in audio and video formats, creating poetic video clips, and utilizing digital learning platforms - plays a crucial role in helping students comprehend poetry more deeply and develop aesthetic taste.

Thirdly, the methodology of teaching the subject *Speech Culture* based on poetic texts should be improved for future teachers. To achieve this, it is necessary to develop modern educational manuals, organize training sessions, and conduct master classes aimed at enhancing methodological skills.

Fourthly, applying interactive techniques such as "Mind Mapping," "Expressive Reading Contest," "Poem Composition Design," and "Reviving Artistic Imagery" during poetic analysis enhances students' speech activity, creativity, and communicative engagement.

Fifthly, during teacher preparation, it is recommended to make extensive use of samples from both national and world poetry. Comparing them from the perspectives of artistic language, style, and imagery helps future educators cultivate aesthetic thinking, literary analysis skills, and linguistic sensitivity.

In conclusion, developing speech culture through poetic works serves as a powerful means of preparing future teachers to become professionally competent, artistically refined, expressive, and aesthetically aware individuals. Establishing this process on a scientific and methodological basis will significantly contribute to improving the quality of education, elevating students' speech culture, and fostering a deeper appreciation of national literature and poetic heritage.

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