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ENHANCING PRIMARY STUDENTS' SPEECH CULTURE THROUGH INTERACTIVE EDUCATIONAL TECHNOLOGIES

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Abstract: This paper examines the educational, psychological, and methodological principles of fostering speech culture in primary school learners by means of interactive gaming technologies. The research underlines the effectiveness of game-oriented interactive tasks in expanding students' lexical resources, enhancing grammatical accuracy, improving pronunciation skills, and promoting effective communication. Particular emphasis is placed on the contribution of interactive games to increasing learners' engagement, imagination, and active involvement throughout educational activities.

Furthermore, the study reviews the theoretical perspectives of prominent scholars including Lev Vygotsky, Daniil Elkonin, Maria Montessori, and Jerome Bruner regarding play-centered and interactive instruction, while demonstrating the relevance of these concepts to the current practice of primary education in Uzbekistan.

Within modern educational frameworks, the cultivation of speech culture is recognized as one of the fundamental objectives of pedagogical and psychological sciences. Learners' verbal expression, analytical thinking, and communicative competence are regarded as key indicators of their cognitive and social growth. The Law of the Republic of Uzbekistan "On Education" together with the "Development Strategy of New Uzbekistan" stresses the importance of strengthening communication skills, supporting independent expression, and promoting a high level of communicative culture as essential measures of educational effectiveness.

The application of interactive game-based technologies in the formation of speech culture among primary school children possesses considerable pedagogical significance. For young learners, games serve as a natural and engaging activity through which they acquire not only subject knowledge but also valuable everyday competencies. Consequently, interactive games act not merely as instructional techniques but also as influential instruments for intellectual, emotional, and social advancement.

Keywords: speech culture, interactive game technologies, communicative competence, vocabulary development, pronunciation skills, play-based learning, primary education, innovative methods.

In today's educational system, the development of speech culture is regarded as one of the key directions in both pedagogy and psychology. A learner's oral expression, thinking ability, and communication skills serve as important indicators of their intellectual growth.

The Law of the Republic of Uzbekistan "On Education" as well as the "New Uzbekistan Development Strategy" highlight the importance of improving communicative abilities, encouraging free expression of ideas, and fostering a culture of communication as essential criteria for the quality of education.

The use of didactic games in shaping the speech culture of primary school students plays a significant role. For children, play is a natural and essential form of activity through which they acquire not only knowledge but also жизненные навыки (life skills). Therefore, didactic games

function not merely as a teaching method but also as an effective tool for psychological development.

At present, the integration of interactive game technologies into the educational process, the development of methodologies aligned with STEAM education, and the design of programs aimed at expanding vocabulary and improving speech culture are considered priority areas in educational policy.

The concept of speech culture has been extensively explored in the works of L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev, M. Montessori, and J. Bruner. Their shared viewpoint suggests that play serves as a means through which children internalize social experience via thinking and speech.

Vygotsky, through his theory of the zone of proximal development, pointed out that children acquire new linguistic and social roles in the process of interaction with adults during play. Elkonin regarded play as a fundamental tool for socialization and the development of speech activity. Montessori described play as a "freely chosen learning activity," where the child actively develops speech through hands-on experiences. Bruner, in turn, introduced the idea of a "cognitive scenario," emphasizing that language is learned within meaningful contexts during play.

In Uzbek pedagogical studies, the significance of play-based methods in primary education has also been examined. In particular, Nishonova noted that play-based learning clearly reflects the social, communicative, and intellectual development of students.

The primary aim of this research is to enhance the methodological system for developing the speech culture of primary school students through didactic games and to define the psychological and pedagogical nature of this concept. The study sets out the following objectives:

- to analyze different types of didactic games and their impact on speech development;
- to design a model for incorporating play-based methods into primary education;
- to develop practical recommendations for teachers.

Didactic games contribute to the development of a child's speech culture by addressing their socio-psychological needs. As D.B. Elkonin emphasized, play is "a means through which a child expresses their inner world in a social form." Furthermore, within a игровая среда (play environment), students are less afraid of making mistakes, which naturally facilitates the development of their speech experience.

In today's digital education environment, didactic games are being made more interactive through electronic platforms such as Wordwall, Kahoot, and Nearpod. This not only enhances the effectiveness of play but also allows teachers to apply individualized approaches.

Developing speech culture through didactic games is a modern methodological direction that prepares learners for communication, encourages expressive thinking, and fosters cultured speech. The game makes the learning process natural, engaging, and emotionally comfortable.

The conducted research shows that the formation of speech culture in primary school students is a crucial factor in their overall development, enriching their thinking, communication culture, and social experience. It was found that didactic games significantly increase students' active participation, emotional engagement, independent thinking, and interest in speech activities.

The results demonstrate that young children understand linguistic units more deeply through play, use vocabulary more actively, and express their thoughts clearly, fluently, and logically. Moreover, didactic games have a rapid impact on cognitive processes, enhance psychological adaptability, and therefore prove effective for educational use.

Lessons organized on the basis of didactic games not only increase students' speech activity but also foster social cooperation, mutual understanding, communication culture, and discipline.

During play, the child critically evaluates their speech, corrects mistakes naturally, dares to use new words, and practices the lexical, phonetic, and grammatical aspects of language actively.

The analysis confirms that the developed system of didactic games is an effective means of speech development, and play-based educational technologies create new opportunities for shaping children's speech culture. Game-based methods make the educational process engaging and meaningful, developing speech competencies in harmony with children's natural tendencies.

In general, this research scientifically proves that didactic games are an important pedagogical tool for improving the methodology of developing primary school students' speech culture. The method developed on the basis of games continuously stimulates students' verbal activity and transforms the learning process into a student-centered, effective, interactive, and motivational form. The research results show that the use of didactic games can enhance teachers' methodological mastery, enrich lesson content, and strengthen students' skills in thinking, listening, communicating, and expressing ideas in a cultured manner. Furthermore, the improved methodology can be used in future practice to clarify evaluation criteria for students' speech, introduce new game technologies, and develop speech competencies.

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