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PEDAGOGICAL PRINCIPLES OF THE PROCESS OF DEVELOPING STUDENTS' WRITTEN SPEECH OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract The purpose of this article is to highlight the pedagogical principles of the process of developing written and oral competencies of students for future primary school teachers.

The methodology of preparing future primary school teachers to develop students' written speech competence is formed on the basis of various approaches and methods and is a result of the combination of linguodidactical, psychopedagogical and innovative technological tools. The methodology of preparing future primary school teachers to develop students' written speech competence is formed on the basis of various approaches and methods. To ensure the effectiveness of this process, it should be built on the basis of pedagogical principles (principles):

Below we will examine the pedagogical principles proposed by us for the process of developing students' written and verbal competencies of future primary school teachers.

1. The principle of interdisciplinary integration and a comprehensive approach.

The principle of interdisciplinary integration and a comprehensive approach organizes the process of developing written and verbal competencies on a multifaceted and systematic basis. According to this principle, the process of forming written speech activity should not be limited only to native language lessons, but should be carried out in close connection with literature, foreign languages, technology and social sciences. Such integration, based on the mutual integration of linguistics, psycholinguistics, cognitive pedagogy and communicative methodology, will deeply develop students' speech activity and written expression skills.

To increase the effectiveness of the chosen approach, it is necessary to combine linguodidactic and communicative methods. Through the linguodidactic approach, students' written and verbal competence is systematically formed, and their grammatical, lexical and stylistic literacy is increased. Accordingly, emphasis is placed on the skills of understanding the structure of a written text, distinguishing genre and stylistic features, logically interpreting the content, and semantically correct expression. The communicative approach teaches students to conduct written communication in various contexts, helping them to develop the skills of analyzing the topic, arguing, and clearly expressing their thoughts. As a result of the synergy of certain approaches, students' written and verbal activity becomes convenient for use not only in the framework of education, but also in real-life communicative situations. One of the important aspects of interdisciplinary integration is the development of students' written and verbal competence in conjunction with logical thinking and analytical thinking. That is why integration with literature and social sciences gives effective results, because these disciplines carry out the process of developing students' critical thinking, contextual analysis of the text and understanding linguistic semantics. By analyzing literary texts, students learn to understand written means of expression, stylistic units and artistic images, and make a significant contribution to the richer and more

logically correct formation of their written speech.

The use of technologies and interactive teaching methods is also of particular importance in the process of developing written speech activity. In the modern educational process, the process of developing written speech competence can be organized more effectively using multimedia resources, digital platforms and artificial intelligence systems. Through automated text analysis systems, online spell checkers, interactive programs designed to develop written speech, and artificial intelligence-based assessment systems, students' written competence is accurately diagnosed and an individual approach to their speech development is introduced.

As a result, the principle of interdisciplinary integration and a comprehensive approach can be used as a necessary methodological basis for ensuring efficiency in the process of forming written and spoken competence. Based on an appropriate approach, students' linguistic, communicative and cognitive competencies are comprehensively developed and their written and spoken activities are improved in an integrated manner with various disciplines and modern technologies.

2. The principle of the connection of theory with practice.

The principle of the connection of theory with practice requires the combination of scientifically based approaches and practical strategies in the process of developing written speech competence. Based on the same principle, it is important to form the skills of future teachers to effectively apply them in practical activities, along with the acquisition of theoretical knowledge. Linguistic-didactic research shows that the development of written speech competence should not be limited to knowledge of theoretical rules, but should be strengthened by applying them to the educational process through various methodological and didactic tools. The principle under consideration, along with introducing the teacher to the scientific and methodological foundations of the development of written speech activity, directs them to the use of pedagogical technologies in the real educational process.

The application of linguistic and didactic principles in the process of developing written speech competence requires methodologically well-developed approaches. In this case, the teacher, along with analyzing linguistic structures, stylistic norms and communicative approaches, needs to develop appropriate strategies for the development of students' written speech activity. In this process, the use of visual, technological and interactive methods increases efficiency. In particular, there is a possibility of increasing the implementation of innovative tools for the development of written speech through multimedia educational resources, text analysis systems developed on the basis of artificial intelligence and virtual platforms. Through interactive methods, including discussion-based written assignments, reflective essays, peer-review (mutual assessment) methods and project activities, it is possible to observe an increase in students' interest and participation in written speech activity. The methodological training of future primary school teachers should be strengthened with specific practical exercises on the assessment of written speech activity, analysis of errors and their correction. In the process of evaluating written work, not only grammatical and stylistic errors, but also semantic accuracy, logical coherence, and communicative completeness should be monitored. In this situation, the primary school teacher, using linguistic analysis methods, develops methodological skills for the systematic analysis of students' written speech deficiencies and their elimination.

Thus, the principle of the connection of theory with practice is aimed at preparing future teachers to integrate theoretical knowledge into real pedagogical activities in the process of forming written speech competence. Based on the indicated principle, future teachers will have the opportunity to study the linguodidactic foundations of written speech development and test them in practical exercises. Through a systematic approach to assessing written work, analyzing errors, and

eliminating them, teachers improve their professional skills, and as a result, the educational process aimed at developing the written speech competence of future students will be more effectively organized.

3. The principle of a differential and individual approach.

The principle of a differential and individual approach emphasizes the need to take into account the personal characteristics, individual abilities and development dynamics of students in the process of developing written speech competence. Based on this principle, the content of the education is formed in accordance with the cognitive, linguistic and psychological characteristics of students and more effectively develops their written speech activity. The speech abilities of each student are different, some are strong in logical analysis and argumentation, while others may be distinguished by artistic expression and creative thinking. Therefore, in the process of forming written speech competence, it is advisable to maximally reveal the capabilities of students through an individual approach and teach them using methods appropriate to their level of development.

In the process of implementing the principle under consideration, tasks are developed that are adapted to the speech development of students. Based on the differential approach, the content of written exercises is modified based on the individual needs, linguistic potential and level of mastery of students. For example, written assignments are gradually complicated, initially focusing on the correct use of simple grammar and lexical units, and then on the development of analytical and creative writing skills.

In the process of implementing an individual approach, the teacher's strategies for direct individual work with students play an important role. It is recommended that individual lessons be conducted in-depth to analyze students' written speech deficiencies and select effective methods to eliminate them. Within the framework of the proposed method, students should be given special instructions and individual advice that will help them overcome linguistic difficulties.

To ensure the effectiveness of a differential and individual approach, the dynamics of students' development should be regularly monitored through diagnostic tests and the portfolio method. Through diagnostic tests, changes in students' written speech competence are analyzed, their strengths and weaknesses are identified. The portfolio method allows for a systematic assessment of students' written work, reflective writing, and individual achievements, as well as a gradual monitoring of their development process. In this way, scientifically based approaches are introduced to the formation of students' written and oral competence through a differentiated and individual approach, and effective pedagogical strategies are developed that meet the speech development needs of each student.

4. The principle of interactive learning and communicative approach.

The principle of interactive learning and communicative approach puts forward the need to involve students in active participation, dialogue and written expression in real communicative situations in the development of written speech competence. According to the established principle, the process of forming written speech requires a transition from the traditional passive learning model to methods based on interactive cooperation. Through the use of interactive learning tools and a communicative approach, students' written communication skills are developed not only on the basis of grammar and lexical norms, but also within the framework of logical consistency, argumentation and creative thinking.

Interactive learning methods should be introduced in combination with modern technologies to strengthen students' written speech activity. Students develop their expressive abilities through blogging, expressing opinions in online forums, critical commentary and written communication on various topics on social platforms. In the process of writing online essays and essays, students

develop the skills of structuring the text, maintaining logical consistency, and expressing their thoughts clearly and fluently.

The use of modern artificial intelligence systems is also important in the process of developing written speech competence. Grammar and stylistic analysis tools, such as Grammarly, ChatGPT, and Google Docs analysis systems, are able to automatically evaluate students' written work, identify their errors, and recommend strategies for correcting them. Relevant technologies are aimed at interactively developing writing activities, independently analyzing students' errors, and improving their writing. In parallel, linguistic analysis systems developed on the basis of artificial intelligence help optimize the text in terms of content and style, and create a convenient opportunity for students to form high-quality written expressions in the process of creating a text.

In the practice of interactive learning and communicative approaches, the methods of text analysis, peer review, and collaborative writing provide effective results. In the process of text analysis, students analyze their own and other participants' written work from linguistic, grammatical, and stylistic points of view and draw conclusions about the development of written and oral competence. The peer review method actively involves students in writing activities and develops their ability to critically approach written expressions. The use of the collaborative writing method increases students' collective communication skills and involves them in the process of collective analysis, correction, and improvement of creative and academic written work.

Methodological training, formed on the basis of the above pedagogical principles, expands the possibilities of future teachers to use modern educational technologies. Improving the methodology for developing written and oral competence through innovative technologies, artificial intelligence systems, interactive platforms, and automated assessment systems increases the individualization and flexibility of the teaching process. Diagnostic tests, formative and summative assessment tools systematically monitor the dynamics of students' development and modify methodological strategies accordingly. At the same time, the reflection and self-assessment approach ensures that students are oriented towards independent analysis and improvement of their own speech activity.

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