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DIAGNOSTICS OF THE FORMATION OF THE SPEECH CULTURE OF YOUNGER SCHOOLCHILDREN THROUGH EDUCATIONAL DIALOGUE

Abstract

This article presents the theoretical aspects of the formation of speech culture of younger schoolchildren through educational dialogue and the content of diagnostic work to determine the initial level of formation of speech culture of younger schoolchildren. The content of the concepts of «dialogue», «educational dialogue», «culture of speech» is analyzed from a philosophical, psychological and pedagogical point of view. The philosophical meaning expresses the communication of talking people, the order of understanding and internal culture, and the psychological meaning is expressed in the features of planning, patience, stable emotional behavior, thinking abilities, attention, feelings, imagination, pedagogically, the student checks whether he has correctly assessed a particular phenomenon, whether he is reasoning correctly, the article analyzes in detail, does he evaluate his capabilities, does he notice in a properly constructed dialogue (the image of the hero, the situation, the time).

The empirical section analyzes the content of diagnostic works on the study of the speech culture of younger schoolchildren and the identification of their difficulties, as well as the experimental determination of the level of formation of the speech culture of 3rd grade students in elementary grades. In accordance with the goals and objectives of the diagnostic work, 122 students of the 3rd grade of primary school participated in the experimental study in experimental (62 students) and control (60 students) groups, the indicators of which were presented in the form of a table and a histogram. A statistical analysis was carried out.

Keywords: dialogue, educational dialogue, culture of speech, thinking abilities, emotionally correct attitude.

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ОҚУ ДИАЛОГЫ АРҚЫЛЫ БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ СӨЙЛЕУ МӘДЕНИЕТІН ҚАЛЫПТАСТЫРУДЫҢ ДИАГНОСТИКАСЫ

Аңдатпа

Бұл мақалада бастауыш сынып оқушыларының сөйлеу мәдениетін оқу диалогы арқылы қалыптастырудың теориялық аспектілері және бастауыш сынып оқушыларының сөйлеу мәдениетінің қалыптасуының бастапқы деңгейін анықтауға арналған диагностикалық жұмыстардың мазмұны ұсынылады. «Диалог», «оқу диалогы» және «сөйлеу мәдениеті» ұғымдарының мазмұны философиялық, психологиялық және педагогикалық тұрғыдан талданады. Философиялық мәні сөйлесетін адамдардың қарым-қатынасын, түсінісу тәртібі мен ішкі мәдениетті білдіреді, ал психологиялық мәні айтылатын ойды жоспарлау, шыдамдылық, тұрақты эмоционалды мінез-құлық, ойлау қабілеттілігі, зейін қою, сезімі, қиялдай білу ерекшеліктерімен көрсетіледі, педагогикалық тұрғыда оқушы өзінің осы немесе басқа құбылыстарға деген бағасын дұрыс бергендігін, дұрыс пайымдағанын тексереді, өз мүмкіндігін бағалайды, дұрыс құрылған диалогта (кейіпкер бейнесін, жағдайын, уақытын) байқайтындығы мақалада терең талданады.

Эмпирикалық бөлімде бастауыш сынып оқушыларының сөйлеу мәдениетін зерттеу және олардың қиындық-тарын анықтау, сонымен қатар бастауыш сыныптардағы 3- сынып оқушыларының сөйлеу мәдениетінің қалып-тасу деңгейін тәжірибе жүзінде анықтау бойынша диагностикалық жұмыстардың мазмұны талданды. Диаг-ностикалық жұмыстардың мақсат-міндеттеріне сәйкес тәжірибелік-эксперименттік зерттеуге бастауыш сыныптың 3-сынып оқушыларынан 122 оқушы эксперимент (62оқушы) және бақылау (60оқушы) топтарына қатысып, олардың көрсеткіштері кесте және гистограмма сипатында берілді. Статистикалық талдаулар жасалды.

Түйін сөздер: диалог, оқу диалогы, сөйлеу мәдениеті, ойлау қабілеттілігі, эмоционалды дұрыс қатынас.

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ДИАГНОСТИКА ФОРМИРОВАНИЯ КУЛЬТУРЫ РЕЧИ МЛАДШИХ ШКОЛЬНИКОВ ЧЕРЕЗ УЧЕБНЫЙ ДИАЛОГ

Аннотация

В данной статье представлены теоретические аспекты формирования речевой культуры младших школь-ников через учебный диалог и содержание диагностических работ по определению начального уровня форми-рования речевой культуры младших школьников. Анализируется содержание понятий «диалог», «учебный диалог», «культура речи» с философской, психологической и педагогической точек зрения. Философское значение выражает общение говорящих людей, порядок понимания и внутреннюю культуру, а психологическое значение выражается в особенностях планирования, терпения, устойчивого эмоционального поведения, мысли-тельных способностей, внимания, чувств, воображения, педагогически учащийся проверяет, правильно ли он дал оценку тому или иному явлению,правильно ли он рассуждает, в статье подробно анализируется, оценивает ли он свои возможности, замечает ли он в правильно построенном диалоге (образ героя, ситуацию, время).

В эмпирическом разделе проанализировано содержание диагностических работ по изучению речевой культуры младших школьников и выявлению их затруднений, а также экспериментальному определению уровня сформированности речевой культуры учащихся 3 класса в начальных классах. В соответствии с целями и задачами диагностической работы в опытно-экспериментальном исследовании приняли участие 122 учащихся 3 класса начальной школы в экспериментальной (62 учащихся) и контрольной (60 учащихся) группах, показатели которых были представлены в виде таблицы и гистограммы. Проведен статистический анализ.

Ключевые слова: диалог, учебный диалог, культура речи, мыслительные способности, эмоционально пра-вильное отношение.

Introduction. The content of education evolves in response to the demands of the times. Defining the goals and objectives at each stage of societal development, educational content emphasizes the necessity for students to speak accurately and write competently. This requires, first and foremost, mastering the rules of the Kazakh language and the ability to express thoughts clearly and precisely, both orally and in writing. Speech culture plays a crucial role in preparing every student as an independent individual who understands the social and cultural significance of their native language, systematically comprehends its functions, and develops communication skills aligned with the standards of linguistic culture.

In this regard, Article 16, Clause 1 of the Law of the Republic of Kazakhstan «On Education» States: «The general education curricula for primary education aim to develop a child's individuality, personal abilities, positive learning motivation, and curiosity. They are directed at fostering strong skills in reading, writing, arithmetic, linguistic communication, creative self-expression, and behavior culture, which are essential for mastering the curricula of basic education in the future». This provision necessitates the implementation of several subjective ideas related to preparing the personality of primary school students. Specifically, it emphasizes the importance of writing and reading in the fields of language and literature, expanding vocabulary, understanding speech and language culture, and forming a range of qualities in the child that collectively build cultural competence [1].

The Law of the Republic of Kazakhstan «On Language» States: «Language is the nation's greatest asset and an inherent characteristic of its identity. The flourishing of national culture and the historical formation of a stable community are closely linked to the development of the language and the expansion of its societal functions» [2].

The strength, wealth, and prosperity of any nation are determined not only by its level of economic development but also by its cultural and spiritual maturity. Cultural and spiritual refinement, as an expression of the nation's intellect, is inherently dependent on language. Article 3 of the Law of the Republic of Kazakhstan «On Culture» States: 8) to promote educational activities that inculcate children with national and global cultural values, fostering aesthetic appreciation and patriotism». [3]. This goal can be achieved through teaching the native language.

According to the updated content of education, as established by Order No. 604 of the Ministry of Education and Science of the Republic of Kazakhstan, dated October 31, 2018, approving the State Mandatory Educational Standards (SMES) for all levels of education, the SMES for primary education states: «The expected learning outcomes are a set of competencies that describe what learners will know, understand, and be able to demonstrate upon completing the educational process, taking into account the special educational needs and individual capabilities of learners». This provision highlights the importance of recognizing children's abilities and systematically developing skills within a set of competencies.

Additionally, aligning with the learning outcomes specified in the SMES for primary education, the updated primary education curriculum emphasizes: «The goal of primary education is to create a favorable educational environment for the harmonious formation and development of learners' personalities based on the mastery of a broad range of skills, including linguistic skills and various forms of communication». These requirements aim to facilitate the development of a child's speech culture through educational dialogues, ensuring the harmonious development of the learner's personality and linguistic abilities [4].

The relevance of the issue is substantiated by analyses of psychological, didactic, and methodological literature. The development of the individual in the learning process has been studied by prominent scholars such as L.S.Vygotsky, P.Y.Galperin, V.V.Davydov, A.N.Leontiev, L.S.Rubinstein, K.B.Zharikbaev, S.M.Zhakypov, Zh.I.Namazbayeva, N.M.Irgebayeva, and others.

The research conducted by psychologists such as I.A.Zimnyaya, P.P.Doblaev, A.A.Leontiev, and others on reading psychology highlights the need for different strategies and reading methods

depending on the type of text to extract meaningful information. These studies serve as a foundation for developing methodologies to foster speech culture.

Methodological research conducted by scholars such as E.A.Barinova, L.F.Bozhenkova, M.T.Baranov, V.A.Myzina, A.V.Prudnikova, Z.A.Potikha, T.M.Pakhnova, and T.V.Khachaturova has focused on mastering various branches of linguistics. Domestic researchers, including M. Balakaev, Zh. Dauletbekova, and M.B. Kudaybergenova, have explored the application of these studies in the development of speech culture.

In primary education, national methodological scholars such as S.Rakhmetova, G.Uaisova, A.Zhumabaeva, T.Abdikarimova, K.Akbaeva, M.Ermekbaev, and K.Moldabekova have investigated the speech culture of primary school students in their works

The updated educational programs are structured around lexical topics, with the textbooks themselves designed to systematically develop primary school students' speech, connected speech, and adaptation to speech culture. The curriculum for the Kazakh language specifies learning objectives focused on speaking skills, which become progressively more complex with each grade level [5].

Speech activity in humans has two key characteristics: content and expressiveness. The content of speech refers to the description of the essential attributes of objects, phenomena, or actions being discussed. The primary features of the subject or phenomenon being communicated form the core of its content. Thus, the function of speech is to construct and convey specific content (information). Content, in this context, is the result of reflecting reality and quality in speech-linguistic content created by the speaker, which exists in relation to reality and consciousness.

Here, the language of dialogue represents a fundamental form of spoken communication. Unlike other forms, dialogue language requires minimal «embellishment» and lacks strict structure. It does not emphasize sentence construction or word usage as rigorously, allowing for flexibility, occasional deviations from normative grammar, and the incorporation of everyday language. These elements are effectively facilitated through educational dialogues. In this article, we aim to conduct a specialized diagnostic study to explore the theoretical and methodological foundations of developing speech culture in primary school students through educational dialogues.

Basic provisions - speech culture is the speaker's planned realization of inner thoughts, shaped by prior knowledge and experience, which serve as a motive and incentive for communication."

- the speech culture of primary school students is defined as their ability to speak in a literary language, adhering to linguistic norms and ethics, within specific communication contexts appropriate to their age."

- during the diagnostic phase of practical-experimental work, a survey was conducted to determine the level of speech culture among third-grade students in both control and experimental groups.

Materials and Methods. This study employs theoretical research methods, including synthesis, analysis, association, and content analysis, alongside empirical methods such as diagnostics, surveys, comparisons, statistical processing, and more. The research aims to explore the concepts of «dialogue», «educational dialogue» and «speech culture» in detail. Dialogue, as a process of communication conducted through language between two or more individuals, possesses distinct characteristics and forms, particularly in oral communication. Notable features include: dialogue occurs in direct, face-to-face interaction. Participants in dialogue can be familiar or unfamiliar individuals. Dialogue is a voluntary linguistic activity, though it may occur involuntarily in specific contexts, such as court proceedings or interrogations, where one participant might be compelled to engage. There are no strict thematic restrictions in dialogue; its subject matter is diverse and encompasses all areas of life. Dialogue is casual and spontaneous, often lacking premeditation. It reflects the emotional states of participants and involves the sequential exchange of ideas or turns in conversation. Characteristics of dialogue include brevity of expression, rapid exchange of

responses, and reliance on context or non-verbal cues to convey incomplete thoughts. Dialogue is inherently oral and does not impose limitations on content, timing, duration, or volume. The topic of a dialogue may change during the conversation and is often unplanned. Each dialogue is tied to a specific context or environment and arises from real-life situations. These features highlight the dynamic and situational nature of dialogue, underscoring its importance in fostering communication and interaction in various settings.

In the history of science, dialogue was frequently employed in the works of the ancient Greek philosopher Plato. Over time, this practice was further developed by many scholars, including Kazakh researchers. In literary works, dialogue is not merely a sequence of characters speaking in turn; rather, it reflects how interactions unfold and escalate. Each speaker's lines are unique and are not repeated. The meaning of dialogue is precise, often revealing a character's traits and how their relationships evolve, moving from their previous state to a new level. This aspect of dialogue is highly significant, as it provides insight into the inner thoughts and emotions of individuals [6].

In M.M.Mukhanov's study on the development of productive thinking among aitys poets, he highlights that one prominent aspect of Kazakh oratory is the ability to think quickly, make swift decisions, and demonstrate remarkable wit. This, he argues, is a testament to the unique cultural essence of Kazakh oratory and aitys. Indeed, the foundation of aitys, as well as Kazakh oratory and the artistry of poetry and prose, lies in deep thought. The skillful presentation of such profound ideas is exemplified in various forms of eloquent speech, demonstrating the richness of this tradition [7].

Modern students exhibit early psychological and intellectual development. Consequently, the formation of their thinking abilities depends not only on their age but also on other factors. Among these, the activities they engage in and the variety of interactions they experience play a significant role.

When conducting the dialogue process, it is essential to rely on psychological principles. In the development of speech skills, key factors include a person's willpower, memory capacity, cognitive growth, emotional sensitivity, and imagination. All these elements are interconnected in a dialectical relationship, each contributing to the holistic development of speech and communication abilities.

Leading psychologists such as L.S.Vygotsky, A.N.Leontiev, A.R.Luria, E.D.Bozhovich, P.Ya.Galperin, and others have proposed and substantiated the theory that speech skills develop as a result of linguistic activity. Since language functions as a means of communication, it represents a distinct form of linguistic activity. Therefore, studying linguistic activity through the lens of activity theory is appropriate.

Activity theory emphasizes the need for a communicative approach in teaching and learning language. Consequently, the acquisition of linguistic knowledge and the development of speech skills are directly dependent on the effective and systematic organization of linguistic activity [8].

In contemporary psychological and pedagogical literature, the concept of «dialogue» is used in various contexts, including:

• dialogue between different historical and cultural perspectives, serving as a method of understanding;

• a dialogic voice, expressing an individual's personal thoughts and worldview during communication.

• inner dialogue, which represents a macro-dialogue within oneself [9].

The Kazakh National Encyclopedia defines dialogue as follows: «Dialogue (from the Greek *dialogos*—conversation, discussion) is a form of oral communication, involving an exchange of opinions between two or more people» [10].

K.I.Salomatov stated: «The language of dialogue is the most widespread form of speech, serving as the foundation for mutual understanding between individuals, a prerequisite for communication,

and an essential tool of human language. Monologic speech occurs less frequently than dialogic speech, as dialogue paves the way for monologue. Dialogue is the verbal exchange between two or more people» [11].

In our research, the key indicator of humanizing education is the development and sustained growth of a student's desire to learn. T.S.Sabirov emphasized in his studies: «Education ensures the spiritual development of a child. Therefore, there is a close relationship between teaching and development» [12]. Similarly, R.M.Koyanbaev noted, «Education is a two-way process. In this process, teaching and learning merge, and without the active efforts of the student, learning is impossible» [13]. L.S. Vygotsky further concluded that the primary goal of teaching is to create conditions for the development of the child's inner strengths and potential [14].

Scholar A.A.Beysenbayeva defines the concept of «dialogue» as follows: «Dialogue serves as an essential medium for humanizing the process of teaching and learning, capable of implementing the idea of pedagogical facilitation in any subject» [15].

This means that dialogue should be structured with consideration for students' individual abilities, age characteristics, and cognitive capacities. A well-constructed dialogue enables students to evaluate their understanding of various phenomena, reflect on their reasoning, and assess their own capabilities while considering aspects such as character portrayal, context, and timing.

Such dialogues provide teachers with valuable insights into students' moral and intellectual potential, revealing how they evaluate their peers' responses and perceive their own opinions and reasoning. This makes dialogue a critical tool in fostering both academic and personal growth.

Based on teachers' experiences, the success of a dialogue is often determined by the systematic structure of questions, progressing gradually from simpler to more complex ones. Only a dialogue that fosters active, cognitive, and independent participation by students can ensure the development of student engagement. Therefore, educators must plan and systematically increase the complexity of such dialogues.

The significance of pedagogical diagnostics lies in its role in providing feedback within the educational system. In scientific research, pedagogical diagnostics is known to have the following functions: Monitoring and corrective function, prognostic function, educational function. The first function, the monitoring and corrective function, involves making adjustments to the educational process based on its outcomes. The second, the ***prognostic function,*** refers to predicting and anticipating future changes in students' development. The third, the ***educational*** function, demonstrates the teacher's capacity to provide moral and behavioral guidance to students [16].

Thus, pedagogical diagnostics consists of three main components: the outcome of learning in terms of grades, reflecting the student's analytical achievements. The result of teaching and upbringing, focusing on the student's group and individual social, emotional, and moral characteristics. The psychological quality and personal outcomes of the pedagogical process, including the acquisition of new knowledge (this component is closely related to psychodiagnostics). In other words, diagnostics involves gradually studying or assessing students' levels of knowledge, social, and psychological development, covering the stages of the educational process known as teaching, upbringing, and development.

Prominent psychologist K.Zharikbaev outlines the teacher's role in developing and shaping students' thinking as follows:

1. To teach students to independently derive conclusions about specific rules (grammatical, mathematical), the teacher should frequently use heuristic (question-and-answer) methods during lessons.

2. Developing students' speech abilities has a significant impact on fostering their thinking skills.

3. Thinking is formed based on perceptions and imagery. Therefore, the teacher must ensure that students thoroughly comprehend the material and solidify their mental imagery.

4. The teacher should consistently encourage students to think critically. This can be achieved by systematically organizing the learning process and utilizing opportunities in lessons to develop students' logical reasoning.

5. Teachers should verify the correctness of student's independent thought processes and continually direct them to solve the same problem in different ways. This includes fostering creativity and ingenuity through exercises such as constructing examples requiring thought, solving problems, and writing essays - effective ways to nurture students' thinking.

6. Developing thinking is closely intertwined with the comprehensive development of a child's psychology. It should go hand in hand with fostering curiosity, cognitive interest, perspectives, and beliefs. For example, vague words and weak emotions can hinder clear thinking, whereas reasonable, positive words can inspire and evoke profound emotions. In short, cultivating thought aligns with the holistic psychological development of an individual [17]

There are many types of thinking: visual-operational, visual-imaginary, practical, abstract, dialectical, theoretical, integrative, and more.

The emergence of thinking is conditioned by curiosity about new, unknown phenomena in the surrounding world. A student's need and desire to understand the unfamiliar does not arise spontaneously; it develops through practical activity and labor. This cognitive necessity drives the child to engage in mental effort, seek answers to questions, and immerse themselves in problem-solving. Through this process, students strive to accurately perceive objects and phenomena in their environment and seek to understand the unknown [18].

In our research, thinking begins with formulating specific questions and providing answers to them, which is the essence of dialogical thinking. Dialogical thinking is aimed at addressing specific tasks, whether theoretical or practical, resolving socio-political issues, or navigating interpersonal relationships.

Dialogical thinking does not develop on its own. To effectively foster this type of thinking in students, it is essential to implement efficient methods and carry out specialized activities that encourage and enhance their ability to think through dialogue.

The process of dialogical thinking involves specific logical operations such as analysis, synthesis, comparison, classification, and generalization. From this, we have identified three foundational principles of dialogical thinking: Firstly, dialogical thinking is a form of independent thinking. Secondly, it must address and resolve problems that arise through the process of asking questions. Thirdly, as dialogical thinking relies on evidence that leads to persuasion, it can be regarded as a form of social thinking.

The need for communication is a fundamental driving force that compels individuals to develop language and coherent speech. Speech that does not engage in communication stagnates and loses its significance.

The dialogical aspect of education is rooted in the subjective principle, where the student's «self» is maximally expressed in every moment. By interacting with various activities and engaging in dialogue with their environment, students become active agents in theirown education and development. Communication with the surrounding environment becomes a tool for primary school students to shape themselves as individual and civic personalities.

In general education, alongside the term «dialogue», the concept of «equality» is also used. Exploring the meanings of these terms reveals that dialogue represents a mutual form of communication, while monologism refers to an interaction that does not expect or require a response. However, numerous international and domestic researchers agree that dialogue is the primary and most effective tool for teaching and education in modern schools.

Research Findings. During dialogue, participants must address several psychological tasks to ensure effective communication:

- recall and repeat past conversations with the interlocutor, as prior interaction experiences influence the success of the current dialogue;

- information exchanged during the conversation, including what the interlocutor says and how you respond;

- evaluate information before speaking and formulate your thoughts accordingly;

- adhere to conversational norms while effectively inserting your opinions and arguments at appropriate moments;

- listen attentively and patiently to the other person;

- maintain an appropriate tone throughout the conversation;

- use linguistic norms correctly to express ideas and opinions clearly;

- introduce and explain changes when necessary to adapt the conversation dynamically;

- extract relevant information from the context, stages of the conversation, and paralinguistic cues such as body language, tone of voice, and facial expressions.

These tasks highlight the complex psychological processes involved in effective dialogue and the importance of both verbal and non-verbal elements in communication.

Building on the research findings mentioned, the following conclusions can be drawn regarding primary school students' participation in dialogue:

1.The importance of eloquence in dialogue

2.Setting goals during dialogue

3.Planning and enhancing flexibility of thought.

While dialogue often occurs spontaneously, it is essential to prepare questions and ideas in advance, particularly about topics of interest.

Since the systematic teaching of structured dialogue is typically introduced in higher grades, teachers of primary school students must understand the specific developmental characteristics of younger learners. By doing so, they can better enhance students' learning motivation and address their educational needs effectively.

4. Achieving Results in Dialogue

The initiator of a dialogue evaluates the communicative potential of the listener, assesses the situation, and develops an internal plan. They decide where to start, how best to convey their thoughts, and link ideas to language accordingly.

The content of a dialogue is shaped by the participants' life experiences, goals, and the relevance of the topic. Participants may plan their dialogue with the following objectives:

- to convey or communicate information;

- to request information relevant to their needs from the other party;

- to draw the listener's attention to an event or object;

- to share their opinions, observations, or conclusions;

- to clarify facts about others or specific situations;

- to express agreement or disagreement about a particular issue.

In this context, the renowned Kazakh *biys* (judges and orators) exemplified the art of dialogue by articulating their agreement or opposition to matters before them. Using sharp reasoning and quick thinking, they skillfully conveyed their perspectives with well-crafted arguments and eloquent language, effectively addressing counterarguments with clarity and precision.

The primary goal of our experimental work is to study the speech culture of primary school students, identify the challenges they face, and determine the level of speech culture development among third-grade students in primary schools through practical experimentation.The experimental work was structured around several key stages:

• Establishing a clear start and end point for the experiment.

• Grounding the work on pre-formulated hypotheses.

• Defining the subjects, objects, processes, and both enabling and inhibiting factors necessary for adaptation.

• Identifying, justifying, and assessing the effectiveness of pedagogical measures to foster the speech culture of primary school students.

• Designing a program aligned with the goals and objectives of the experiment.

In accordance with the objectives of our experimental work, the study involved 122 third-grade primary school students, divided into an experimental group (62 students) and a control group (60 students). The participants included students from classes 3 «А», 3 «Ә», 3 «Б», and 3 «В», with no differences in their educational systems. However, for the experimental group, the learning process was organized using a methodology we developed based on a model for cultivating speech culture in primary school students.

The focus of our research is the formation of speech culture in primary school students. To this end, we selected these grades based on the findings of studies conducted by scholars that consider the developmental characteristics of children at this age.

Results and Discussion. During the diagnostic phase of the experimental study, a survey was conducted to assess the speech culture levels of third-grade students in the control and experimental groups. The survey consisted of 8 questions, each offering three possible responses: «Yes» indicating a high level of speech culture. «No» reflecting a moderate level. "Difficult to answer" corresponding to a low level of speech culture. This approach allowed for a structured evaluation of students' speech culture based on their responses. The results provide insights into the effectiveness of the implemented methods and the comparative performance of the experimental and control groups.

Table 1 - Summarizing the results of the diagnostic survey conducted to assess
the speech culture levels of primary school students

Questions	Yes	No	Difficult to answer
Can you speak confidently in front of an audience?			
Do you know the rules of speech culture?			
Can you express your thoughts clearly and precisely?			
Is reading books necessary to maintain speech culture?			
Do you follow speech norms when talking to any person?			
Do you organize and analyze your thoughts before speaking?			
Do you know the difference between speaking and saying?			
Do you work on improving your speaking skills?			
Total			

A prepared questionnaire was administered during the diagnostic experiment, with 60 respondents from the control group and 62 respondents from the experimental group. The survey results are presented in the tables and histograms provided below.

Table 2 – Results of the question «Can you speak freely in public?» in the
diagnostic phase for the control and experimental groups

Scales n-%	Yes		No		Difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	14	23,3	16	26,6	30	50,0
Experimental group – 62	16	25,8	13	20,9	33	53,2

In the organization of diagnostic activities, regarding the question «Can you speak freely in public?», the control group (CG) included 60 students. Among them, 14 students (23.3%) demonstrated a low level (LL), 16 students (26.6%) demonstrated an average level (AL), and 30 students (50.0%) demonstrated a high level (HL). In the experimental group (EG), out of 62 students, 16 students showed a low level, 13 students showed an average level, and 33 students showed a high level.

Table 3 – Results of the question «Do you know the rules of speech etiquette?» in the diagnostic phase for the control and experimental groups

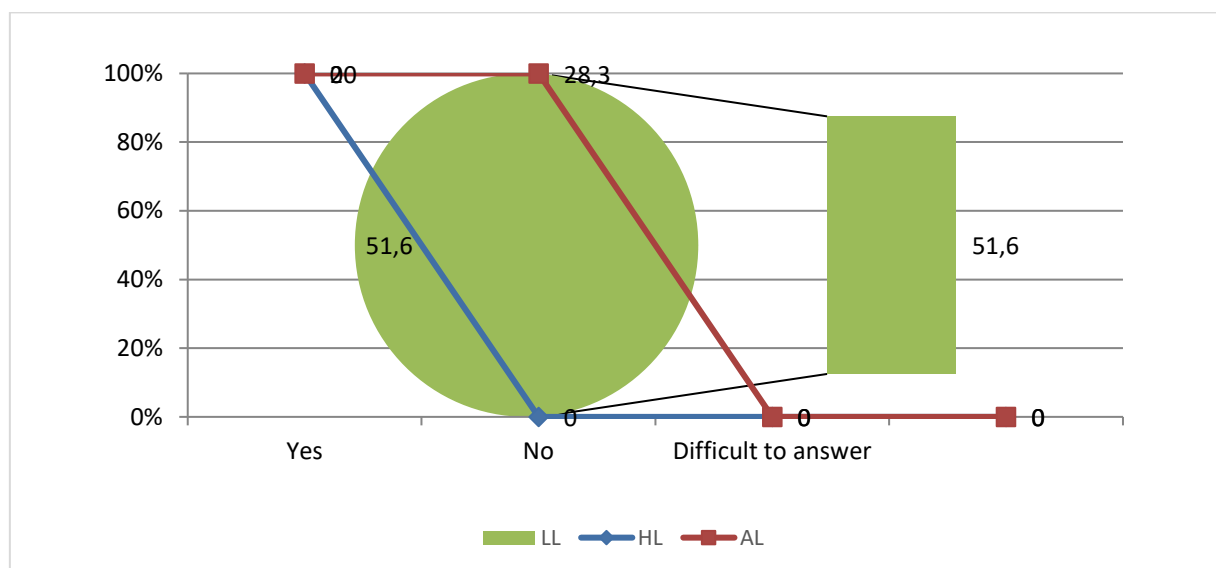| Scales n-%		Yes		No		Difficult to answer	
		HL		AL		LL	
		n	%	n	%	n	%
Control group – 60		12	20	17	28,3	31	51,6
Experimental group – 62		11	17,7	14	22,5	37	59,6

Figure 1 – Histogram of the results for the question «Do you know the rules of speech etiquette?» in the control and experimental groups during the diagnostic phase

During the diagnostic phase, 60 students from the control group (CG) participated in answering the question «Do you know the rules of speech etiquette?». It was determined that 12 students (low level, LL), 17 students (average level, AL), and 31 students (high level, HL) were present. Meanwhile, in the experimental group (EG) with 62 students, 11 students were at a low level, 14 students at an average level, and 37 students at a high level.

Table 4 – Results of the question «Can you express your thoughts clearly and precisely?» in the diagnostic phase for the control and experimental groups

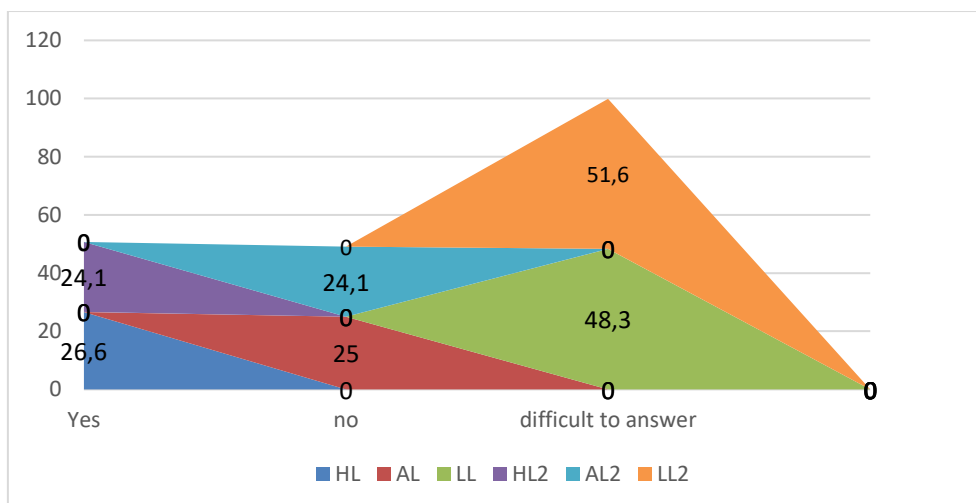| Scales n-%		yes		no		difficult to answer	
		HL		AL		LL	
		n	%	n	%	n	%
Control group – 60		16	26,6	15	25	29	48,3
Experimental group – 62		15	24,1	15	24,1	32	51,6

Figure 2 – Histogram of the results for the question «Can you express your thoughts clearly and precisely?» in the control and experimental groups during the diagnostic phase

In the diagnostic phase, regarding the question «Can you express your thoughts clearly and precisely?» 60 students from the control group (CG) participated. It was determined that in the control group (CG), 16 students (low level, LL), 15 students (average level, AL), and 29 students (high level, HL) participated. Meanwhile, in the experimental group (EG), out of 62 students, 15 students were at a low level, 15 at an average level, and 32 at a high level.

Table 5 – Results of the question «Is it necessary to read books to maintain speech etiquette?» in the control and experimental groups during the diagnostic experiment

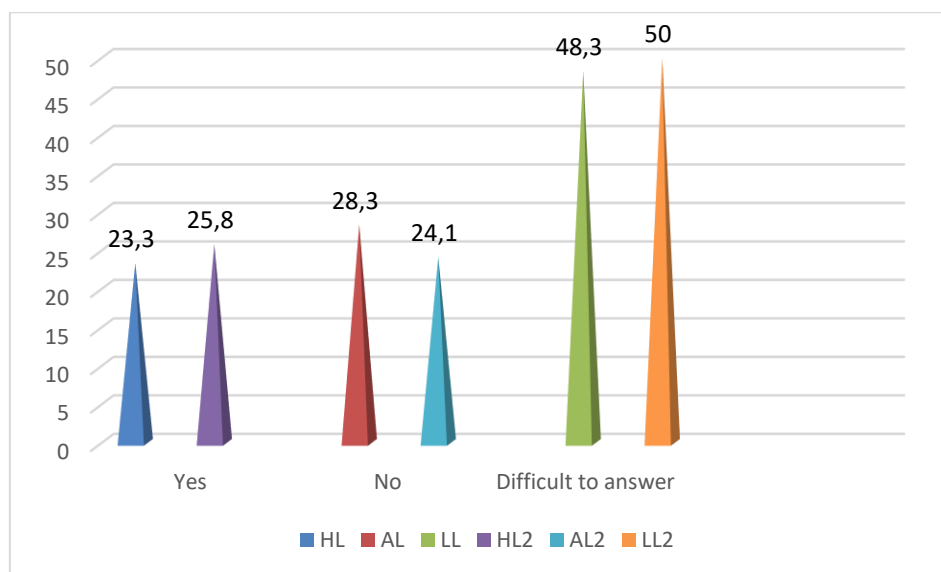| Scales n-%	YES		NO		Difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	14	23,3	17	28,3	29	48,3
Experimental group – 62	16	25,8	15	24,1	31	50

Figure 3 – Histogram of the results for the question «Is it necessary to read books to maintain speech etiquette?» in the control and experimental groups during the diagnostic phase

In determining the initial level regarding the question "Is it necessary to read books to maintain speech etiquette?," 60 students from the control group (CG) participated. It was found that 14 students (low level, LL), 17 students (average level, AL), and 29 students (high level, HL) responded. Meanwhile, in the experimental group (EG) with 62 students, 16 students demonstrated a low level, 15 an average level, and 31 a high level.

Table 6 – Results of the question «Do you adhere to speech norms when talking to anyone?»
in the initial diagnostic phase for the control and experimental groups

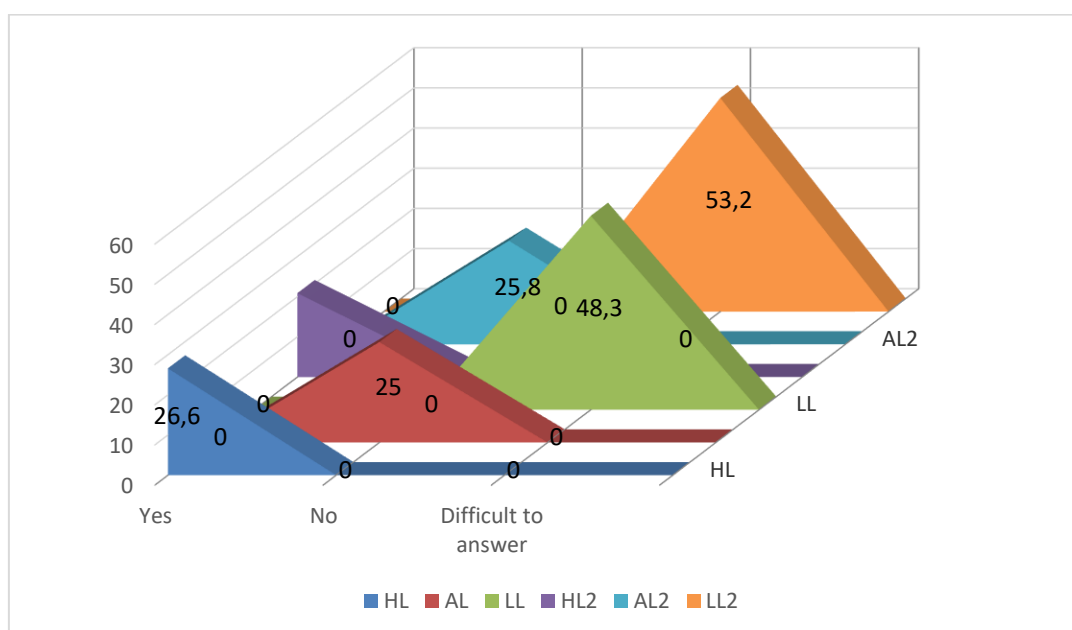| Scales n-%	yes		no		difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	16	26,6	15	25	29	48,3
Experimental group – 62	13	20,9	16	25,8	33	53,2

Figure 4 – Histogram of the results for the question «Do you adhere to speech norms when talking to anyone?» in the control and experimental groups during the diagnostic experiment

In determining the initial level regarding the question «Do you adhere to speech norms when talking to anyone?», 60 students from the control group (CG) participated. It was found that 16 students (low level, LL), 15 students (average level, AL), and 29 students (high level, HL) responded. Meanwhile, in the experimental group (EG) with 62 students, 13 students demonstrated a low level, 16 an average level, and 33 a high level.

Table 7 – Results of the question «Do you organize and analyze your thoughts before speaking?» in the control and experimental groups during the diagnostic experiment

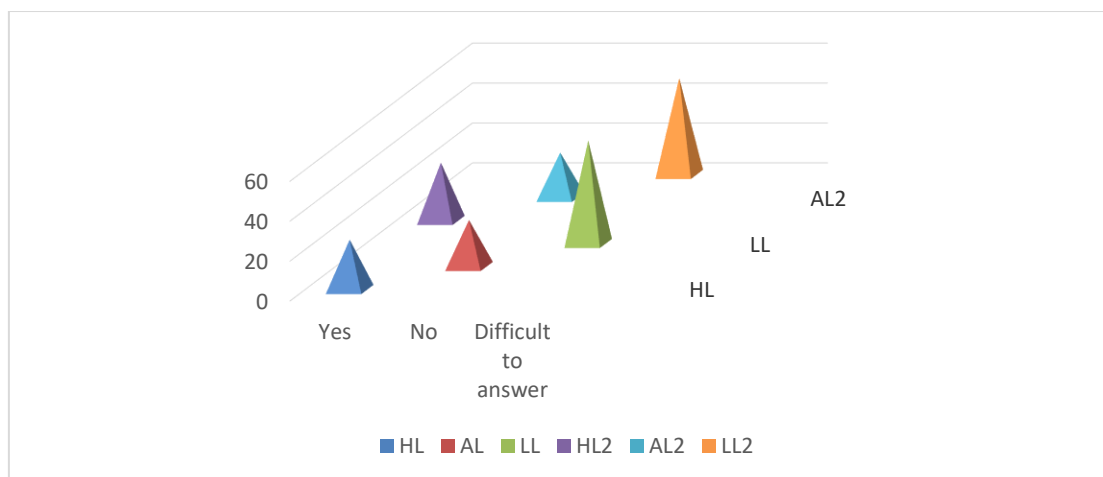| Scales n-%	yes		no		difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	15	25	14	23,3	31	51,6
Experimental group – 62	18	29	14	22,5	30	48,3

Figure 4 – Diagram of the results for the question «Do you organize and analyze your thoughts before speaking?» in the control and experimental groups during the diagnostic phase

In the diagnostic phase, regarding the question «Do you organize and analyze your thoughts before speaking?», 60 students from the control group (CG) participated. It was determined that 15 students demonstrated a low level (LL), 14 students demonstrated an average level (AL), and 31 students demonstrated a high level (HL). Meanwhile, in the experimental group (EG) with 62 students, 18 students were at a low level, 14 at an average level, and 30 at a high level.9

Table 8 – Results of the question «Is there a difference between speaking and saying?» in the control and experimental groups during the diagnostic phase

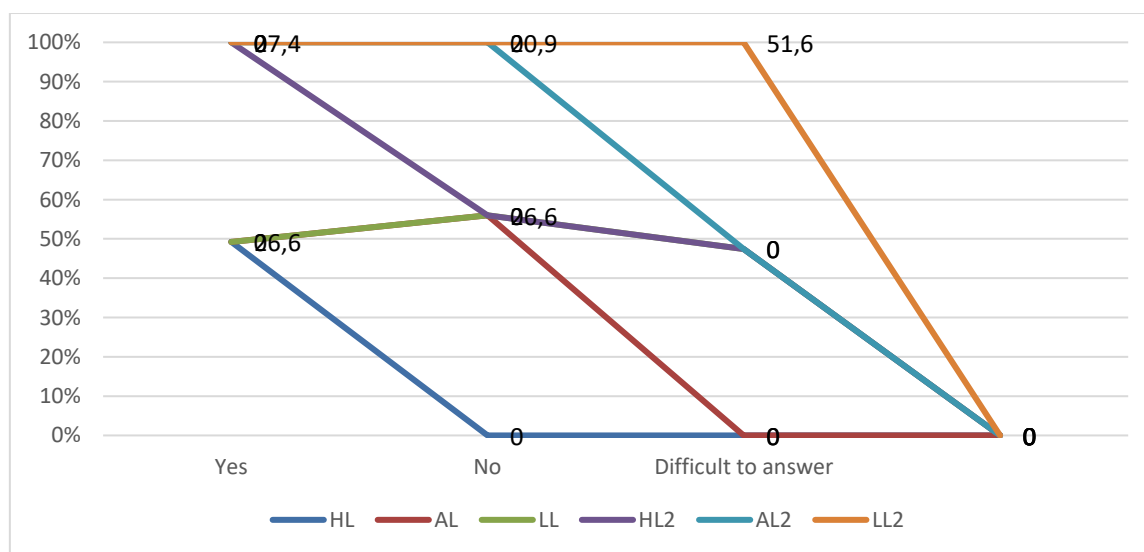| Scales n-%	yes		no		difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	16	26,6	16	26,6	28	46,6
Experimental group – 62	17	27,4	13	20,9	32	51,6

Figure 5 – Histogram of the results for the question «Is there a difference between speaking and saying?» in the control and experimental groups during the diagnostic phase

In the diagnostic phase, regarding the question «Is there a difference between speaking and saying?», 60 students from the control group (CG) participated. It was determined that 16 students (low level, LL), 16 students (average level, AL), and 28 students (high level, HL) responded. Meanwhile, in the experimental group (EG) with 62 students, 17 students demonstrated a low level, 16 an average level, and 32 a high level.

Table 8 – Results of the question «Do you work on improving your speaking skills?»
in the control and experimental groups during the initial diagnostic phase

Scales n-%	yes		no		difficult to answer	
	HL		AL		LL	
	n	%	n	%	n	%
Control group – 60	13	21,6	11	18,3	33	60
Experimental group – 62	15	24,1	14	22,5	36	53,2

In the diagnostic phase, regarding the question «Do you work on improving your speaking skills?», 60 students from the control group (CG) participated. It was determined that 13 students demonstrated a low level (LL), 11 students an average level (AL), and 33 students a high level (HL). Meanwhile, in the experimental group (EG) with 62 students, 15 students demonstrated a low level, 14 an average level, and 36 a high level.

In our research, the focus was not only on increasing vocabulary quantitatively but also on enhancing its quality and the ability to use words flexibly and effectively. The development of students' speaking skills prioritized teaching words and their meanings, ensuring the proper use of words, phrases, sentences, and texts. Emphasis was placed on using content and ideas appropriately and precisely in their speech.

One of the essential conditions for accurate speech is teaching students to thoughtfully select and use synonymous words, including those representing concrete and abstract concepts. Thus, knowing a word but not understanding what object or phenomenon it represents – or having only a superficial understanding – can lead students to lose precision in their speech. Sometimes, this stems from not knowing or paying attention to the exact name of an object or phenomenon. Therefore, there is a need to develop a methodology for cultivating speech culture among primary school students. The training for systematic speech was conducted using texts. For instance, determining the style of a text and constructing a text based on it involved teaching the the styles of literary language and their specific features, which followed a structured approach.

To enhance the speech culture of primary school students, the initial introduction to stylistics is conducted in relation to texts. During this phase, the focus is on helping students recognize the distinctive features of conversational and written literary styles in texts. Basic information about the linguistic characteristics and tools of literary language styles is introduced through materials on vocabulary, word structure, morphology, and syntax. The main objective is to expand students' vocabulary based on texts representing specific literary styles and teach them how to use words in everyday communication. This stage aims to familiarize students with the differences in linguistic tools between conversational and written literary texts. The distinctions between various styles and their linguistic tools are demonstrated through exercises involving words, phrases, sentences, and texts. This approach helps students understand the unique features of each style and how to use linguistic tools appropriately within these contexts.

Conclusion. In language lessons, the formation of speech culture among primary school students is fundamentally linked to the concept of «speech culture», which is theoretically analyzed from philosophical, psychological, and pedagogical perspectives.The key concepts of speech culture are clarified as follows: Speech culture is «the planned realization of an internal thought that serves as motivation and reason for communication, based on prior knowledge and experience». Speech

culture of primary school students is «the ability to speak in literary language, adhering to linguistic norms and etiquette in specific communication situations appropriate to their age». Theoretical analyses highlighted the necessity of clarifying several concepts within the conceptual-categorical framework. This involved defining the theoretical foundations and specifying the meaning and content of the concept of «speech culture».

Based on the results achieved during the pedagogical and practical work, the following scientific and methodological recommendations were provided:

-incorporate the content of the variable course program «Speech Culture»into the primary education process;

-utilize certain systematic tasks from the variable course content in daily lessons.

The hypothesis proposed in our research was substantiated from a scientific and theoretical perspective and validated through pedagogical, experimental, and practical work results. The findings obtained can be applied to establish the theoretical and methodological foundations for forming the speech culture of primary school students within the framework of implementing the Republic of Kazakhstan's general education strategy. We express our gratitude to the staff of I. Zhansugurov Zhetysu University for their support in organizing the practical and experimental work for our research.

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КРИТЕРИАЛДЫ БАҒАЛАУ ЖҮЙЕСІ: БАСТАУЫШ БІЛІМ БЕРУДЕГІ САПАНЫ АРТТЫРУДЫҢ ҚҰРАЛЫ

Аңдатпа

Қоғам мен ғылымда болып жатқан әлеуметтік-экономикалық өзгерістер өзін-өзі дамытуға және өзін-өзі жүзеге асыруға қабілетті оқушылардың жеке басын қалыптастыру саласындағы заманауи білім беру саясатын өзектендіреді. Бұл жағдайда бастауыш мектеп оқушылардың өзіндік іс-әрекеті мен жеке жауапкершілігінің білімі, дағдылары мен тәжірибесінің тұтас жүйесін қамтамасыз етеді. Мақалада бастауыш сынып оқушыларының өзін-өзі бағалауын қалыптастыру мәселесі қарастырылады.

Бұл зерттеудің мақсаты бастауыш мектеп жасындағы балалар арасындағы өзін-өзі бағалау мен оқу үлгерімі арасындағы байланысты зерттеу болды. Зерттеу әдістемесі мен әдістері. Зерттеудің негізінде жүйелік, жеке, құндылық-әдістемелік және белсенділік тәсілдері жатыр. Мақалада бастауыш сынып оқушыларының өзін-өзі бағалау түрлерін және ұмтылыс деңгейін зерттеу кіреді. Зерттеуге 107 оқушы қатысты. Анықтау кезеңінде бастауыш сынып оқушыларының өзін-өзі бағалауының қалыптасу деңгейіне диагностика жүргізілді. Оқу кезеңінде когнитивті, бағалау және мінез-құлық компоненттерін жақсарту үшін бірқатар педагогикалық жағдайлар жүзеге асырылды. Авторлар нәтижесінде келесі ұғымдарды анықтайды: өзін-өзі бағалау, өзін-өзі бағалау түрлері, бастауыш сынып оқушыларының өзін-өзі бағалауы, ұмтылыс деңгейі, бағалау критерийлері. Бастауыш сынып оқушыларының өзін-өзі бағалауының қалыптасу деңгейін диагностикалау бағдарламасы ұсынылған. Бастауыш сынып оқушыларының өзін-өзі бағалауының көрсеткіштері (когнитивті, бағалау, мінез-құлық) және қалыптасу деңгейлері (төмен, жоғары) анықталды. Мақалада бастауыш сынып оқушыларының өзін-өзі бағалау деңгейін арттыру үшін педагогикалық жағдайларды (бастауыш сынып оқушыларын өзін-өзі тану процесіне қосу;