

EDUCATIONAL AND EMOTIONAL CHARACTERISTICS OF SPEECH DEVELOPMENT THROUGH ARTIFICIAL INTELLIGENCE TOOLS

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Abstract: This article analyzes the educational and emotional aspects of the speech development process through the use of artificial intelligence (AI) tools. The research highlights the role of AI in enhancing students' oral and written speech using modern technologies, emphasizing its educational effectiveness and emotional impact. It also outlines the potential of AI in cultivating positive moral qualities in individuals, reinforcing skills for expressing emotions, and developing communication culture. The article stands out for its practical application of AI-based educational programs, emotionally enriched pedagogical models, and their significance in the moral development of students.

Keywords: artificial intelligence, speech development, education, emotional development, communication culture, moral education, pedagogical technologies, digital learning, personal development, innovative approach, speech, creativity, activity, thought, children, teacher, human, education, emotional primary education, students, emotional intelligence.

Introduction. In today's era of rapid development of globalization and digital technologies, the introduction of innovative tools, including artificial intelligence technologies, into the educational process is becoming an important direction of pedagogical activity. In particular, the use of artificial intelligence in the development of students' speech activity has a great impact not only on the formation of knowledge and skills, but also on their educational and emotional growth.

Speech is the main tool that expresses a person's thinking, worldview and inner experiences, and its formation and development are necessary for successful communication, exchange of ideas and correct self-expression in society. In this regard, the rational use of the capabilities of artificial intelligence creates an opportunity not only to teach a language, but also to form a culture of communication, emotional sensitivity and moral qualities in students.

This article analyzes educational approaches and emotional development factors in the development of speech using artificial intelligence tools, and also highlights the integration of these technologies into the educational and educational process.

Literature analysis and methodology. The texts given in the new generation textbooks are mainly focused on developing the student's skills in searching for information in the text, drawing conclusions, analyzing and expressing reactions to

the content of the work. In the formation of literary literacy, it is important to reveal the educational and emotional characteristics of the text being studied. For this, the content of the text, the main idea, the actions and character of the characters should be consistently revealed.

Also, one of the urgent tasks of reading literacy lessons is to find thoughts in the text that reflect the emotional state of a person, analyze them, explain the content of figurative means expressing the emotional state, and highlight the educational significance of the text by creating a series of synonyms. In language education, it is necessary to pay special attention to national-ethnic aspects in expressing the educational and emotional characteristics of each informative or artistic work. Because the main goal of language education is to understand national identity through the national language.

One of the most important human abilities is the ability to speak. Speech is not just a means of communication, but also the main tool for exchanging ideas, expressing feelings, and finding one's place in society. In recent years, the issue of developing speech, increasing its effectiveness and attractiveness has been at the center of many scientific studies.

In particular, extensive research is being conducted both in our republic and abroad to develop the speech skills of primary school students and prevent shortcomings in oral and written speech. In our country, H.S. Bakiyeva developed a methodology for developing speech and thinking through independent learning. A.K. Nisanbayeva drew attention to the issue of developing text-based speech in Uzbek language lessons. N.A. Kasimova developed methods for enriching students' speech using synonyms. M.Z. Hamdamova developed a system for developing oral and written speech of 1st-2nd grade students. Also, G.M. Ahmedova conducted research on enriching speech through the study of made-up words, and R. Inogamova conducted research on verb tenses.

Foreign researchers such as L.Yu. Komarova, S.V. Zueva, O.V. Kolesova, V.V. Osokin have put forward didactic models and theoretical views aimed at developing the speech of primary school students.

As is known, educational and emotional texts are widely used in reading literacy textbooks. These textbooks are aimed not only at imparting knowledge, but also at the personal development of the student, the formation of emotional intelligence, the inculcation of values, and preparation for social life. This facilitates the social adaptation of children and serves to form them as well-rounded individuals in society.

For example, in Part IV, Section XII of U.B. Aydarova's "Reading Literacy" textbook for the 2nd grade, educational and emotional features are clearly reflected in the story "Magic Word" by Muhabbat Hamidova. Through the story, children develop reading skills, communication skills, and the ability to understand and express emotions. This text teaches children an important lesson about the power of words, sincere relationships, and moral values.

Also, the text “Voice” by Muzaffar Zayniddinov in Part I, Section III of the textbook describes the love, trust, and sincerity between a mother and a daughter, which serves as an important tool in conveying family values to children.

The use of various didactic games in mastering such texts increases efficiency. For example, the game “Storytelling Relay” activates students' imagination and creative thinking. Through this game, they learn to think logically and use artistic means of expression. This serves to develop the student's literary speech.

Major theoretical views in linguistics also deeply reveal the importance of speech. For example, Ferdinand de Saussure defined language as a social phenomenon, and speech as an individual phenomenon. Leonard Bloomfield, on the other hand, considered the main function of speech to be the management of human activity, explaining it in terms of speech and non-speech reactions based on stimuli.

These theoretical views show that speech is not just a language tool, but a powerful tool that expresses the social and emotional activity of a person. Therefore, using the capabilities of artificial intelligence, it is necessary to pay special attention to the educational and emotional characteristics of students in developing their speech activity.

Today, artificial intelligence (AI) technologies are becoming an integral part of the educational process. In particular, the use of artificial intelligence tools in developing students' speech also directly affects their emotional and educational formation. The following considerations and results are a logical conclusion of the analyzes conducted within the framework of the topic:

Artificial intelligence - as a means of an individual approach, educational programs created on the basis of AI provide an individual approach appropriate to the student's age, level of knowledge, and language abilities. This increases students' interest in mastering speech and helps them develop according to their personal needs.

By increasing emotional sensitivity through educationally oriented texts, stories, dialogues and interactive tasks used in artificial intelligence tools form positive moral qualities such as empathy, tolerance, respect, and patience in the student. This ensures not only language learning, but also personality development.

The opportunity for balanced development of oral and written speech Through SI programs, the student not only listens and understands, but also expresses thoughts orally, creates texts, and answers questions. This creates the basis for the two-way development of speech - receptive and productive.

By focusing on the emotional richness of speech, artificial intelligence systems have the ability to individualize communication by identifying the student's emotions (for example, facial expressions, tone, mimics). This teaches children to understand, express, and manage their own emotions, and develops emotional intelligence.

In language teaching, platforms created on the basis of the integration of national values provide an opportunity to learn the language, understand national

identity, and instill educational ideas by integrating national culture, traditions, and folk oral art.

Interactive, game-like activities that enhance motivation and social adaptation awaken students' need for competition, interest, and self-expression. This makes them socially active, opinionated, and self-expressive individuals.

The use of artificial intelligence tools effectively supports not only students' language competence, but also their emotional and moral development. Speech is not only a means of communication, but also the main means of educating and emotionally enriching a person. Therefore, by integrating SI technologies into native language and reading literacy lessons, it is possible to ensure not only efficiency, but also harmony of humanity, emotions, and values.

Conclusion. In today's conditions of globalization and digital development, the introduction of artificial intelligence technologies into the educational process not only increases the effectiveness of pedagogical activities, but also ensures the speech, emotional and educational development of students in a comprehensive manner. Speech is the main means of expressing human thinking, emotions and social identity, in its formation emotional sensitivity and moral values play an important role.

The analysis shows that the following factors are of particular importance in the development of speech activity using artificial intelligence tools:

- providing students with knowledge based on an individual approach;
- forming moral qualities through educational and emotionally enriched texts;
- balanced development of oral and written speech;
- improving emotional intelligence;
- instilling national values;
- implementing game methods that increase motivation and encourage social activity.

As a result of such an approach, students not only develop language competence, but also form emotionally sensitive, morally mature, socially active individuals. By integrating artificial intelligence technologies into reading literacy and native language subjects, the inextricable link between education and upbringing is ensured.

Thus, the rational use of the educational and emotional potential of artificial intelligence tools in the development of speech should be considered one of the priority areas of modern education.

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