

STAGES OF FORMING ORAL AND WRITTEN SPEECH SKILLS IN PRIMARY SCHOOL STUDENTS

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<https://doi.org/10.5281/zenodo.16669700>

Abstract: This article analyzes the stages of forming oral and written speech skills in primary school students. The role of psycholinguistic and pedagogical approaches in the development of speech activity is explained. The necessity of forming students' communication skills by organizing lessons based on a communicative approach is substantiated. The advantages of the gradual development of speech competencies are illustrated with specific examples. The article describes methods to increase students' speech activity through interactive techniques, visual materials, and practical tasks. An analytical perspective is provided based on foreign and local scientific views.

Keywords: oral speech, written speech, primary education, pedagogical technology, speech competence, communicative approach, cognitive development, interactive method.

Introduction: In today's education system, one of the main goals is to develop oral and written speech skills in students. The development of speech activity plays a key role in a child's personal growth, the ability to express thoughts fluently, and the mastery of reading and writing skills. These competencies are particularly important in primary education, as they form part of the fundamental competencies of students. This article presents the stages of forming oral and written speech skills, their characteristics, practical experiences, and methodological approaches. Developing these skills is a central task of the educational process, as they contribute significantly to a child's ability to express themselves clearly, communicate effectively, and think independently.

Theoretical Foundations: The formation of students' speech skills is grounded in various theories from linguistics, psycholinguistics, and pedagogy. L.S. Vygotsky's theory of the "Zone of Proximal Development" demonstrates that children can reach higher developmental levels in speech when assisted by adults or peers. This highlights the importance of tailored methodological support from teachers [1]. According to J. Piaget's theory of cognitive development, children aged 6-10 are in the concrete operational stage, where

they think based on real-life situations. Therefore, the use of specific examples, real-life events, and visual materials in lessons is essential. This theory provides methodological guidance for speech development [2]. The communicative language teaching approach, developed by M. Halliday [3] and Dell Hymes [4], focuses on fulfilling students' need for communication through language. In this approach, language learning is seen as a process of verbal interaction and idea exchange. Thus, in primary education, activities such as riddles, role-playing, and question-answer exercises based on communication are widely applied.

This study uses methods such as pedagogical observation, experiments, analysis of students' written work, questionnaires, and interviews.

Results and Discussion: Experimental work with primary school students revealed that oral and written speech skills are formed in the following stages:

1. Preparatory Stage:

Working on pronunciation and vocabulary;
Creating sentences based on pictures;
Expanding vocabulary through question-answer activities.

2. Initial Stage:

Composing texts using simple sentences;
Narrating daily events orally;
Expressing ideas in simplified written form.

3. Reinforcement Stage:

Rewriting stories;
Giving titles and describing the content of texts;
Converting oral narratives into written form.

4. Creative Application Stage:

Independently creating texts (e.g., fantasy stories, impressions);
Writing essays (about family, school, nature);
Creating dialogues and monologues [5; p. 37].

The effectiveness of these stages depends on proper lesson organization, student engagement, and active participation. At each stage, it is necessary to consider students' age, psychological traits, and level of speech development. Additionally, family environment and social conditions also directly influence this process. According to the experimental lessons, the following exercises were effective in developing oral speech:

Composing stories based on pictures;
Tongue twisters, riddles, and proverbs for verbal expression;

Group discussions for expressing opinions.

For written speech development:

Creating questions and answers based on texts;

Writing essays based on outlines;

Editing and rewriting texts.

Conclusion: The development of oral and written speech skills in primary school students plays a vital role in their personal and social development. A stage-by-stage approach, integration of methodological strategies, and use of innovative technologies lead to higher learning outcomes. Teachers must carefully plan tasks for each stage and apply individual approaches to support every student's speech development. Practical experience has shown that integrating oral and written language development improves educational quality and efficiency.

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