# Improving the Speech of Primary Class Students in Mother Language and Reading Literacy Lessons

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**Abstract**. *The article discusses the development of speech skills of primary school students. Tasks related to free and effective, meaningly, full expression of students' thoughts in written and oral form have been developed, including the importance of tasks related to the development of students' speech in the primary grades, including the mother tongue and the science of reading, and the formation of students' speaking skills through this.*

**Key words**: *speech activity, oral speech, written speech, competence, vocabulary, education, knowledge, science.*

## INTRODUCTION

In his election program on May 30, 2023, President Shavkat Mirziyoyev once again emphasized the significance of education and upbringing in society by stating:

*"Creating the necessary conditions to make knowledge, education, and upbringing the main pillars of New Uzbekistan will be one of the top priorities of our policy."*

The attention given to the education system, along with other fields in our republic, encourages us, the youth, to have a deep vision of the future and to move forward unwaveringly toward our goals. In particular, the fundamental essence of the ongoing reforms in our country lies in comprehensively supporting the youth, creating sufficient conditions for them to implement their ideas aimed at national development and the progress of our homeland.

On February 14, 2025, President Shavkat Mirziyoyev held an open dialogue with young people via videoconference. During the meeting, various aspects of education, science, and their legal protection were thoroughly discussed. The President emphasized: *"Where will the new Khorezmis, Berunis, Ibn Sinas, Mirzo Ulugbeks, and Alisher Navois, who will lay the foundation of the Third Renaissance in the future, come from? Who will fulfill these great tasks? I will never tire of repeating: It is you—the youth of New Uzbekistan—who will bring these noble ideas to life."*

During the meeting, the importance of identifying young people's interests and needs early, modernizing their potential, and engaging them in socially significant projects through artificial intelligence initiatives was highlighted.

The Cabinet of Ministers' Resolution No. 187, issued on April 6, 2017, *"On the Approval of State Educational Standards for General Secondary and Secondary Specialized Education,"* established conceptual frameworks for studying general education subjects within the secondary and specialized education system. Considering the continuity and coherence of education in Uzbekistan, as well as the priority of students' personalities and interests, the following competencies were approved based on their age characteristics:

Communicative competence

Competence in working with information

Self-development competence

Socially active civic competence

National and universal cultural competence

Mathematical literacy and competence in being aware of and utilizing scientific and technological innovations

Communicative competence involves the ability to engage in communication in one's native language and other languages in various social situations, while also adhering to the norms of speech culture. Thus, communicative competence is directly related to speech activity and speech culture.

## DISCUSSIONS

Speech is a fundamental condition for communication. There are different psycholinguistic perspectives on the origin of speech. L.S. Vygotsky, in his theory, proposed the idea that the essence of speech formation follows the sequence: *"from thought to meaning, from meaning to word."* This means that initially, a thought about a certain process is formed, then it is structured in terms of content and scope, and finally, it is transferred into speech through words.

A.R. Luria's model suggests that the process begins with motivation. Motivation then leads to the emergence of thought, which is subsequently expressed. Following this, internal speech is activated, leading to the formation of deep syntactic structures.

According to I.A. Zimnaya's theory, speech is a communication process that occurs through language and serves as a means of influence between individuals. General psychology describes speech as a form of communication that emerged in the course of human material activities. In modern psychology, speech is viewed as a universal means of communication, a complex form of conscious activity involving two interacting subjects.

Although scholars have different perspectives on the emergence of speech activity, they all share a common theme—the goal of expressing thoughts. Alongside the emergence of this activity, its development is equally important. Delivering thoughts clearly and concisely to the listener requires a speaker to possess a unique level of mastery.

Developing speech skills in primary school students is a crucial and relevant process. This is because students must be able to express their independent thoughts and opinions freely and accurately. For this, their speech must be well-formed, flawless, and rich in vocabulary. Additionally, they should be able to fully convey emotions and expressiveness in their descriptions through speech.

In his educational manual *"The Fundamentals of Oratory,"* N. Bekmirzayev emphasizes that an orator (a speaker) must pay close attention to the grammatical structure of their speech, ensuring it is simple, clear, and logical. He stresses the importance of using expressive means effectively to enhance the impact of speech, stating: *"The foundation of impactful speech lies in proverbs, fables, wise sayings, and idiomatic expressions."*

Numerous scientific studies, both abroad and within our country, have been conducted on developing oral and written speech skills in primary school students. Specifically, M.Z. Hamdamova, in her research, focused on improving the oral and written speech of 1st and 2nd-grade students. Her findings highlight that a child's speech development is closely linked to their psychological well-being, healthy growth, moral qualities, and the structured acquisition of the school curriculum.

Similarly, N.A. Qosimova, in her research on native language education, investigated the role of synonyms in enhancing students' speech development. She emphasized that oral and written speech in schoolchildren does not develop in isolation but rather progresses through an enriched vocabulary and the effective use of synonyms in communicative activities.

Another researcher, G.M. Ahmedova, explored the role of derived words in speech development. According to her study, the more Uzbek words Russian-speaking students learn, the broader their scope for performing speech exercises and comprehending national and cultural texts. In general, word formation, regardless of the language, is recognized as one of the key internal resources for enriching vocabulary. Statistical research conducted by T.M. Kovbasyuk indicates that nearly 30% of independent meaningful words are derived words. Therefore, word-forming affixes play a significant role in beautifying speech and enhancing its expressiveness, alongside other grammatical tools.

A.K. Nisanbayeva developed methodological foundations for improving students' speech through text-based learning in Uzbek language classes. Her research focused on preventing pronunciation errors, lexical and grammatical deficiencies, and sentence structure mistakes among students in Kazakh-medium schools. By identifying these issues, she sought to develop methods to prevent students from repeating such errors.

**The Role of Literary Works in Developing Speech Skills.**

Literary works included in primary school reading literacy textbooks play a crucial role in developing students' speech skills and enhancing their cognitive abilities. In the 3rd-grade *Reading Literacy* textbook (Part 1, Lesson 1), the text titled *"The Praise of the Motherland in Our Hearts"* aims to instill a love for and appreciation of one's homeland in students.

*The Praise of the Motherland in Our Hearts*

*"Motherland!"* This word is ingrained in our hearts from the lullabies of our mothers, from their deep love and warmth. If we are away from our homes even for a short while, we begin to feel uneasy. No entertainment can bring us joy, because we start longing for our homeland. Is this not an expression of love for one's country? Love for the Motherland, respect for it, considering everything related to one's homeland as sacred, and feeling a sense of belonging to its vast lands—these are the qualities of true human beings.

Dear children, another year has passed, and we have grown older. Our dreams and aspirations are growing alongside us. As we mature, new emotions awaken in our hearts and minds—love for the Motherland, respect for parents, pride in our ancestors, responsibility, and trust. These feelings form the foundation of love. How can we not love our peaceful, prosperous homeland, where we are nurtured and educated? Uzbekistan—the land where paradise whispers in its gardens—has produced poets who have moved the world with their words and scholars whose intellect continues to astonish humanity. We take pride in our great ancestors and strive to be worthy successors to them.

This text is designed with students' age-specific characteristics in mind, ensuring they can grasp its meaning. By reading and retelling the text, students not only understand the content but also express their thoughts on patriotism.

To deepen their comprehension and further enrich their speech, the *concept analysis method* is employed. This involves selecting complex words from the text and asking students to explain their meanings. This method helps assess the extent to which students understand concepts, evaluate their learning progress independently, and, most importantly, enhance their speech and expand their vocabulary.

"Concept analysis" method

| Concept | What do you think this concept means? | Additional Information |
|---|---|---|
| Settles in the heart / Touches the heart | To settle in a person's feelings, to touch the heart | |
| To feel disquieted / To be uneasy | To feel disturbed, uneasy | |
| To miss / To long for | To miss, to long for | |
| Relevant / Connected | Related, connected | |

| Responsibility | Responsibility, accountability | |
|---|---|---|
| Peaceful / Calm | Peaceful, calm | |
| To astonish / To amaze | To amaze, to astonish | |
| To strive / To move forward | To strive, to move forward | |

Here is the grammatically correct and fluent English translation of your text: Speech Development in Primary School Students Words derived from different parts of speech, selected from the text, must be explained independently by the students. By retelling the text, and ensuring general participation, students can not only make the underlying idea of the text clear to everyone, but they will also have the opportunity to organize the course of events correctly and narrate in sequence without confusion. Of course, this process is significant for the development of spoken language among students. Under the teacher's guidance, by taking into account the students' age characteristics and abilities, creating small stories in class makes the learning process more engaging and effective. For example, the topic "Our Neighborhood" is selected. The teacher provides the opening sentence: "We live in the 'Amir Temur' neighborhood." 1st Student: "In our neighborhood, both young and old live in harmony." 2nd Student: "Here, we have a modern school, a kindergarten, a hospital, and shops, tailoring workshops, bakeries to meet the needs of the people..." This way, each child contributes a small part, and the cohesive story is formed. This task plays a crucial role in helping students create connected texts, build sentences without breaking the logical flow of meaning, and use affixes appropriately when linking words. Additionally, it encourages them to avoid unnecessary repetitions by using pronouns, synonyms, and is of great importance in the development of their oral and written speech. Speech is both a material and moral necessity. Regardless of the field we work in, we certainly engage in communication, express our opinions, and convey our needs and requirements through speech. In the process of improving primary school students' speech skills, it is essential to enrich their vocabulary by explaining unfamiliar words found in textbooks and constructing sentences using those words. Additionally, teaching students to find synonyms for words, create small stories based on images, and enhance linked texts helps tremendously. In particular, in grades 3-4, teaching students how to transform simple sentences into compound sentences also helps them develop the necessary grammar and meaning connections. - "Spring has arrived." - "Spring has arrived, and the days have started to warm up..." Tasks aimed at developing speech are applied during the lesson process. This is why the views and exercises of researchers regarding the development of primary school students' speech were analyzed in this article. --- This translation remains faithful to the original meaning, ensuring grammatical accuracy and coherence. Let me know if you have any questions or need further modifications!

Students must independently explain the words from the various word categories extracted from the text. Retelling the text—and ensuring the active participation of all students—not only makes the underlying idea of the text equally understandable to everyone but also allows them to organize the sequence of events correctly and narrate the story in a coherent manner. Certainly, this process is also significant for the development of students' speech. Under the teacher's guidance, taking into account the students' age characteristics and abilities, creating short stories enhances the lesson's interest and effectiveness.

The topic "Our Neighborhood" is selected. The teacher provides the opening sentence: "We live in the 'Amir Temur' neighborhood."

First Student: "In our neighborhood, both the young and the old live harmoniously."

Second Student: "Here, there is a modern school, a kindergarten, a hospital, and, to meet the needs of the residents, there are shops, tailoring workshops, bakeries, etc."

In this way, each student contributes an idea, and a coherent story is constructed. This task is significant for developing students' speech skills because it facilitates the creation of a connected text, enables them to construct sentences without breaking the chain of meaning, encourages the appropriate use of affixes to link words, and promotes the extensive use of pronouns and synonyms

to avoid unnecessary repetition. Most importantly, it contributes to the development of both their oral and written speech.

**CONCLUSION:** Speech is both a material and a spiritual need. This is because, regardless of the field in which we work, we inevitably interact with people, express our thoughts, and communicate our needs and requirements through speech.

In developing the speech skills of primary school students, enriching their vocabulary, explaining the meanings of unfamiliar words in textbooks, constructing sentences with these words, finding synonyms (such as homeland, motherland, country), and creating short stories based on pictures all have an effective impact. Especially in grades 3–4, teaching students to transform simple sentences into compound sentences helps develop their ability to connect ideas both grammatically and semantically.

Spring has arrived.

Spring has arrived, and the days have begun to warm up….

Speech development tasks are implemented during the teaching process. Consequently, the article analyzed the opinions of researchers and the types of exercises related to the development of primary school students' speech.

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