

Methods of Forming Written Speech through Teaching Primary Class Students to Writing Compositions

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Abstract. *This article deals with the development of students' connected speech in primary education, the requirements for reporting in the mother tongue and reading classes, in particular, working on word meanings, planning, og is dedicated to the organization of oral and written retelling. Also, the importance of multimedia tools in the narration is given a place.*

Key words: *Educational stages, intellectual capacity, narrative, speech, text, vocabulary, word meanings, plan, retelling, multimedia, electronic guide.*

Introduction. The composition of a coherent, logically consistent, and meaningful exposition in an essay is closely linked to the formulation of an outline. Therefore, in primary school curricula for the native language and reading lessons, systematic approaches to the issue of outlining are observed. Initial steps in outline construction include identifying the complete segments of the text, assigning concise and precise headings to these segments, and organizing them into a structured plan. These tasks form the foundational activities in developing an effective outline for a given text. “Thus, we will review the conditions of Exercise 206, which is aimed at developing logical thinking skills.” “Read the text. Divide it into sections. Develop an outline based on each section. Then, retell the content according to the outline.” “A person once fed cotton seeds scattered around a storage facility to a cow. Among them, one seed managed to escape and found its way back into the storage. There, it joined the other intact seeds and fell asleep. All the seeds remained dormant until spring. In the spring, diligent farmers washed and prepared the seeds, then planted them in the fields. Soon, the impatient seeds began to sprout and turned into lush green cotton plants. Eventually, they blossomed into pure white cotton bolls. The seed that had escaped from the manger looked at the tiny seeds nestled within the cotton bolls and gave them some advice:

– “Dear seeds, never separate from one another. Those who stray will be eaten by a cow.” (A.Abdurazzoq) (86-p.).

The subsequent stage involves selective reading, during which students are expected to identify and read aloud the specific parts of the text that provide answers to the questions posed by the teacher. The development of outlining skills is introduced progressively across primary grade levels. In Grade 1, students are encouraged to generate titles for short texts in the form of interrogative sentences. In Grade 2, headings may take the form of either interrogative or declarative sentences. By Grade 3, outlining is conducted collaboratively, whereas in Grade 4, students are expected to carry out this task independently. This gradual increase in complexity supports the development of autonomous learning skills. The use of visual aids, such as illustrations, plays a significant role in enhancing students' conceptual understanding. At the initial stage, learners are trained to identify images in the textbook that correspond to specific parts of the text, and to assign appropriate labels or titles to those segments. This approach facilitates the development of associative thinking and reinforces the integration of textual and visual literacy.

Main part. The process of developing an outline is carried out in the following sequence: **1. Based on the teacher's model.**

The teacher constructs an outline in advance and writes its components on the board in shuffled order as provisional titles. After reading the first part of the text, students are tasked with identifying the most appropriate heading from the given options. This procedure continues systematically until a complete and coherent outline of the text is formed. **2. Through collaborative activity.** Under the guidance of the teacher, students collectively analyze each part of the text to determine its central idea. Based on this analysis, appropriate headings are formulated and written on the board. This stage fosters cooperative learning and critical thinking. **3. Through individual student activity.** In this stage, an unsegmented text is presented. The teacher provides a set of headings, arranged in the intended sequential structure, and displays them on the board. Students are then required to divide the text into logical parts according to the given headings, thereby reconstructing the outline independently. This approach encourages self-directed analysis and comprehension. **4. Through a creative approach to text analysis.** Here, a set of headings related to an unsegmented text is written on the board in random order. Students are challenged to identify an incomplete segment within the text and select the most appropriate heading for it. This task promotes creativity, inference-making, and deeper engagement with the text's content and structure.

In primary class reading textbooks, the emphasis is primarily placed on narrative comprehension tasks such as summarizing or retelling the content of a given text. These activities are designed to cultivate students' ability to grasp and reproduce the main ideas in a concise manner. In contrast, mother tongue (native language) textbooks adopt a more rigorous and systematic approach to text comprehension. This distinction is, of course, grounded in the fundamental objectives of teaching the subject itself. In the teaching of the mother tongue, particular attention is given to exercises that support deeper textual understanding. These include content-based comprehension questions, partial and full retellings of the text, the development of outlines, the generation of appropriate titles, and other interconnected tasks. These activities are designed to enhance students' interpretive, analytical, and expressive skills in an integrated and purposeful manner.

During the exercise, it is essential to cover the vegetation period of the tree; also, provide interesting information regarding the purposeful use of its fruits, leaves, bark, wood, and resin in the fields of nutrition and medicine, as well as in the perfume and mechanical engineering industries. Utilizing explanatory dictionaries and encyclopedias in this process contributes to expanding students' knowledge about the studied object and serves as a factor for interdisciplinary integration.

Verbal description tasks may take the form of questions or assignments, or consist of depicting the natural environment, characters' physical appearance, or portrait through words. Although this type of work is primarily conducted orally, it is sometimes carried out in a written narrative form as well.

Among methodologists, there are varying perspectives regarding the volume of words in a descriptive text. For instance, according to A. Zunnunov, specifying an exact word count in delivering a description may restrict the teacher's freedom of action. Therefore, we consider it inappropriate to impose such a rigid limit, since this is not a dictation but rather a unique written task aimed at developing style and critical thinking¹.

Indeed, this is a significant aspect of the issue. In our view, there is another dimension to the matter, which includes the time allocated for the lesson, the hours designated for the written task, the class's level of mastery, the development of students' cognitive processes, as well as the characteristics of the text itself. Although the text is intended to foster creative thinking, develop written language skills, and embody moral and aesthetic educational criteria, the volume of words must correspond to the individual and psychological characteristics of the pupils; otherwise, the expected outcome will not be achieved. It is well understood that providing a text that is essentially substantial in content but disproportionate in length to secondary school pupils, or offering voluminous yet pedagogically shallow materials to younger children, is not advisable.

¹ Зуннунов А., Турдиев Б. Баёнлар тўплами. – Тошкент: Ўқитувчи, 1993. – 10-6.

The quantity of words in a text is, of course, selected according to the age of the students. As K. Qosimova emphasizes, “The writing speed of primary school pupils is slow; therefore, for descriptive writing, texts of small volume with simple composition and language suitable for their level are chosen. The descriptive text is gradually made more complex: initially, a text expressing a single episode in the form of a narrative is selected, to which additional episodes and descriptive elements are subsequently added, the number of characters is increased, and discussion elements are introduced. Later, pupils move on to writing descriptions from different perspectives. Thus, the descriptive writing gradually acquires a creative character”².

Disscussion/Results. In our view, the content and volume of texts selected across grade levels must comply with the competency requirements established by the State Educational Standards for the native language subject. The number of words in a descriptive text serves, to a certain extent, the student's vocabulary breadth, cognitive capacity, and depth of imagination. In recent years, notable advantages have been observed in organizing native language instruction through the use of multimedia tools, as well as electronic learning (E-learning) and smart education (Smart Education) methodologies. These aspects are specifically emphasized in the recommendations of X. Mukhittdinova³, S. Mukhamedova, O. Muminova⁴, and Sh. Yuldasheva⁵ regarding the enhancement of native language instruction effectiveness through the implementation of electronic learning environments. Furthermore, the research conducted by M. Isroilova⁶ and S. Kambarova⁷ explores the pedagogical potential of digital tools in working with literary texts, including the organization of virtual laboratories, the arrangement of web-based excursions, and the development of panoramic visualizations, all of which are analyzed for their pedagogical efficacy.

When conducting unconventional descriptive tasks based on interactive methods, there are several effective advantages to utilizing multimedia galleries, panoramic images, web-based journeys related to the content of the work, and virtual reality capabilities through pedagogical software tools. According to K. Tursunmetov, “Pedagogical software tools (PST) are didactic instruments designed to partially or fully automate the educational process using computer technologies. They represent one of the promising approaches to enhancing the efficiency of the learning process, wherein modern technologies are employed as teaching aids. The composition of pedagogical software tools includes software products (a suite of programs) aimed at achieving specific didactic goals in a particular subject, as well as technical and methodological resources and additional auxiliary tools”⁸.

In organizing written activities, pedagogical software tools offer a range of capabilities, including:

- generating dynamic visual representations related to the content of the text;
- animating scenes from the text in synchronization with audio elements;
- vividly reconstructing the text's content in the students' imagination;
- fostering the integrated development of visual and auditory perception;
- enabling both learning and recreational engagement simultaneously;
- stimulating interest in the foundational principles of the subject;

² Qosimova K. va boshq. Ona tili o'qitish metodikasi. –Toshkent: Noshir, 2009. – 325-b.

³ Мухитдинова Х. Тил таълимига видеоматериаллар қандай уйғуналашади? // Til va adabiyot ta'limi. – Toshkent, 2015. – № 8. – 15–16-b.

⁴ Mo'minova O. O'zbek tilini o'qitishda innovatsion texnologiyalardan foydalanish // Til va adabiyot ta'limi. –Toshkent, 2019. – № 1. – 27–28-b.

⁵ Yuldasheva Sh. Interfaol diktant – savodxonlikni baholashning elektron tizimi // Til va adabiyot ta'limi. – Toshkent, 2019. – № 1. – 35–36-b.

⁶ Исройлова М. Лотин тилини ўқитиши жараённида тиббиёт олий таълим муассасаси талабаларини интеллектуал-маданий ривожлантиришнинг дидактик асосларини такомиллаштириш: Пед. фан. док. (PhD) дисс. автореф. – Тошкент: 2018. – 17-б.

⁷ Камбарова С. Умумий ўрта таълим тизимида ўқувчиларнинг мустақил мутолаа маданиятини шакллантириш технологияси: Пед. фан. док. (PhD) дисс. – Самарқанд, 2019. – 81–83-б.

⁸ Tursunmetov K.A., Begmatova D., To'raxonov F.B. Fizikadan pedagogik dasturiy vositalar yaratishdagi muammolar // Fizika, matematika va informatika. – Toshkent, 2013. – № 1. – B. 73.

- increasing student participation and engagement;
- cultivating a supportive and creative environment within the classroom;
- alleviating cognitive and physical fatigue, among other benefits.

In today's rapidly digitizing world, there is an increasing demand not only for digital textbooks but also for electronic versions of teaching resources such as *Collections of Dictations* and *Collections of Descriptive Texts* in the teaching of the native language. Currently, the creation of an electronic version of the traditional *Collection of Descriptive Texts* plays a critical role in fostering coherent speech development and creative thinking.

Like printed materials, electronic manuals must incorporate scientific-methodological, didactic, and psychological requirements. If the content, structure, stylistic expression, and didactic support of an electronic *Collection of Descriptive Texts* are not planned in accordance with learners' psychological characteristics, it will not be possible to achieve the goal of enhancing native language instruction through modern pedagogical approaches.

In the development of electronic instructional resources, several key requirements must be taken into consideration. These include the integrated presentation of materials selected for descriptive writing—whether informational content or comprehension tasks—through multimedia tools such as text, graphics, audio, video, and animation. Additionally, the electronic manual should facilitate information retrieval and sharing, enable assessment of students' knowledge levels, and support collaboration among educational. The electronic "Collection of Compostion" should be developed taking into account the following criteria:

- Texts that provide a concise and stylistically coherent structure, equipped with a system of hyperlinks;
- Stylistically grounded proportionate texts enriched with images, sound, motion, and other multimedia elements. Such texts facilitate better material comprehension and contribute to enlivening the teaching process;
- A user-friendly navigation system that allows free movement throughout the text, direct search within a single book's content or across multiple books and documents using indexes, tables of contents, alphabetical pointers, software-based search functions, as well as the capability to insert various annotations and other interactive features;
- Interactive elements aimed at leveraging the capabilities of educational process models, among other functionalities⁹.

In audio recordings prepared based on the text, the timbre and volume of sounds should be appropriately balanced; the behaviors of real and virtual entities (such as the narrator, his father, sparrows, insects) must correspond harmoniously; the colors of objects and items (such as the courtyard and its flowers) should be consistent with one another. Additionally, consideration should be given to the impact of certain colors—particularly the limited use of yellow and red—on the students' visual perception and psychological state.

Conclusion. In primary classes, conducting descriptive writing activities reflects pupils' mastery of grammatical knowledge and speech culture acquired in the native language subject. Through reading lessons, it facilitates the enrichment of their moral world and the elevation of their artistic and aesthetic thinking via the semantic content embedded in the texts. Multimedia electronic manuals designed for written assignments can be highlighted for their effectiveness in successfully organizing dialogues among educational participants and presenting information in both audio and visual formats.

In our view, an electronic manual intended for descriptive writing should ensure comprehension and assimilation of texts by incorporating voice-supported presentations, harmonious color schemes,

⁹ Ruzmetova M.Sh. Zamonaviy pedagogik texnologiyalarni o'quv jarayoniga uzlusiz tatbiq etishda elektron darsliklarning roli // Uzlusiz ta'lim. – Toshkent, 2011. – № 3. – B. 9.

spatial arrangement of materials, concentration of student attention, subject-related practical applications, concise volume of information, and the capacity to deliver substantial content within a short period.

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