

**METHODOLOGY OF DEVELOPING PRIMARY SCHOOL STUDENTS SPEECH**

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**Abstract:** The development of speech in primary school children is integral to the formation of their overall personality, cognitive abilities, and successful acquisition of knowledge. Speech not only serves as a means of communication but also acts as an instrument of thought, self-expression, and social integration. In the school environment, the teacher's role is pivotal in shaping, enriching, and refining students' speech through deliberate, carefully designed pedagogical methods.

**Key words:** speech development, primary school students, methodology, language acquisition, vocabulary enrichment, oral communication, articulation, classroom interaction, teacher guidance, linguistic skills.

**INTRODUCTION**

At the heart of speech development methodology is the understanding that the process is both systematic and continuous. It is not limited to language lessons alone but permeates all subjects and activities within the school. Every interaction, explanation, instruction, and even disciplinary remark presents an opportunity to positively influence and model correct speech patterns. Moreover, the teacher's own speech serves as a live example for students, who, at this developmental stage, observe and unconsciously imitate the behavioral and linguistic patterns of adults. The methodological approach to speech development in young learners involves several fundamental principles. First and foremost is the principle of consciousness and activity. Speech is not an automatic skill; it requires constant engagement and awareness. Instructive pedagogical environments provide opportunities for students to consciously analyze the ways in which language is constructed and used for various purposes. Through intentional, scaffolded instruction, children learn how to construct sentences, select appropriate vocabulary, and adapt their speech for different communicative situations.

**MATERIALS AND METHODS**

Furthermore, the principle of gradualness and systematicity is crucial. Speech abilities are formed in small, sequential increments. Tasks are arranged from simple to more complex, ensuring that each new skill is firmly grounded before students move on to the next. This scaffolded approach helps students master basic language structures, pronunciation, syntax, and later, increasingly complex forms of oral and written communication. A strong methodological focus is directed toward the expansion of vocabulary. Vocabulary is directly linked to the depth of thought and the capacity for precise self-expression. The enrichment of vocabulary, both passive (words understood) and active (words used in speech), is prioritized through diverse reading materials, thematic discussions, and exposure to literary language. Teachers encourage students to use new words in their speech, correcting usage gently and providing context to further reinforce comprehension [1].

A further essential aspect is the development of coherent and logical speech. In early years, children's speech may be fragmentary and disconnected, reflecting the non-linear nature of young cognition. Methodologies emphasize the formation of cohesive speech through activities that teach children to organize their thoughts logically, sequence information, and express ideas consistently. Narrative tasks, retelling exercises, and discussions are all utilized to foster the ability to maintain a theme, stay on topic, and elaborate on ideas within a logical framework.

Moreover, pronunciation and articulation are important facets of speech development in primary school children. Children at this age may still have incomplete mastery of certain phonemes or struggle with clear articulation. Methodologies in this area focus on phonetic exercises, articulation drills, and rhythmic language patterns designed to enhance clarity and fluency. These activities are embedded organically within reading aloud, reciting poetry, or engaging in dialogue, thus making them an integral part of daily classroom life [2].

The correction of speech errors is also an important pedagogical responsibility. Teachers approach this delicately, aiming not to discourage students but rather to guide and support self-correction. The emphasis is placed on positive reinforcement, constructive feedback, and opportunities for repeated practice. When students are aware that the goal is growth rather than punishment, they become more receptive to correction and more confident in expressing themselves. Written speech goes hand-in-hand with oral speech development in primary classrooms. As children learn to write, they internalize grammatical structures, spelling, and punctuation, which in turn reinforces their oral speech. Methodologies integrate dictation, creative writing, and the composition of short texts to strengthen the connection between spoken and written language. Teachers emphasize the importance of clear structure, complete sentences, and logical flow in all forms of communication. Reading, both silent and aloud, occupies a special place in speech methodology. Through exposure to well-structured, literary texts, students absorb correct syntactic forms and literary turns of phrase, which enrich their own language. Interactive reading sessions, followed by questions and discussions, further develop students' comprehension skills and their ability to formulate thoughtful, well-expressed responses [3].

Listening skills are another area of focus. Comprehension of spoken language, especially in group settings, is not always automatic for young children. Classroom methodologies include the intentional development of attentive listening through focused listening activities, careful listening to stories, instructions, and peer responses. Students are encouraged to paraphrase, retell, and express their understanding, thereby deepening their engagement and sensitivity to linguistic detail. Emotionally colored speech is also considered in the development strategy. Teachers guide students to recognize and use expressive intonation, emphasis, and modulation, matching their speech to various communicative situations. Role-plays, dramatic readings, and oral presentations are used to give students practice in using language expressively and appropriately. The use of visual supports, such as pictures, charts, and graphic organizers, also plays an important role in aiding children's speech development. These aids help students organize information, expand their vocabulary, and retain new concepts. Visuals provide a concrete context that supports the abstract nature of language learning, making it more accessible and meaningful for young learners [4].

Monitoring and assessment are constantly present within the speech development process. The teacher uses observation, informal questioning, and various formative assessment techniques to identify areas where students may need additional support. Individual differences in language acquisition pace are recognized, and differentiated instruction is used to help all students progress. Timely intervention for students with speech difficulties—such as those with articulation issues or limited vocabulary—is provided in collaboration with specialists if necessary. The collaborative environment of the classroom is also a vital methodological element. When children interact, they are compelled to negotiate meaning, resolve misunderstandings, and clarify their own thinking. Group work, pair activities, and collective discussions are organized specifically to maximize opportunities for communicative practice, allowing students to further internalize correct language usage as they interact with their peers. Home-school cooperation is another important component of speech development methodology. Teachers

guide and involve parents in the process, sharing strategies for enriching children's speech at home. Recommendations include regular reading, engaging discussions, storytelling, and encouraging children to express their thoughts and feelings in full sentences. This consistent reinforcement ensures progress is maintained beyond the classroom walls [5].

Cultural and linguistic diversity must be accounted for, especially in classrooms where students come from different linguistic backgrounds. Teachers employ culturally sensitive practices, provide additional language support for non-native speakers, and use the students' linguistic repertoire as a resource for language development. Such inclusivity promotes linguistic confidence and respect for all forms of expression. The integration of technology, where appropriate, serves as a supplementary tool for speech development. Carefully selected digital resources such as language games, audiobooks, and pronunciation trainers can enhance traditional methodologies. However, technology is used judiciously, with the understanding that direct human interaction remains paramount in the early years of speech development. Challenge and creativity are present throughout the methodology. Teachers create intellectually stimulating environments where students are encouraged to experiment with language, take risks in speech, and explore new ways of expression. The fostering of a safe, supportive classroom climate is essential to this aspect, ensuring students feel comfortable participating and making mistakes. The ethical dimension is also considered. Teachers model respectful, thoughtful speech and expect the same from students. The methodology encourages children to use words to build, not harm, emphasizing the responsibility that comes with communicative competence. Respectful dialogue, active listening, and the valuing of every individual's opinion are woven into the fabric of daily classroom interactions. In sum, the methodology of working on the speech of primary school students is comprehensive and multidimensional. It is rooted in the principles of consciousness, systematicity, gradualness, and activity. Encompassing all areas of school life and extending into the home environment, it involves a consistent focus on vocabulary enrichment, logical and coherent speech formation, pronunciation and articulation, error correction, and the integration of oral and written forms. The process is collaborative, inclusive, and dynamic, continually adapting to the needs of individual students and the evolving landscape of education [6].

### **CONCLUSION**

The development of speech in primary school children is one of the most important objectives in contemporary education. Effective methodology rests on the understanding that speech forms the foundation of thinking, learning, and social interaction. Teachers play a central role, carefully scaffolding each aspect of language growth in a supportive and stimulating environment. Ongoing assessment, parental involvement, and sensitivity to individual differences ensure that every child is given the best possible opportunity to develop robust, expressive, and correct language habits. The success of speech development methodologies is ultimately reflected not only in students' academic achievement but also in their personal confidence, interpersonal relationships, and lifelong capacity to learn and communicate effectively.

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