



## METHODOLOGY FOR THE FORMATION OF SPEECH COMPETENCE IN PRIMARY SCHOOL STUDENTS BASED ON AN INTEGRATIVE APPROACH

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### Abstract

This article describes in detail the general features of an integrative approach to the development of speech competence in primary school students.

**Keywords:** Competence, integration, integrative approach, logical games.

### Introduction

The Law of the Republic of Uzbekistan "On Education" is aimed at mastering the curricula of general secondary education, the necessary knowledge, skills, and abilities, and the formation of the foundations of literacy, knowledge, skills, and abilities necessary for the continuation of general secondary education in primary school students is considered an important task. Specifically, as stipulated by law, basic secondary education, in accordance with the curriculum, provides students with the necessary amount of knowledge, skills, and abilities, and develops their independent thinking and analytical abilities. (Page 1-36)

The President noted the need to revise the study load and the number of lessons in schools, to create a methodology that encourages students not only to memorize, but also to think. The experience of Finland was cited as an example. This country is one of the most advanced in the world in general literacy, natural sciences, and mathematics. Also, in the State Educational Standard and the National Curriculum of general education schools of our country, in the model



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curricula, the integration of subjects is mainly important in harmonizing the connections between nature and society, forming a responsible attitude towards the environment. In particular, in primary grades, deep mastery of lessons, efficient use of time, and improvement of the quality and effectiveness of lessons can be achieved through the integration of subjects.

Speech, on the other hand, is the activation of thinking based on the means of human activity (words, phrases, sentences). Speech performs the function of communication and message, emotional expression of one's thoughts, and influence on others. Well-developed speech serves as one of the important means of human activity in society. For the student, speech is a tool for successful learning at school. One of the important indicators of a student's speech is their vocabulary.

According to scientific data provided in pedagogical literature, 2-year-old children should know from 30 to 100 words, 4-year-old children from 1000 to 4000 words, 7-year-old children from 3000 to 7000 words, 10-11 year-olds from 8000 to 15000 words, 14-15 year-olds from 11000 to 18000 words. However, unfortunately, in native language classes, when there is a need to express thoughts in oral and written form. The lack of vocabulary in students is immediately noticeable. The repeated use of words in speech, the inability to replace a given word with its synonym, cognate, and opposite meaning, the difficulties encountered in compiling a dictionary of words belonging to a certain field, undoubtedly, indicate the insufficient vocabulary of students. What is speech development? If we are talking about the student and their language work, speech development means comprehensive active practical mastery of the language. (p. 2, 2)

If we are talking about the teacher, speech development means the use of methods and techniques that help students actively master the pronunciation, vocabulary, syntactic structure of the language, and coherent speech.

## **Part of the research methodology:**

Competence is knowledge in a particular field. Competence (Latin "competue" - I am achieving, I am worthy, I deserve) is the ability to apply the theoretical



knowledge, practical skills and abilities acquired in the subject in practice when solving practical and theoretical problems encountered in everyday life.

Competence is a sign of activity that leads to the expected result. Speech competence implies the development of the following four competencies of language education.

1- Listening comprehension (understanding heard and broadcast speech, the main information in the listened text, radio and television programs on current topics)

2-Speaking (expressing personal views and opinions in monologue, dialogic types of oral speech, developing the ability to present within the framework of the topic)

3-Reading: reading materials related to the topic, literary and artistic texts, popular materials (newspapers, stories, personal and electronic letters).

4-Writing (ability to write dictations,

Primary school teachers, having studied certain subjects, find it difficult to apply skills in the study of other subjects, and they lack the skills of independent thinking, transferring knowledge similar to the acquired or to new situations. All this is due to the mutual incompatibility of classes in different subjects in primary grades, and in this case, integration becomes the basis for the process of transferring knowledge from one subject to another and creating new didactics reflecting the directions of the integration of modern disciplines of activity.

For example, in native language lessons, information on each topic is provided orally and in writing. In texts corresponding to the first grade level, the speaker can answer questions when information about an event, person, thing, or place is openly expressed. In the process of listening to an artistic and informational, integrated text corresponding to the class level, they can make assumptions about the place and time in which the event takes place, and justify their assumptions.

For example, game technologies serve to increase students' interest in learning, develop communication, and reinforce knowledge. If the following exercise is also organized on the basis of an integrative approach, if the task is completed, it can have an impact on the speech development of students.



Exercise 2: Why are the highlighted words capitalized?

I spent the summer with my grandmother in the village of Turakurgan. Every day I bathed in the Kasansay River. My uncle lives in the village of Chortoq. We spent the winter holidays in the Rishtan district of the Fergana region. The Sokh River and the Dzhanabad Canal flow through it. In this case, the teacher should explain how words are written with capital letters and why they are written this way. As a result, students can expressively read exercises and words from the text, recite them from memory, and answer questions posed by the teacher. (page 4-27)

From the 2nd grade, we can use the following methodological tasks with an integrative approach to the development of students' speech.

**"Interdependence."** Students are given picture cards. After familiarizing themselves with the cards, the student tells an oral story about the object in the picture.

For example: "This is an apple. The apple grows in the garden and bears fruit. The students love him very much." Then the second child also talks about the object they have, composes a text, and should explain the relationship between the object they have and the object of the first student.

For example: "This is the sun. When the sun rises, the air warms up. The students love him. When the sun is hot, apples and other fruits ripen." Then the third student talks about the object in him and must find the connection between the object in the second child and the object in him. The game continues in this order.

**"Searching for commonality."** Students sit in a circle. The leader, throwing the ball at one of the students, says two unrelated words. For example: school and student, book and shelf, sun and flower...

The student who catches the ball returns the ball by identifying a common characteristic among the word pairs, stating that these words exist not only in native language lessons but also in natural science, and what they look like.

**"Journey."** Students are given the task of describing the path from school or home to a certain place. Students independently observe the "object" for several days and describe it orally. Through this game, which requires meticulousness, vigilance, observation, and attention to the environment, one can cultivate



feelings of love for the Motherland, love for nature, and attention to the surroundings. In addition, when using these games, students' speech develops, vocabulary increases, and independent thinking skills are formed.

In elementary school, students acquire the skill of conscious, diverse, and uniform syllabic reading. Difficulties in pronouncing certain speech sounds are eliminated. Students learn to retell the content of the texts they have read, based on the teacher's auxiliary questions, and to retell the content of a small text using a drawing.

The process of speech development, reading, and literacy preparation, which is considered one of the important factors in a student's good academic performance at school, is recommended through interesting methods, narrative pictures, live conversations, and logical games.

**Logical games** - in the formation of the student's speech, in the grammatically correct construction of sentences, in the clear hearing and correct pronunciation of speech sounds, they learn to master printed letters and read words by syllables. After expressively reading the fairy tales or stories in the textbook, it is necessary to discuss the events of the work together and encourage them to evaluate the good and bad sides of the characters' actions. Suggesting a child to retell a fairy tale (story) is also one of the effective methods. When retelling, special attention should be paid to explaining the events in detail and fluently, providing clear and complete answers to questions. Gradually assist the child in incorrectly pronounced places, when they forget to pronounce sounds incorrectly. The correct use of methodological manuals for teachers in native language and reading literacy lessons also yields good results in developing students' speech. For the development of students' speech, lessons on telling a story based on a picture and reading a poem together are also provided.

**Analysis of the literature on the topic.** part Research on the comprehensive development of children in primary schools was conducted in the works of Uzbekistani educators, psychologists, and philosophers: Kh. Yusupova on the technology of preparing students for interethnic communication, Kh.



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Saidrakhimova, M. Kurbanov, G. Goziev on the problem of the formation of speech and the initial stage of mastering the word, G. Abdurakhmanov, S. Ziyaev, S. Narzikulova, S. Umarov in their works comprehensively studied the wide possibilities of using tests in the effectiveness of communication. Issues of improving the organization of native language lessons in primary grades were studied by U.Masharipova, issues of literacy education - by A.Gulomov, K.Kosimova, S.Matjonov, Sh.Sariev, K.Abdullaeva. The importance of developing a child's speech, speech as a method of communication, its communicative.

## Analysis and results section

The information obtained in the development and formation of the speech of first-graders can be used in the following cases:

- realistic, objective self-assessment;
- the correspondence of educational materials to age characteristics, means of practical application, allows for the widespread introduction of practical materials into the school education system;
- necessary conclusions are drawn about the advantages of working with text in the development of oral and written forms of speech;
- can be effectively used in the creation of educational and methodological manuals for first-graders;

Based on the results of the experiment, a lesson plan will be developed for the effective organization of teaching native language and reading literacy lessons for first-grade teachers. In order to determine the level of assimilation of students based on the content of methods for improving students' speech in first-grade native language and reading literacy lessons, educational institutions were selected: secondary school No. 20 of the Shorchi district, secondary school No. 36 of the Jarkurgan district, and secondary school No. 86 of the Kumkurgan district.

Based on the conversation, questions were asked about how well he knows the concepts of public speaking and speech. In this educational institution, it was revealed that primary knowledge of methods for improving students' speech in



first-grade native language and reading literacy classes is insufficient, and their level of knowledge is practically the same. At this stage, the goal was set to organize teaching using modern teaching methods and effectively deliver the created methodological developments to students. To achieve this goal, 5 lesson plans were developed. After that, schools were selected for experimental work. One of them was considered as an experimental group, the other as a control group.

## Conclusion

In native language lessons, there is a growing need not only to limit oneself to standard assignments, but also to effectively use non-standard assignments. Non-standard tasks enhance students' thinking activity and increase their enthusiasm for completing them. This is an important factor in ensuring activity.

The fact that the games conducted during the lesson are interesting and thematic leads to the active participation of students in the lesson. One of the measures to improve the content of native language lessons and turn it into an important source that activates the educational and cognitive activity of students is the wider use of the possibilities of interdisciplinary and interdisciplinary connections within the subject. Primary school students can respond to communication etiquette during conversations and discussions with peers and adults, and to the opinions of others during conversations or discussions. If tasks that can develop the speech of students of this age, such as quickly reciting poetic riddles, are carried out using an integrated approach using modern methods, then the speech of students will become resonant and clear. Thus, the development of a student's speech is a complex process, and the factors hindering it depend not only on the content of education or the teacher. Only with an integrative approach will the process of teaching correct and fluent expression of thoughts in oral and written form be easier. It paves the way for the development of the student's speech. Students get bored with monotony. Therefore, it is necessary to constantly use various methods and games to develop their speech.



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