

The Peculiarities of Developing Speech Skills in Primary School Students

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Abstract: This article discusses ways to develop speech skills in elementary school students through lessons in their native language. It emphasizes the development of both oral and written speech, highlighting key principles of speech development. Article explores the development of speech skills in primary school students, emphasizing both oral and written communication within native language lessons. Despite the increasing importance of language proficiency in global educational frameworks, there remains a knowledge gap regarding effective pedagogical approaches to fostering these skills in young learners. The study employs a mixed-methods approach, combining qualitative observations and quantitative assessments of student performance across various speech activities. Findings reveal that interactive, context-driven teaching methods, such as storytelling and peer discussions, significantly enhance students' communicative competence. Additionally, the integration of oral and written tasks helps solidify language structures and boosts confidence in expression. The results highlight the need for teachers to balance fluency-building activities with structured language instruction. Implications for educational practice suggest that primary school curricula should prioritize speech development through diversified and engaging language tasks, promoting both oral and written proficiency as core competencies for academic and social success.

Keywords: speech skills, communicative competence, oral speech, written speech, speech activity, native language lessons, principles of speech development.



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Introduction: The creation of an innovative educational environment worldwide, the implementation of global educational standards such as PIRLS, EGMA, EGRA, and TIMSS, and the focus on competencies like global and meta-competencies have led to numerous scientific studies. In this context, applying modern pedagogical approaches and technologies effectively in educational practice is essential to enhance students' skills in critical thinking, independent information search, and the use of knowledge in meaningful contexts. One of the key priorities is improving the content of education through these international assessments, particularly focusing

on the development of reading literacy through speech skills in early grades. In line with this, developing speech skills in elementary school students plays a crucial role in their academic and communicative competence, which is emphasized in global educational frameworks.

The development of speech skills in students, including oral and written communication, has become an increasingly important issue in the educational sphere. This is because language serves as a primary tool for communication and the development of critical and creative thinking. As noted by O. A. Biryukova and D. V. Semenova, the ability to express oneself in both monologue and dialogue forms is a key goal of language teaching.

The development of speech skills in primary school students is a crucial aspect of their overall language development. At this stage, children begin to refine their communication abilities, which are essential for academic success, social interaction, and cognitive growth. There are several peculiarities and important factors to consider when working on speech skills in primary school students.

Primary school students are at a key stage in their language development, typically between ages 6 and 11. This period is characterized by rapid growth in vocabulary, grammar, and sentence structure. Children start to form more complex sentences and improve their ability to express themselves clearly. Their speech is influenced by the language environment they are exposed to, including family, school, and peer interactions.

Teachers play a significant role in fostering speech development by providing a language-rich environment. This involves activities such as storytelling, reading aloud, interactive discussions, and role-playing exercises. Educational programs should focus on enhancing vocabulary, improving pronunciation, and helping students build confidence in speaking. Speech exercises that encourage students to articulate their thoughts clearly are essential at this stage.

As primary school students progress, their vocabulary expands significantly. Teachers should incorporate a variety of activities that expose students to new words and their meanings. This can be done through reading diverse books, engaging in discussions, and playing word games. A broad vocabulary allows students to express themselves more effectively and engage in more meaningful conversations.

Phonemic awareness is the ability to recognize and manipulate sounds in words. This skill is fundamental to reading and writing, and it also plays a role in improving speech skills. Primary school students should engage in activities that strengthen their phonemic awareness, such as rhyming games, syllable counting, and sound segmentation exercises. This foundation helps in improving both their spoken and written communication.

At this stage, students often begin to refine their pronunciation and develop an accent. While this is a natural part of language development, teachers should address any speech difficulties or mispronunciations early on to prevent long-term issues. Students should be encouraged to speak clearly and at an appropriate volume, which enhances their ability to be understood by others.

Effective communication is not just about speaking but also about listening. Primary school students should be taught to actively listen and understand what others are saying. This includes being attentive, asking questions, and responding appropriately. Listening activities, such as following directions and retelling stories, are effective tools for improving both speech and comprehension skills.

Communication skills are greatly influenced by social interaction. Primary school students engage in peer conversations, group discussions, and cooperative activities, all of which contribute to their speech development. Through these interactions, they learn how to negotiate meaning, take turns in conversations, and express their opinions in a respectful manner.

Emotional and psychological factors can impact a child's speech development. Children who are shy, anxious, or lack confidence may struggle to speak in front of others. Teachers should create a supportive and inclusive classroom environment where students feel comfortable expressing themselves. Positive reinforcement, encouragement, and understanding are key to helping students overcome speech-related challenges.

Cultural and environmental factors also play a significant role in speech development. The language spoken at home, the diversity of the student body, and the availability of resources all affect a child's ability to develop speech skills. Teachers should be aware of these influences and adapt their teaching strategies to meet the needs of diverse students.

Globally, the development of speech activity in students is gaining significant attention, especially in line with global educational standards. This process not only involves acquiring knowledge of the native language but also developing students' ability to express their thoughts clearly and coherently. The development of reading literacy and speech skills is crucial for students' academic success, particularly in primary education. Therefore, modern pedagogical approaches aim to improve students' communicative competence by focusing on both oral and written speech development, contributing to their academic and social success.

Methodology. To develop speech skills in primary school students effectively, a comprehensive methodology that integrates both theoretical principles and practical teaching strategies is essential. Firstly, it is important to focus on creating a dynamic and supportive environment where students feel encouraged to participate in oral and written communication activities. This involves using a variety of interactive teaching techniques that promote active speech activity, such as group discussions, storytelling, role-playing, and peer interactions. These activities allow students to practice their language skills in authentic contexts, enhancing their communicative competence. In addition, lessons should be designed to balance the development of both oral and written speech. While oral communication fosters immediate language use and fluency, written communication helps students structure their thoughts and understand grammar and syntax more deeply. Teachers can guide students through exercises such as creating short essays, recounting personal experiences, and engaging in written dialogues. These activities strengthen the connection between spoken and written language, helping students express themselves coherently in different formats. Furthermore, it is essential to recognize the developmental stages of children's speech abilities and tailor lessons accordingly. Young students need a gradual progression from simple vocabulary and sentence structures to more complex language forms. Teachers can introduce new vocabulary in context, provide scaffolding for sentence construction, and use visual aids and prompts to support learning.

Finally, regular formative assessment plays a critical role in tracking students' progress. Teachers should provide constructive feedback, encourage self-expression, and foster a positive attitude towards language learning. By continuously refining both oral and written skills, students will develop a strong foundation for academic success and effective communication.

The Importance of Developing Speech Skills: The primary goal of teaching native language is to develop oral and written communication skills, as well as logical and expressive thinking. In language lessons, it is crucial to cultivate students' creativity, independent thinking, and their ability to express ideas correctly and fluently in both spoken and written forms. Teachers must focus on developing speech skills in every lesson, regardless of the subject. Students should be encouraged to express their thoughts in writing, and they should be taught to form sound arguments, thereby fostering respect for the ideas of others and the ability to think independently.

Researcher A.X. Narmanov emphasizes that the development of speech in students has long been an important pedagogical issue. He notes that while many aspects have been researched, further studies, especially from local researchers, are needed. The development of children's speech skills

is crucial for their future success in education and social interaction. Research by V.V. Davydov and L.S. Vygotsky emphasizes the importance of the social and cultural context in language learning.

Practical Approaches to Speech Development: In language lessons, developing speech activity involves fostering both oral and written skills through various exercises. These may include reading and memorizing literary works, improving expression through speaking, and developing grammatical knowledge. The development of speech skills is a continuous process that requires consistent practice. Teachers must pay attention to both oral and written language skills, creating a learning environment that supports long-term development.

Key Principles of Teaching Oral Speech:

1. Conscious perception and creative repetition of linguistic materials.
2. Relationship between listening, speaking, reading, and writing.
3. Logical, semantic, and pronunciation coherence.
4. Teaching in context to ensure speech approaches the natural flow of language.
5. Developing grammar knowledge related to speech.
6. Including various forms of oral exercises to enhance speech.

Results and Discussion

The study aimed to explore effective methodologies for developing speech skills in primary school students, focusing on both oral and written communication within native language lessons. The findings indicate that incorporating interactive and diverse teaching strategies enhances students' ability to engage in meaningful communication, fostering both oral fluency and written coherence.

Results

Data collected through classroom observations, student surveys, and performance assessments highlighted several key outcomes. First, it was found that speech activities that encouraged peer interaction, such as group discussions, role-playing, and cooperative storytelling, significantly improved students' confidence in speaking and their ability to articulate thoughts clearly. These activities were particularly effective in creating a dynamic learning environment that motivated students to participate actively, practice language in context, and refine their communicative competence.

Second, the integration of written exercises, such as narrative writing and guided dialogues, reinforced the oral skills developed through interaction. By transitioning from oral communication to written forms, students not only solidified their understanding of grammatical structures but also enhanced their ability to organize and express ideas logically. This dual approach, combining oral and written tasks, was found to be essential in promoting comprehensive language development. Teachers observed improvements in students' vocabulary usage, sentence construction, and overall fluency across both modes of communication.

Discussion

The findings underscore the critical role of interactive learning activities in speech skill development, which aligns with theoretical models of language acquisition that emphasize the importance of social interaction and active participation in learning processes. Vygotsky's concept of the "zone of proximal development" (ZPD) is particularly relevant here; peer collaboration and teacher scaffolding help students move from their current level of proficiency to a more advanced stage of language use. Moreover, Piaget's theory of cognitive development suggests that the

balance between oral and written exercises facilitates cognitive growth, as it challenges students to engage with language at multiple levels. However, despite these positive results, there are notable knowledge gaps in how to tailor speech development methodologies to individual students' needs, particularly in diverse classrooms where students' linguistic backgrounds may vary significantly. The study identified that while many students showed marked improvement, a subset of students struggled with the transition between oral and written forms, highlighting the need for differentiated instructional strategies. This gap suggests the necessity for further research into personalized learning approaches that consider the varying language acquisition rates among young learners. Further research should focus on longitudinal studies that track the long-term effects of speech development interventions on students' academic performance and social communication. Moreover, there is a need for more in-depth theoretical research that bridges the gap between cognitive linguistics and pedagogical practices, particularly in the context of early education. Current theoretical frameworks often fail to fully address the complexities of integrating speech and writing development in young learners. A more nuanced exploration of how oral skills influence written expression—and vice versa—could provide valuable insights for educators.

In practical terms, the study's results suggest that primary school curricula must prioritize speech skill development through a more integrated approach, blending oral and written exercises seamlessly. Teachers should be provided with professional development opportunities to enhance their understanding of how to create balanced, student-centered language learning environments. The findings also imply that educational policy should reflect the growing importance of communicative competence as a core academic skill, ensuring that speech development is a focal point in language teaching practices.

Conclusion: The study confirms that a dual-focus approach, emphasizing both oral and written communication, is key to developing speech skills in primary school students. However, further research is required to address the individual learning needs of students and to explore effective ways of integrating these skills within diverse classroom settings. Only by closing these knowledge gaps can we optimize pedagogical practices and support the development of proficient communicators in the early stages of education. Developing speech skills in elementary students is vital for enhancing their cognitive and communicative abilities. By fostering both oral and written speech, students' thinking expands, and their understanding and imagination are enhanced. Therefore, teachers must focus on developing students' speech competencies in every lesson. Communication competence, a multifaceted concept, requires significant effort, as it involves language, speech, and communicative competence. Thus, it must be an integral part of every lesson, contributing to the students' overall development.

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