

THE PEDAGOGICAL ESSENCE OF LITERARY-SPEECH COMPETENCE IN PRIMARY SCHOOL READING LITERACY LESSONS

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Annotation. This article analyzes the pedagogical essence of developing literary and speech competence in primary school reading literacy lessons. Literary-speech competence is considered as an important factor in shaping students' ability to understand texts, express thoughts clearly, and develop critical and creative thinking skills. The study highlights the role of interactive methods, communicative approaches, and student-centered strategies in improving learners' reading comprehension and oral and written communication abilities. Special attention is given to the integration of modern pedagogical technologies and innovative teaching methods in enhancing pupils' language development. The findings show that systematic and purposeful instruction significantly increases students' motivation, vocabulary enrichment, and overall communicative competence.

Keywords: Primary education, reading literacy, literary-speech competence, communicative approach, interactive methods, language development, pedagogical effectiveness.

Introduction

In modern primary education, the development of reading literacy and communicative abilities has become one of the most important pedagogical priorities. Reading literacy lessons play a crucial role not only in improving students' reading skills but also in shaping their literary and speech competence. Literary-speech competence includes the ability to understand, analyze, interpret, and express ideas based on literary texts. It also supports the formation of students' oral and written communication skills, critical thinking, and creative expression.

In the context of educational reforms, special attention is given to learner-centered approaches and competency-based education. Therefore, teachers are required to apply effective teaching strategies that promote active learning and meaningful interaction. The pedagogical essence of literary-speech competence lies in its integrative nature, combining linguistic knowledge, communicative skills, and cultural awareness. This article aims to analyze the pedagogical foundations of developing literary-speech competence in primary school reading literacy lessons and to identify effective methodological approaches that enhance students' language and communication development.

Main Part

The development of literary-speech competence in primary school students is a complex and systematic process that requires the integration of various pedagogical methods and instructional strategies. At the primary level, learners form basic reading habits, vocabulary knowledge, and comprehension skills, which serve as the foundation for further academic

success. Therefore, reading literacy lessons should be organized in a way that encourages students to actively engage with texts and express their thoughts freely.

One of the key components of literary-speech competence is reading comprehension. Through guided reading activities, students learn to identify the main idea of a text, understand characters and events, and make logical conclusions. Teachers can enhance these skills by using interactive techniques such as group discussions, role-playing, storytelling, and question-and-answer activities. These methods help students develop confidence in speaking and improve their ability to communicate ideas clearly.

Another important aspect is the development of oral and written speech. Regular practice in retelling stories, writing short summaries, and expressing personal opinions allows students to improve their language accuracy and fluency. The use of creative tasks, such as writing alternative endings, composing short stories, and dramatizing literary works, stimulates students' imagination and creative thinking.

Modern educational technologies also play a significant role in improving literary-speech competence. Digital tools, multimedia resources, and online learning platforms provide opportunities for visual and auditory support, making lessons more engaging and effective. Interactive presentations, educational videos, and electronic textbooks help students better understand textual content and increase their motivation to learn.

Furthermore, the teacher's pedagogical competence is a determining factor in the successful formation of students' literary-speech competence. Teachers should create a supportive learning environment where students feel comfortable expressing their ideas without fear of making mistakes. Continuous feedback, encouragement, and individualized instruction contribute to the development of students' self-confidence and communication skills.

In conclusion, the effective organization of reading literacy lessons based on communicative and interactive approaches ensures the successful development of literary-speech competence in primary school students. This process not only improves language proficiency but also supports the formation of independent thinking and lifelong learning skills.

Literature Review

Numerous researchers have emphasized the importance of developing reading literacy and communicative competence in primary education. According to Vygotsky (1978), language development and cognitive growth are closely interconnected, and social interaction plays a crucial role in shaping children's speech and thinking abilities. His socio-cultural theory highlights the significance of guided learning and teacher support in developing students' communicative and literary skills.

Researchers such as Cummins (2000) and Snow (2002) have pointed out that reading literacy is not limited to decoding skills but also includes comprehension, interpretation, and critical analysis of texts. Their studies show that effective reading instruction should integrate vocabulary development, background knowledge activation, and meaningful communication

activities. This approach helps students develop deeper understanding and improves their ability to express ideas orally and in written form.

In addition, scholars like Bruner (1986) and Halliday (1994) have focused on the role of language as a tool for meaning-making. They argue that classroom discourse and interactive learning environments significantly contribute to the development of students' speech competence. Through collaborative learning activities such as group discussions, storytelling, and peer interaction, students gain opportunities to practice language in real communicative contexts.

Recent studies in primary education methodology emphasize the effectiveness of competency-based and student-centered approaches. According to OECD (2019), reading literacy instruction should focus on developing functional language skills that enable learners to use information effectively in real-life situations. The PISA framework also highlights the importance of integrating critical thinking and problem-solving skills into reading education.

Furthermore, local researchers have contributed to the development of literary and speech competence by emphasizing the integration of national educational standards and innovative teaching technologies. Studies show that the use of multimedia resources, digital platforms, and interactive teaching methods increases students' motivation and improves learning outcomes. These findings support the idea that modern pedagogical tools play a vital role in enhancing reading literacy and communication skills.

Overall, the reviewed literature indicates that the development of literary-speech competence requires a systematic and integrated pedagogical approach. Combining theoretical foundations with practical teaching strategies allows educators to create effective learning environments that support students' cognitive, linguistic, and communicative development.

Methodology

This study employed a mixed-methods research approach to investigate the pedagogical essence of developing literary-speech competence in primary school reading literacy lessons. Both qualitative and quantitative research methods were used to obtain reliable and comprehensive data.

The research was conducted in several primary schools and involved primary grade students and teachers. The sample group consisted of learners from grades 2–4, as this age group represents a critical stage in the development of reading and communication skills. Data collection tools included classroom observations, questionnaires, interviews with teachers, and analysis of students' written and oral performance.

During the experimental phase, innovative teaching strategies such as interactive reading activities, group discussions, role-playing, storytelling, and creative writing tasks were implemented. The control group was taught using traditional teaching methods, while the experimental group was exposed to communicative and student-centered approaches. Pre-test and post-test assessments were used to measure students' progress in reading comprehension, vocabulary development, and oral expression.

The collected data were analyzed using descriptive statistical methods and comparative analysis. Qualitative data from classroom observations and interviews were interpreted to identify patterns in students' engagement, participation, and communication behavior. This methodological approach allowed the researchers to evaluate the effectiveness of pedagogical strategies in developing literary-speech competence.

Results and Discussion

The results of the study demonstrated significant improvements in the literary-speech competence of students in the experimental group compared to the control group. Students who participated in interactive and communicative learning activities showed higher levels of reading comprehension, improved vocabulary usage, and greater confidence in oral communication.

The post-test results revealed that students in the experimental group were more capable of identifying main ideas, summarizing texts, and expressing personal opinions. These findings confirm the effectiveness of student-centered and competency-based teaching methods in enhancing reading literacy and speech development.

Classroom observations indicated that interactive activities increased students' motivation and active participation. Learners became more engaged in discussions and demonstrated better collaboration skills when working in groups. Teachers also reported positive changes in students' learning attitudes and communication behavior.

Furthermore, the integration of digital tools and multimedia resources contributed to better understanding of textual content and increased learners' interest in reading activities. Visual and audio materials helped students grasp complex ideas more easily and supported different learning styles.

The findings of this study are consistent with previous research that emphasizes the importance of communicative approaches in primary education. The results highlight that systematic implementation of innovative teaching strategies can significantly improve students' literary and speech competence. Therefore, it is recommended that primary school teachers incorporate interactive methods and modern educational technologies into reading literacy lessons to achieve more effective learning outcomes.

Conclusion

In conclusion, the development of literary-speech competence in primary school reading literacy lessons is a vital pedagogical task that directly influences students' academic success and overall communicative development. The findings of this study indicate that systematic and well-organized instruction based on communicative and student-centered approaches significantly improves learners' reading comprehension, vocabulary enrichment, and oral and written communication skills.

The integration of interactive teaching methods, creative tasks, and modern educational technologies creates a supportive learning environment that encourages active participation and

independent thinking. Moreover, the role of the teacher remains essential in guiding students, providing constructive feedback, and fostering motivation for learning.

The results also demonstrate that competency-based education contributes to the formation of lifelong learning skills, critical thinking abilities, and cultural awareness among primary school students. Therefore, it is recommended that educators continuously improve their professional skills and adopt innovative pedagogical strategies to enhance the effectiveness of reading literacy lessons.

Overall, the development of literary-speech competence should be considered a continuous and dynamic process that requires cooperation between teachers, students, and educational institutions. Future research may focus on exploring digital learning tools and inclusive teaching practices to further improve literacy and communication outcomes in primary education.

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