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IMPROVING THE METHODOLOGY FOR DEVELOPING STUDENTS' ORAL SPEECH BASED ON FAIRY TALES IN READING LESSONS

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Abstract

This article explores innovative methodological approaches to developing students' oral speech skills through the use of fairy tales in reading lessons. Fairy tales, as a rich source of narrative structure, expressive language, and cultural values, provide a natural and engaging context for improving speaking competence. The study focuses on learner-centered strategies that encourage active participation, such as storytelling, role-play, dialogic reading, and creative retelling. Particular attention is given to the integration of interactive techniques that promote vocabulary expansion, pronunciation accuracy, and coherent speech production. The methodology emphasizes age-appropriate text selection and scaffolded speaking tasks that gradually move learners from guided to independent oral expression. The findings suggest that systematic use of fairy tales in reading lessons not only enhances students' oral fluency and confidence but also supports the development of critical thinking and imagination. The proposed methodological framework can be effectively applied in primary and lower secondary education to foster communicative competence in an engaging and meaningful learning environment.

Keywords

oral speech development, fairy tales, reading lessons, speaking skills, interactive methods, storytelling, communicative competence.

INTRODUCTION

The formation and development of students' speech competence is one of the most urgent tasks in the modern education system. Especially at the primary education stage, the development of oral speech creates a solid foundation for the full formation of the child's personality.[1]

Fairy tales are works of art that broaden children's worldview, develop their moral and aesthetic thinking, and embody rich linguistic resources. They develop students' imagination, strengthen their memory, increase their vocabulary, and help them achieve grammatical accuracy.[2]

The purpose of the article is to improve the methodology for developing students' oral speech based on fairy tales in reading lessons, to develop effective pedagogical technologies and to show scientifically based ways of applying them in practice.[3]

The research objectives are: to study the theoretical foundations of the development of oral speech; to analyze the educational and educational potential of fairy tales; to develop effective methods for the development of oral speech based on fairy tales in reading lessons; to summarize the results of the experimental work and draw conclusions.[4] LITERATURE **ANALYSIS**

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[3] Zimnyaya I.A. Pedagogicheskaya psixologiya. - M.: Logos, 2004. - S. 156.
[4] Repkin V.V. Razvitie tvorcheskix sposobnostej uchashchixsya. - M.: Prosveshhenie, 2003. - S. 45.

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1.1. Fairy tales and their educational significance

Fairy tales are one of the oldest and most popular genres of folk oral literature. They have been passed down from generation to generation, embodying the history, traditions, worldview, labor experience and dreams of peoples. Fairy tales correspond to the psychology of children, their interests and capabilities.[5]

Studies by scientists V.V. Repkin, N.N. Sazhin, L.N. Wenger and others show that fairy tales play an important role in the formation of children's personalities. Fairy tales develop the artistic imagination of students, teach them to appreciate beauty, and form moral thinking. Fairy tale heroes serve as role models for the child.[6]

The educational value of fairy tales is manifested in the following aspects: increasing language richness; forming speech competence; developing memory and attention; developing artistic imagination; providing moral and aesthetic education; instilling national and universal values.[7]

1.2. Theoretical foundations of the development of oral speech

Oral speech is the process of expressing a person's thoughts, feelings and desires through speech. In psychological and pedagogical science, oral speech is divided into two types: monological and dialogical speech. Monological speech is a long and continuous process of speaking by one person, while dialogical speech is a communication between two or more people.[8]

Scientists such as L.S. Vygotsky, A.N. Leontyev, A.R. Luria studied the formation of speech activity and identified the stages of its development. In their opinion, the child's speech development is inextricably linked with his general mental development. Speech activity interacts and develops with other types of child activity.[9]

The development of oral speech of primary school students includes the following areas: forming a culture of speaking; teaching correct, fluent and expressive speech; developing monological speech skills; forming a culture of dialogical speech; developing speech creativity.[10]

METHODOLOGY

2.1. Research methodology

The study is experimental in nature, its purpose is to improve the methodology for developing students' oral speech based on fairy tales in reading lessons and test it in practice. The study was conducted among 3rd grade students of secondary school No. 32 in Tashkent in the 2024-2025 academic year.[11]

The following methods were used in the study: pedagogical observation - determining the level of development of students' oral speech; conversation - determining students' interest in fairy tales and their attitude to them; pedagogical experiment - testing the developed methodology in practice; testing - determining the level of development of students' oral speech.[12]

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[5] Ushinskij K.D. Chelovek kak predmet vospitaniya. - M.: Pedagogika, 1990. - S. 312.
[6] Venger L.A. Vospriyatie i obuchenie. - M.: Pedagogika, 1986. - S. 178.
[7] Amonashvili Sh.A. Kak chuvstvuet sebya uchashhijsya v shkole. - M.: Znanie, 1990. - S. 67.
[8] Leontyev A.N. Deyatel'nost. Soznanie. Lichnost. - M.: Smisl, 2005. - S. 198.
[9] Luriya A.R. Yazyk i soznanie. - M.: Izdatel'stvo MGU, 1979. - S. 245.
[10] Ginezinskaya V.A. Obuchenie povestvovaniyu v nachal'nyx klassax. - M.: Prosveshhenie, 1985. - S. 123.
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Tadqiqot ishtirokchilarining tavsifini 1-jadvalda ko'rish mumkin:

Group	Number of students	Probation period	Number of sessions
Experimental group	25	4 months	32
Control group	25	4 months	32

Table 1. Research participants

2.2. Methods of conducting classes based on fairy tales

During the experimental work, the following methods of developing students' oral speech based on fairy tales were developed and used: telling a fairy tale; creating the image of fairy tale characters; continuing the fairy tale plot; dramatizing a fairy tale; holding a conversation based on a fairy tale; describing and analyzing a fairy tale.[13]

In the process of telling a fairy tale, students retell the fairy tale they have read in their own words. This develops their memory, language skills, and monologue speech. Teaching storytelling consists of the following stages: listening and understanding the fairy tale; remembering the main characters and events; retelling the fairy tale in their own words.[14]

In the activities of creating the image of fairy tale characters, students describe the character, appearance, and behavior of the fairy tale character. These activities develop imagination and teach students to speak expressively. In the activities of continuing the fairy tale plot, students continue the fairy tale in their own way, which develops their creative thinking.[15]

RESULTS AND DISCUSSION

Analysis of the results of the experimental work confirmed the effectiveness of the developed methodology. The oral speech of primary school students improved significantly during the experimental work. The main results are presented below.[16]

Firstly, the students' monological speech developed. They learned to speak freely and fluently, to express their thoughts clearly. Secondly, the vocabulary increased. Students began to actively use new words taken from fairy tales. Thirdly, grammatical correctness was achieved. The structure of sentences improved, syntactic errors decreased.[17]

The results of the experimental work can be seen in Table 2:

[13] Komenskij YA.A. Izbrannye pedagogicheskie sochineniya. - M.: Pedagogika, 1982. - S. 234.
[14] Xudoyberganova D.X. Boshlang'ich ta'limda o'qish o'qitish metodikasi. - T.: O'qituvchi, 2022. - S. 156.
[15] Rahimov S.S. Nutq madaniyati va nutq texnikasi. - T.: Fan, 2021. - S. 78.
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Indicator	Elementary	Final	Change
Monological speech	58%	82%	+24%
Dialogical speech	65%	86%	+21%
Vocabulary	62%	84%	+22%
Grammatical accuracy	55%	79%	+24%
Expressivity	60%	81%	+21%

Table 2. Experimental results (%)

The results obtained show that classes based on fairy tales are an effective tool for developing students' oral speech. The interesting plot and bright characters of fairy tales attract the attention of students and encourage them to active speech activity. Fairy tales also serve to instill national and universal values.[18]

CONCLUSION

Based on the results of the conducted research and experimental work, the following conclusions can be drawn:[19]

Firstly, the development of oral speech of primary school students is an important condition for their overall personal development. Good development of oral speech increases the effectiveness of a child's education, creates the basis for his social success. Secondly, fairy tales are an effective means of developing oral speech of students. They develop memory, imagination, language skills, teach students to speak expressively.[20]

Thirdly, the developed methodology (telling a fairy tale, creating the image of heroes, continuing the plot, dramatization, and other methods) achieved high efficiency in developing students' oral speech..[21]

Suggestions: teachers are advised to widely use fairy tales as a means of developing oral speech; different methods of using fairy tales should be used in lessons; special attention should be paid to developing students' creative abilities; parents should also be encouraged to read fairy tales with their children and talk with them.[22]

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