METHODS AND TECHNIQUES FOR DEVELOPING SPEAKING SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract: Developing speaking skills in primary school students is crucial for enhancing their communication, confidence, and language proficiency. This paper explores effective methods and techniques to achieve this goal, focusing on interactive activities such as storytelling, role-plays, and group discussions, as well as games and play-based learning like word games and puppetry. The use of technology, including educational apps and recording tools, and the integration of visual aids such as flashcards and picture descriptions, are highlighted as impactful strategies. Daily practices and the incorporation of songs and rhymes further support language development, fostering an engaging and supportive environment for young learners to build their speaking abilities.

Keywords: Speaking skills, primary school, language development, interactive activities, role-play, storytelling, educational games, technology in education, visual aids, communication skills.

Speaking is a fundamental skill in language acquisition, particularly for young learners in primary school. It serves as the foundation for effective communication and plays a pivotal role in academic success and social interaction. For primary school students, developing speaking skills goes beyond language proficiency; it fosters self-expression, confidence, and critical thinking.

However, young learners often face challenges such as limited vocabulary, fear of making mistakes, and lack of exposure to practical language use. Teachers play a crucial role in creating a supportive environment and employing effective strategies to overcome these barriers. Interactive and engaging methods tailored to the developmental needs of children are essential to make learning enjoyable and effective.

This paper examines various methods and techniques for developing speaking skills in primary school students, including interactive activities, play-based learning, technological integration, and the use of visual aids. By implementing these strategies, educators can help students build their confidence and improve their speaking abilities, setting the stage for lifelong communication skills.

The speech of primary school students can be developed in Russian language lessons using three groups of methods: imitative, communicative and the construction method. All three groups of methods are combined in the work of students and the teacher, complement each other and together create the basis for a system of developing students' speech, which is closely connected with the course of Russian language, literature, rhetoric, and with the social activities of children.[2]

Imitative methods can also be called "model" methods. Imitative methods include both the analysis of model texts and the synthesis of one's own linguistic constructions. And search activities - the choice of words and other language tools, and modeling of model texts, and the construction of sentences and texts based on these models, and generalization, derivation of rules, and even creativity - retellings and written statements with creative additions or changes, staging, dramatization, artistic reading and storytelling, imitative and one's own literary creativity.

Methods of teaching speech "by example" have their own extensive set of techniques, types of student work: these are numerous types of retelling of read texts, written presentations of various types: with linguistic analysis of the text, with illustrations, with a change in genre. Composing sentences or components of a text according to the given type or according to a model, which may also have been compiled by students. "By example" schoolchildren work on types of speech and on various genres. On description, narration, reasoning. On stylistic, compositional, content features of a story, essay, newspaper article, review of a book read or a play, characteristics. And also on composing so-called "business papers" - announcements, applications, business letters, telegrams, diary entries.

The imitation method is very developed in primary school, but it cannot be sufficient: teaching "by example" only prepares students for other methods of speech development.

Communicative methods are based on the theory of speech activity, in particular on the analysis of the speech act: the method takes into account all its stages - both situational and motivational, and the perception of the interlocutor, and feedback. Communicative methods have their own set of techniques, teaching tools, types of exercise tasks. Creation of speech situations or their selection from the flow of life; role-playing games, work, hikes and excursions, paintings, specially organized observations, other ways of accumulating material, impressions; any types of activity that can cause the need for statements. This method assumes a system of students' skills, implemented in the process of various kinds of written and oral speech exercises - essays, etc.

The construction method is a synthetic method. It is related to the first two. In the system of teaching "by samples", types of text are analyzed and modeled, and subsequently the construction of one's own texts is carried out according to these models. Construction is also related to the communicative method, since it provides motivation for speech, its effectiveness, determines the social and personal functions of speech.

The text construction method has a large number of techniques and types of speech exercises. Most of them usually perform a preparatory or auxiliary function: they are woven into the process of preparing a speech exercise at its different stages. This is vocabulary work, work on a phrase, work on a sentence, logical: work with concepts and constructing their definitions, comparing objects, natural phenomena by their features, exercises based on text theory. Modeling the structure of sample texts and subordinating your own text to this model, editing your own text; practicing types of communication in the text; composing texts of various functional-semantic types: description, narration and reasoning, as well as different genres: a story, a landscape sketch, a description of a painting, an essay, an article in a newspaper, a letter, a play; conveying the plot in a dialogic form.

This type of work on the development of speech of younger students, such as an essay, uses all of the listed methods. Because when preparing to write an essay, a text model is determined depending on its type, kind and genre, a plan is made, key words and constructions are given. Also, during the preparation process, children answer questions on the topic, express their thoughts, and then construct their own text.

Developing speaking skills in primary school students is a vital aspect of their overall communication and language development. Through interactive and engaging activities such as storytelling, role-plays, group discussions, and games, students can build confidence, improve vocabulary, and enhance fluency in a supportive environment. Incorporating visual aids, technology, and daily speaking practices further enriches the learning process, making it both effective and enjoyable.

By implementing these techniques, educators can create a dynamic classroom atmosphere where students feel motivated to express themselves. This foundation not only strengthens their speaking abilities but also prepares them for academic success and real-world interactions, setting the stage for lifelong learning and communication.

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