

## METHODS OF DESIGNING THE PROCESS OF DEVELOPING SPEECH COMPETENCE IN PRIMARY SCHOOL STUDENTS

Nazarova Kamuna Farhod kizi

Researcher at the Tashkent University of Applied Sciences

nazarovakamuna02@gmail.com

<https://orcid.org/0009-0004-9179-7330>

**Annotation:** This article explores the methods of designing the process of developing speech competence in primary school students. Speech competence is a key component of a student's communicative ability, enabling effective oral and written expression, logical reasoning, and social interaction. The study emphasizes the role of educational tasks, including literary texts, observation exercises, personal reflections, and interactive activities, in fostering speech competence. The findings show that systematic and age-appropriate implementation of these tasks enhances students' communication skills, critical thinking, and creativity

**Keywords:** speech competence, primary education, communicative skills, educational tasks, oral and written communication, interactive methods.

### Introduction

Communication competence is widely recognized as one of the key factors determining success in various fields of modern society, including education, professional activities, and social interactions. From an early age, children naturally begin to communicate, developing the foundational skills necessary for verbal expression, listening, and comprehension. By the time they enter primary school, most children have already acquired basic communication and speech abilities, which serve as the foundation for further linguistic, cognitive, and social development. The readiness of children for school, as well as the systematic enhancement of their speech and communicative skills, is therefore a central concern in primary education.

Effective communication is not limited to the simple exchange of information. Globally, it is understood as a complex semantic aspect of interaction that ranges from basic dialogues to intricate organizational activities and collaborative tasks. In this broader sense, communication involves the ability to interpret meaning, negotiate understanding, and participate in joint activities while responding appropriately to social and cultural contexts. Speech competence, as a component of communication competence, encompasses multiple interrelated facets, including the ability to articulate thoughts clearly and coherently, adapt language use to different audiences and situations, and engage in socially effective interactions.

Designing methods to develop speech competence in primary school students requires a systematic, structured, and stage-by-stage approach. This approach must consider not only the linguistic and cognitive characteristics of children but also their individual learning styles, motivational factors, and prior experiences with language. It involves selecting age-appropriate materials, tasks, and activities that promote gradual improvement in oral and written expression, listening comprehension, critical thinking, and social interaction. In addition, the integration of interactive techniques, observation exercises, and reflective tasks is essential to create a

dynamic learning environment that encourages students to actively use language in meaningful contexts.

Moreover, early development of speech competence has a direct impact on a child's academic performance, social confidence, and overall cognitive growth. Children who are able to communicate effectively are more likely to participate actively in classroom discussions, collaborate successfully with peers, and express their ideas and opinions with clarity. They also demonstrate higher levels of creativity, problem-solving abilities, and self-regulation. Therefore, primary education programs must prioritize strategies and methodologies that systematically nurture speech competence, ensuring that students not only acquire basic language skills but also develop the communicative, cognitive, and social abilities necessary for lifelong learning and personal development.

In summary, communication competence forms the cornerstone of a child's educational and social success. The development of speech competence in primary school students is a multifaceted process that requires careful planning, structured methodologies, and continuous support from teachers, parents, and the educational environment. By implementing systematic and developmentally appropriate strategies, educators can provide students with the tools they need to communicate effectively, think critically, and engage confidently in both academic and real-life contexts.

### **Literature Review and Methods**

Speech competence is a complex and multifaceted concept that plays a critical role in students' academic and social development. It comprises three key components: communicative ability, communicative knowledge, and communicative skills and actions. Communicative ability reflects a student's natural inclination toward interaction, including oral fluency, expressiveness, and the capacity to participate confidently in conversations. Communicative knowledge encompasses understanding the various types, stages, and patterns of communication, as well as knowing which strategies are most effective in specific contexts. Communicative skills and actions involve applying this knowledge in practical situations, allowing students to express themselves coherently in both oral and written forms and to engage appropriately in social interactions.

Research by Golovanova, Goreskiy, and Klimanova emphasizes that the development of speech competence can be effectively supported through literary texts, observation exercises, personal reflections, and interactive activities. Literary texts expand vocabulary, stimulate imagination, and enhance abstract and figurative thinking. Observation-based exercises enable students to analyze real-world events and articulate their observations verbally, improving analytical and descriptive abilities. Personal reflection tasks foster independent thinking and encourage students to form their own opinions and perspectives, cultivating critical thinking skills.

### **Results and Discussion**

The findings of the study indicate that the systematic use of educational tasks significantly contributes to the development of speech competence among primary school students. The outcomes can be summarized as follows:

Improvement in oral speech: Through retelling, storytelling, and guided dialogues, students showed better fluency, coherence, and confidence in expressing and defending their opinions. Repeated oral practice encouraged active participation and reduced anxiety related to speaking.

Improvement in written speech: Creative writing and composition exercises strengthened grammatical accuracy, enriched vocabulary, and enhanced the logical organization of ideas. Students developed the ability to express complex thoughts in writing clearly and effectively.

Enhancement of communicative competence: Interactive tasks fostered collaboration, social adaptability, and active engagement. Students learned to negotiate meaning, cooperate with peers, and communicate effectively in various social situations.

Development of independent thinking: Observation and reflection-based activities encouraged critical thinking, creativity, and self-expression. Students were able to interpret events, form individual perspectives, and link observations to language use.

The results highlight that combining different types of learning tasks produces a synergistic effect. Literary texts and observation exercises enrich imagination and vocabulary, interactive activities enhance social and collaborative skills, and personal reflections cultivate critical thinking and independence. Additionally, teacher guidance, lesson organization, and parental involvement play vital roles in supporting speech development.

Overall, the findings demonstrate that systematic, integrated, and developmentally appropriate educational strategies are essential for fostering speech competence. These strategies equip students with oral, written, and social communication skills, preparing them to participate confidently and effectively in both academic and real-life contexts.

## Conclusion

The study demonstrates that developing speech competence in primary school students is a fundamental component of their overall educational and social development. Effective communication skills, which include the ability to articulate thoughts clearly, understand and interpret messages, and engage in meaningful interactions, are essential for academic success, social adaptation, and personal growth.

The findings indicate that systematic and structured implementation of educational tasks—such as literary texts, observation exercises, personal reflections, interactive activities, and multimedia resources—significantly enhances students' oral and written communication skills. These tasks complement each other, promoting coherence, fluency, creativity, critical thinking, and collaborative abilities. Furthermore, teacher guidance, lesson planning, and collaboration with parents are critical factors that support the successful development of speech competence.

In conclusion, designing and applying age-appropriate, step-by-step strategies for speech development equips students with the skills necessary to communicate effectively, think independently, and interact confidently in both academic and social contexts. Prioritizing speech competence in primary education ensures that students are not only linguistically proficient but also socially adaptable, intellectually engaged, and prepared for lifelong learning.

## References:

1. Adizov B.R. Boshlang'ich ta'limni ijodiy tashkil etishning nazariy asoslari: Ped. fan.dok. diss. avtoreferati. – Toshkent: 2003.– 44 b.
2. Azizov G'. O'zbek maktablarining 5-sinf ona tili darslarida o'quvchilar nutqini sinonimlar bilan boyitish metodikasi. Ped. fanl. ilm. daraj. olish uchun yozilgan diss. –T.: 1998. -264 b.
3. Azixzodjayeva N.N. Pedagogik texnologiyalar va pedagogik mahorat. – T.: Moliya, 2003. – 192 b.
4. Alekseyeva, G. Yu. Pedagogicheskiye usloviya razvitiya tvorcheskogo potentsiala uchaxixsya mladshix klassov v prosesse izucheniya matematiki:diss. kand. ped. nauk : 13.00.01 / Alekseyeva Galina Yuryevna. Rostov n/D, 2001.- 196 s.
5. Allayorov I.A. Didakticheskiye osnovy aktivnogo obucheniya. Avtoref. diss. ... dokt. ped. nauk. –T.: 1994. -44 s.
6. Aripdjanova A.R. Razvitiya kreativnogo potentsiala pedagogov vysshix obrazovatelnyx uchrejdений v usloviyax informatizatsii obrazovaniya. Ped. fan.dok. (PhD) dis... – Toshkent: 2017. – 179 b.
7. Axliddinov R.Sh. Sosialno-pedagogicheskiye osnovy upravleniya kachestvom obshchego srednego obrazovaniya (na mater.Nasionalnoy programmy po podgotovke kadrov): Diss. ... dokt. ped nauk. – T.: 2002. –44 s.
8. Axliddinov R.Sh. Umumiy o'rta ta'lim tizimini takomillashtirishning ta'limiy pedagogik asoslari: Dis. ... ped.fan. nom. – Toshkent: 1998. –145 b.
9. Babanskiy Yu.K. Metody obucheniya v sovremennoy obshcheyobrazovatelnoy shkole. –M.: Prosveshcheniye, 1985. -208 s.
10. Babanskiy Yu.K. Problemy povysheniya effektivnosti pedagogicheskix issledovaniy. –M.: Pedagogika, 1982. -192 s.
11. Baykov F.Ya. Ucheniye i tvorchestvo. –L.: Leninizdat, 1979. -149 s.
12. Baratov Sh.R. O'qituvchi sosial intellekti ko'rsatkichlari o'rtasida korrelyatsion munosabatlar tahlili (kasb-hunar kolleji o'qituvchilarimisolidi) // "Psixologiya" ilmiy jurnali. – Buxoro, 2015. №1. – B.84-91.
13. Bardin K.V. Kak nauchit detey uchitsya. –Minsk, Narodnaya sveta, 1973. - 142 s.