

# Developing The Linguistic Skills of Primary School Students

Shodmonkulova Dilorom Khalikovna

Associate Professor of the Faculty of Primary Education  
at the Tashkent state pedagogical university Named after Nizami



## Abstract

The article examines the conditions for successful speech development and the formation of speech skills and abilities in primary school students. The values of speech development are determined. The lines of formation of the culture of speech communication in primary school are identified and substantiated.

**Keywords: Speech communication, conditions, speech environment, values of speech development, linguistic features of oral and written speech.**

## Introduction

A person improves his speech throughout his life, mastering the riches of language. Each age stage brings something new to his speech development. The most important stages in mastering speech fall on childhood - preschool and school.

The development of a child's speech is not a spontaneous process. It requires constant pedagogical guidance. What are the conditions for successful speech development, the formation of speech skills and abilities in children (Fig. 1)

1. The need for communication. Consequently, the methodology for speech development should provide for situations that determine the motivation for speech, put the student before the need for speech statements, arouse his interest and desire to share something, talk about something.
2. Communication is possible only with the help of generally understood signs, that is, words, their combinations, various turns of speech. Consequently, children need to be given speech samples or create a speech environment. The richness, diversity and correctness of his own speech largely depend on what kind of speech environment he has. The speech environment is the speech of parents, other relatives and friends, folklore, fiction, radio and television, cinema and theater, and at school, in addition, the speech of teachers and other school staff, speech heard in lessons, the language of textbooks and teaching aids [1].
3. Reading and writing are speech skills and abilities based on the language system, on knowledge of its phonetics, graphics, vocabulary, grammar, spelling, on the skills of constructing one's own speech and perceiving the speech of others. Written speech is always stricter than oral speech, all the mistakes and shortcomings so typical for younger students are clearly visible in it. Written speech has its own characteristics in the construction of phrases - complex sentences are more

often used, in the selection of vocabulary, in the use of grammatical forms. Mastering written speech, children learn the features of texts - narratives, descriptions, reasoning, letters, newspaper articles, etc., and become familiar with their stylistic differences.

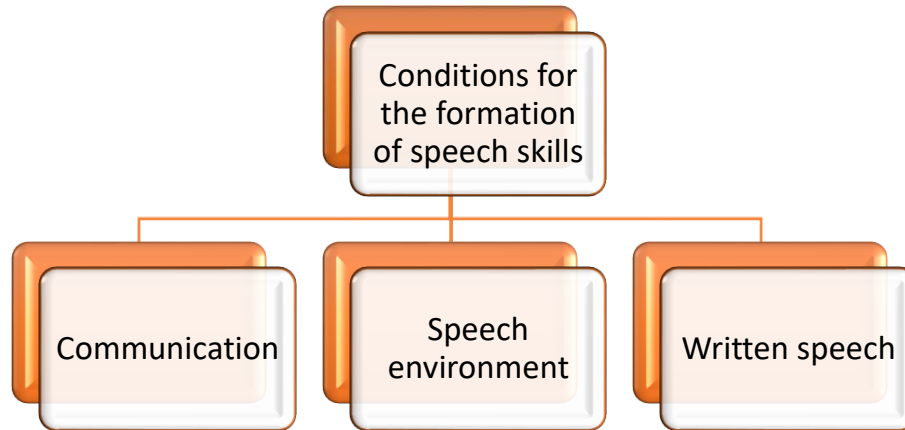


Fig. 1. Conditions for the formation of speech skills in primary school children

The next area of work of the school in speech development is bringing children’s speech skills to a certain minimum, below which no student should remain, this is the improvement of speech, increasing its culture, all its expressive possibilities [2-5]. The guide to this complex work is the methodology for developing students' speech.

In methodological literature, in curricula and other documents for schools, in live pedagogical communication, the term "speech development" has at least three meanings [4] (Fig. 2):

- the strategic goal of language teaching: language must be taught in order to develop children's speech (listening, speaking, writing and reading skills) and on this basis to carry out their intellectual, aesthetic and moral development.
- the leading principle of teaching language and speech, the methods and techniques used should actively contribute to the formation and development of children's speech skills and thereby ensure the achievement of the strategic goal of teaching.
- a system of work of the teacher and students aimed at the formation and development of children's speech skills and abilities [1].

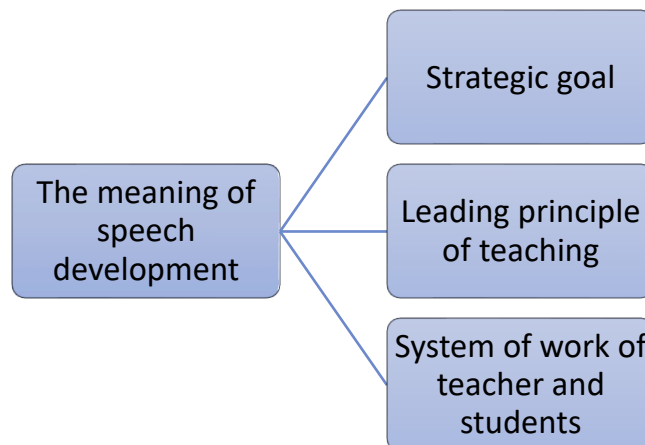


Fig. 2. The meaning of speech development

Speech helps a child not only to communicate with other people, but also to learn about the world. Speech acquisition is a way of learning about reality. The richness, accuracy, and meaningfulness of speech depend on the enrichment of the child's consciousness with various ideas and concepts, on the life experience of the student, on the volume and dynamism of his knowledge.

There is also an inverse relationship: the more fully the riches of the language are assimilated, the more freely a person uses them, the easier it is for him to learn complex connections in nature and in society. At school, students learn to read and write. The first two meanings are quite clear. The focus of all work is on the formation and development of students' speech skills. As for the third meaning of the term, it requires concretization, clarification of the content of the activity that qualifies as work on speech development.

For good speech proficiency, it is necessary to be able to use linguistic phenomena, and the study of linguistic theory will help children understand linguistic phenomena and the patterns of their use in practice. It can be noted that the separation of work on language and speech has a negative impact on the quality of both theoretical and practical training of schoolchildren. The study of language theory turns into a formal memorization by students of rules and formulations of concepts that they do not fully understand, and does not contribute to the acquisition of norms for the use of linguistic phenomena in speech. The study of language theory and work on speech should be organically combined and complement each other.

An effective system of formation of all language and speech knowledge and skills in primary school, which are provided by the school program, is necessary, without which it is impossible to develop speech skills [3]. This will be the system of work on the development of students' speech. It is necessary to organize effective training, as a result of which children will really comprehend the studied phenomena of language and speech at a level accessible to their age, will be able to consciously use the acquired knowledge in their speech practice and thereby improve their speech. If we can organize the study of language on the basis of speech analysis, speech activity, then we will create conditions for students to comprehend the speech itself, which contains linguistic elements. This will eliminate the artificial gap between work on language and speech. The principle of speech development is the leading principle of teaching, which should link all work on language and ensure the speech development of children. What kind of speech can be considered correct, what should the teacher and student strive for? Logical thinking is formed in elementary grades and develops, improves throughout a person's life. A person's thought is clothed in linguistic forms. No matter how complex the content of a thought is, it finds a harmonious embodiment in the syntactic constructions and morphological forms of the language. Thus, mastering the language, vocabulary and grammatical forms creates the prerequisites for the development of thinking. It would be wrong to separate the development of speech from the development of thinking. Thinking is broader than speech, it relies not only on language. The work of thought, becoming more complex due to work, observation, and other types of activity, requires the enrichment and complication of speech. The enrichment of speech, in turn, has a positive effect on the development of thinking. It is important that the new linguistic means that a schoolchild learns are filled with real meaning. This ensures the connection between thinking and speech. If a schoolchild cannot express his thought in words, it means that the thought itself has flaws, and these flaws are discovered in the process of formalizing the thought in speech forms. The linguistic features of oral and written speech are explained by the psychological and situational differences

that exist between them. Oral speech occurs in conditions of direct communication, so it is faster in pace and less complete. In the process of speech, non-linguistic means of expressing meaning are used - facial expressions and gestures. These means, providing additional information in an oral message, are absent in written speech. By the first grade, a child has mastered oral speech sufficiently, freely pronounces words and does not think about the arrangement of words within a phrase in the process of communication. The written form of monologue speech is the most difficult. It is the most detailed and normative. The construction of each phrase in written speech is the subject of special reflection, and at the initial stage of mastering written speech, the process of writing each word is also realized. Teaching written speech as normative, rather than oral, is associated with high demands placed on it: clarity of the structure of the utterance, validity of thought, expression of attitude to the subject of thought (to the object), accuracy in the use of language tools. Speech arises from the need to speak out, and a person's statements are generated by certain motives. Psychologists call this side of speech activity the motivation of speech. The presence of motivation for speech means that the student not only has thoughts and feelings that can be expressed by him, but also that he wants to share, that is, he has an internal urge to express his thoughts and feelings. The motive of speech "for what I am speaking" - arises in children in the presence of emotions associated with vivid impressions, interest in this work, which the teacher offers. The basis of the child's statement should be a direct speech motive, that is, the desire to tell others about his impressions, about what he saw and experienced. It is this speech motive that is generated by the situation of live communication with children. In the process of live communication, children's statements should be free in form. This can be a word, a phrase, a detailed message. Work on the development of speech requires a variety of techniques and means. In the process of classes, the educational situation and motives for speech change many times. Students sometimes speak freely, sometimes perform a "strict task" that disciplines thought and directs their speech activity in a strict direction. In work on speech development, it is necessary to consider both. It is necessary to teach meaningful, logical, clear and correct speech every day in all lessons [5].

When teaching coherent speech, it is necessary to give children a minimum of theoretical information, since skills and abilities are formed more successfully when they are understood. Psychologists have proven that a child masters written speech precisely when he writes independent creative works "composes". One's own "composition" is motivated either by the desire to tell something that others do not know, or by the need to "express oneself", or by the desire to leave a note "for the future", to remind oneself of some interesting event. The earlier children begin to compose, the better.

Teaching children to write an essay correctly and beautifully is a great and painstaking work. Only daily work on mastering the norms of the literary language in all lessons gives positive results. Each child learns the world around him in his own way. The student's thoughts rush into the world of truth on the wings of a fairy tale. Therefore, it is necessary to awaken, spiritualize, inspire the mind of children with the beauty of words, thoughts. So, the central place in the education of schoolchildren is the development of speech, since by developing speech, a person actively develops thinking, feelings, and acquires skills of full-fledged communication. The most relevant work on speech development is in primary school. Children aged 6-7 come to school, who use from 3 to 5 thousand words and practically know the grammar of their native language, i.e.

correctly decline and conjugate words, build sentences. Beginning to comprehend the basics of science, students learn many special words, master the educational and scientific style of speech. But we need to "introduce the student to a multifaceted, vibrant community, give him the opportunity to be an active member of society, understanding others and able to be understood by others". And the sooner we begin to develop the unique gift of speech in children, the sooner we will achieve the desired results. And for this, it is necessary to form the skills of oral and written speech of younger students. All work must be built on the principle of a gradual increase in difficulty, taking into account the program requirements for the development of speech in subsequent grades. This system of work allows students to master various ways of expressing thoughts, cultivates a conscious attitude towards language and interest in words, prepares for more complex creative work, which is the optimal option for working on the formation of speech skills and abilities in primary school students.

## References

1. Абдуллаева Т. (2023). Формирование навыков языковой компетентности учащихся в условиях современной начальной школы. Вестник Науки и образования, (1), 130-137.
2. Вахтиорова S.E. (2024). Developing speech skills and abilities in primary school. Academic research in educational sciences, 5 (CSPU Conference 1 Part 1), 504-507.
3. Haydarova, M.M (2023) "Content and structure of linguistic competence". EPRA International Journal of Multidisciplinary Research. Vol,9(5). 191-193 p.
4. Pulatova L.M. (2024). Speech development and formation of speech skills and abilities in primary school. Azimuth of scientific research: pedagogy and psychology, (4 (9)), 92-94.
5. Mahmudjonovna A. M. KICHIK YOSHDAGI MAKTAB O'QUVCHILARINIG NUTQIY SAVODXONLIKNI OSHIRISH USULLARI //Central Asian Journal of Multidisciplinary Research and Management Studies. – 2024. – Т. 1. – №. 1. – С. 196-200.