



## “THE ROLE OF SPEECH COMPETENCE IN DEVELOPING SPEECH CULTURE AMONG PRIMARY SCHOOL STUDENTS”

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### ABSTRACT

*This article analyzes the role and importance of speech competence in the process of developing speech culture among primary school students. It provides comprehensive information about effective methods and tools for overcoming certain speech deficiencies and shortcomings observed in pupils' speech. Special attention is given to the results and advantages of conducting lessons based on an individual approach for students with speech impairments.*

### Introduction

Today, addressing certain shortcomings observed in the speech of primary school students has become an urgent issue. This is because primary school students are in the process of growth and development; they represent a generation that is just beginning to form intellectually and socially. One of the most effective ways to overcome these speech-related challenges is through the development of **speech competence**. Eliminating such shortcomings at an early age is crucial, as this period represents the foundation for students' overall development and cognitive growth.

As the President of the Republic of Uzbekistan, **Shavkat Mirziyoyev**, has emphasized, “*Intellectual and cultural potential are invaluable assets of any society.*” Educating and nurturing gifted individuals plays a decisive role in shaping the nation's future. Therefore, every word, thought, and action of the younger generation must be given special attention.

It is essential to show care and support for primary school students and to organize the learning process according to their age-specific characteristics. Teachers play a vital role in encouraging young learners — who are taking their first steps into the world of education — to participate actively in class while maintaining their sense of curiosity, confidence, and creativity.

In enhancing students' **speech culture**, broadening their **thinking capacity**, and shaping their **worldview**, the role of various **competences**, especially **speech competence**, is immense.

**Competence** is the ability to apply one's theoretical knowledge, practical skills, and experiences effectively in daily life and in solving theoretical and practical problems. The introduction of the competence-based approach in education has led to new methods and perspectives that have significantly contributed to the preparation of qualified specialists.

In modern education, integrating pedagogical and information technologies into the teaching process is considered essential for developing students' key and subject-based

competences. Generally, competences developed in students are divided into two main categories: **key competences** and **subject-specific competences**. Some academic sources further classify them into three types:

1. Key competences
2. General (interdisciplinary) competences
3. Specific (subject-related) competences

Competences that serve the overall personal development of students are referred to as **key competences**, while those formed through a specific subject are known as **subject competences**.

**Speech competence** belongs to the category of subject-specific competences and plays a crucial role in developing students' speech culture — teaching them to communicate correctly, clearly, and expressively.

### Literature Review

Many scholars and methodologists have conducted research on developing speech culture and speech competence among primary school students and teaching them to speak clearly and coherently. For instance, in the book *“Methods of Teaching the Native Language in Primary School”* by **S. Matchanova, H. Bakiyeva, X. Gulyamova, Sh. Yo'ldosheva, and G. Xolboyeva**, the objectives, content, and practical significance of speech development methods are comprehensively covered. The authors state that the main task of speech development methodology is to create a need and interest in communication among students — encouraging them to speak and interact with others. When this need emerges, students gradually improve their speech, develop a sense of responsibility for their words, and expand their expressive abilities.

The authors also view speech not only as a means of communication but as a fundamental component of human thinking, perception, and cognition. Through speech, students not only express their ideas but also acquire new knowledge, analyze it, and shape their personal worldview.

Similarly, in *“Methods of Teaching the Native Language”* by **K. Qosimova, S. Matchanova, X. G'ulomova, Sh. Yo'ldosheva, and Sh. Sariyev**, the theoretical and practical aspects of developing students' speech during literacy instruction are analyzed in depth. The main objectives of speech development in this work are defined as follows:

1. Identifying and correcting deficiencies in students' speech;
2. Expanding their conceptual and imaginative capacity, as well as their vocabulary;
3. Developing skills in understanding word meanings and using them appropriately;
4. Improving coherent speech by teaching students to construct sentences, short stories, and texts logically and coherently, both orally and in writing.

From these sources, it becomes clear that developing speech culture helps to improve not only students' vocabulary but also their thinking, memory, attention, and communication skills.

In modern education, developing **speech competence** is considered one of the key directions of teaching, as it enables students to express their thoughts independently, logically,

and coherently. In this process, the teacher must use individual, group, and interactive methods effectively, considering students' age and psychological characteristics.

The literature also proposes a set of methodological exercises aimed at speech development, which include:

- Listening and retelling exercises;
- Topic-based conversations and role-playing games for developing oral speech;
- Text-based analysis and rewriting exercises for improving written speech;
- Working with synonyms, antonyms, and polysemous words to expand vocabulary;
- Creating stories based on pictures and using proverbs, riddles, and tongue-twisters.

Developing speech culture through speech competence not only improves students' communication skills, clarity, and expression but also enhances their interest in learning and broadens their worldview. Moreover, it helps them analyze and summarize information independently and express their thoughts accurately and fluently.

Analyses of the process of forming speech culture in primary school students show that developing speech competence is a multi-stage, systematic, and continuous pedagogical process. It is not limited to teaching language skills but is closely linked to students' personal, social, intellectual, and spiritual development.

Most importantly, the teacher's **speech model** plays a decisive role in this process. When the teacher speaks clearly, grammatically correctly, expressively, and understandably, students naturally begin to absorb and imitate that speech culture. Thus, the teacher's speech serves not only as a means of conveying information but also as an educational influence.

**Interactive methods** play a significant role in speech development. Methods such as *"Role Play," "Brainstorming," "Learning through Discussion," "Debate,"* and *"Cluster Mapping"* foster independent thinking, logical reasoning, persuasive communication, and creative expression among students. These methods also cultivate communication culture and increase social activity.

In developing **written speech**, exercises such as dictations, essays, retellings, story writing based on pictures, text continuation, and word chains enhance not only writing skills but also logical thinking, coherence, and clarity of expression. They also strengthen students' analytical and creative abilities.

Speech competence is closely connected to **reading and listening comprehension skills**. If a child lacks the ability to comprehend what they hear, it becomes difficult to express their thoughts clearly. Therefore, reading, listening, speaking, and writing activities must be integrated. Such integration supports the comprehensive development of students' speech abilities.

The study also found that **family environment and psychological climate** play an essential role in shaping children's speech. When parents listen to their children's thoughts, answer their questions logically, and encourage independent thinking, children become more verbally active. In the classroom, mutual respect, open communication, and trust between teacher and student foster active participation in speech-related activities.

**Speech culture is the culture of thought**, as speech reflects a person's intellect, knowledge, and worldview. Each individual expresses emotions, feelings, and ideas through speech. The richness, clarity, and expressiveness of one's speech indicate their level of

thinking. Therefore, developing speech culture in primary school students is one of the key ways to enhance their thinking, cognition, and creativity.

Speech competence includes the following main components:

- **Oral speech skills** – the ability to express thoughts clearly, fluently, and expressively while observing communication etiquette;
- **Written speech skills** – the ability to express ideas in written form, observing spelling, punctuation, and stylistic norms;
- **Reading and comprehension skills** – identifying main ideas from texts, analyzing and summarizing content;
- **Listening comprehension skills** – understanding spoken material, identifying main ideas, and answering related questions.

Developing these components systematically helps integrate knowledge, skills, and abilities harmoniously in students.

For example:

- To improve **oral speech**, students can be asked questions, involved in conversations, and assigned expressive reading of literary texts and poems.
- Through **written speech**, students learn to express their ideas correctly in grammatical, lexical, and stylistic terms.
- **Listening and comprehension** can be enhanced through technological tools — audio tales, video materials, and interactive games.

In conclusion, developing **speech culture and speech competence** in primary education forms the foundation for raising not only articulate speakers and writers but also logical thinkers, socially active, and culturally mature individuals. Therefore, teachers' professional preparation must include deep knowledge of methodological approaches to developing speech activity and their effective application in practice.

### Conclusion

To sum up, developing each student's speech means not only improving their speaking and writing skills but also broadening their thinking, worldview, and intellectual capacity. The primary school stage is the most critical period in a child's formation — this is when their oral and written speech, communication culture, and thinking abilities are developed.

In this process, **speech competence** plays an essential role. It teaches students not only to know the language but also to use it appropriately, logically, and politely in real-life situations. It develops their ability to think independently, express their ideas clearly and grammatically correctly, listen attentively, and communicate respectfully.

Moreover, the formation of speech competence turns students into active participants in the learning process. This, in turn, helps them master not only their native language but also other subjects more deeply, engage in discussions, solve problems, and think creatively.

Thus, developing **speech culture** in primary education is a complex yet highly effective pedagogical process that integrates knowledge, thinking, morality, and social engagement. In this process, the teacher's speech example, interactive teaching methods, and supportive family and social environments play decisive roles.

We believe that only through such a systematic approach can we raise a future generation of cultured, thoughtful individuals who value the power of words and possess a rich and developed speech competence.

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