

# The Historical And Pedagogical Roots Of Developing Students' Coherent Speech In Mother Tongue Lessons

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## ANNOTATION

This scholarly article provides a comprehensive historical and pedagogical analysis of the problem of developing students' coherent speech in mother tongue lessons. Rhetorical views of the ancient period, the intellectual heritage of Eastern Renaissance scholars, European pedagogical thought, the Jadid movement, as well as approaches within the Soviet and independence-era education systems are consistently examined. The interrelationship between speech, thinking, and language is revealed through the legacy of great thinkers, and their ideas are comparatively analyzed in relation to modern competency-based education. The research findings contribute to the improvement of methodologies for developing coherent speech in mother tongue education.

**Keywords:** mother tongue education, coherent speech, speech culture, historical and pedagogical roots, scholarly heritage, competency-based approach.

In contemporary education, priority is given to fostering learners' personal development, independent thinking, and communicative capacity. In particular, the development of students' coherent speech in mother tongue lessons occupies a central place within the modern educational paradigm. Coherent speech reflects a learner's ability to express ideas logically and consistently, purposefully, and in accordance with linguistic norms.

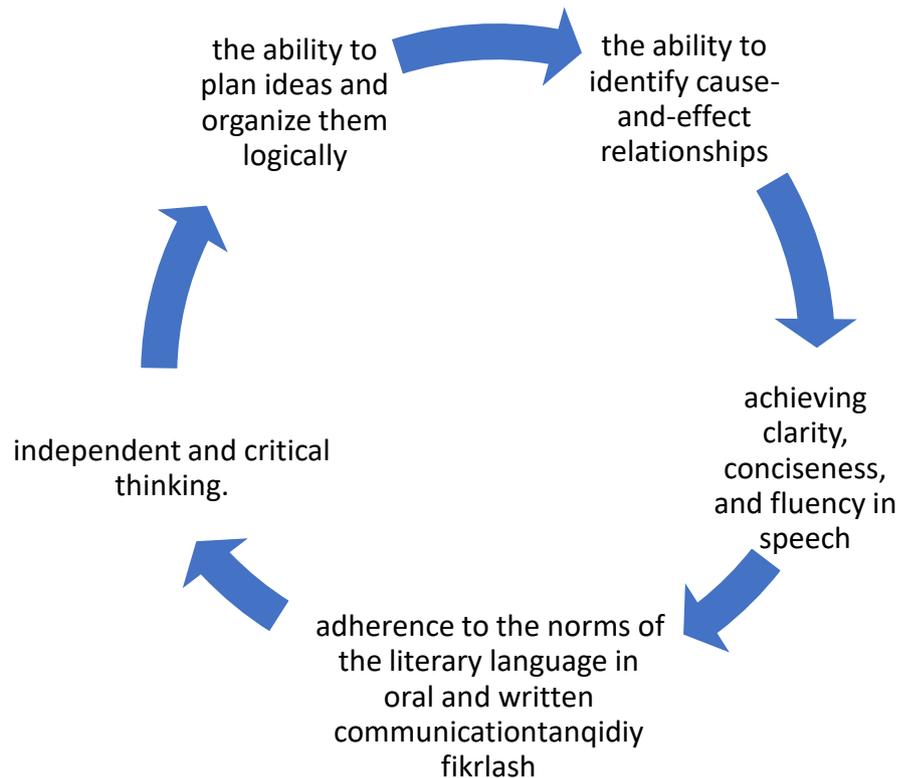
The effective solution of this problem requires a thorough study of historical and pedagogical experience and its integration with contemporary educational requirements. This is because ideas related to speech development did not emerge randomly; rather, they have been enriched over centuries through the progressive development of pedagogical thought.

Coherent speech is an oral or written form of discourse that is semantically unified, logically consistent, and grammatically and stylistically well-structured. It reflects a learner's thinking process, the level of conscious use of linguistic units, and their communicative experience. From a pedagogical perspective, coherent speech constitutes an essential competence in an individual's communicative activity, serving as a fundamental means of socialization and effective knowledge acquisition.

In scholarly sources, the concept of **coherent speech** is often interpreted as "*the highest form of speech activity*", since in this process the learner expresses not isolated words or sentences, but an integrated and complete idea. In mother tongue education, the development of coherent speech is carried out in close interconnection with the branches of phonetics, lexicology, grammar, and stylistics.

The development of coherent speech fosters the formation of the following qualities in students: Therefore, coherent speech in mother tongue lessons is of great importance not only as an instructional objective, but also as a means of fulfilling educational and developmental functions.

In antiquity, issues of speech were extensively studied within the framework of rhetoric. In his work *Rhetoric*, Aristotle regards speech as a means of logic, argumentation, and persuasion. According to him, the fluency and coherence of speech have a direct influence on the listener's thinking.



Plato in turn, associates speech with moral education, emphasizing that it is possible to influence the human mind through words. These views serve today as a theoretical foundation for the educational development of coherent speech in mother tongue instruction.

Scholars of the Eastern Renaissance provided a profound scientific justification for the intrinsic connection between human thinking, speech, and spiritual development. Abu Nasr al-Farabi viewed speech as the external expression of thought and emphasized that knowledge is transmitted from generation to generation through language. In his opinion, scientific and intellectual progress cannot flourish in a society that lacks a culture of speech.

In his philosophical and pedagogical views, Ibn Sina (Avicenna) identifies speech as a central element of the cognitive process. He highlights the importance of explanation, dialogue, and logical reasoning in teaching, emphasizing that students' independent thinking develops through active speech engagement. Alisher Navoi highly valued the art of language, interpreting speech as a reflection of an individual's moral and spiritual character. His works deeply explore issues such as word choice, the harmony of content and expression, artistic quality, and logical coherence. These ideas today provide an important theoretical foundation for organizing text creation and creative writing activities in mother tongue lessons.

In European pedagogy, J.A. Comenius advanced the idea of teaching in the mother tongue and developing students' active speech. His didactic views emphasized working with texts, expressing ideas, and forming independent judgments. These principles later laid the scientific and methodological foundations for fostering coherent speech in mother tongue instruction.

The Jadid reformers aimed to connect education with real life and to cultivate students' fluent and free speech. Abdulla Avloni regarded speech culture as a basis for moral education and highlighted the importance of essays and dialogues in mother tongue lessons.

During the Soviet era, speech development in mother tongue education was conducted according to a strict methodological system. Exercises such as exposition and essay writing, oral storytelling, and text analysis played a central role. In this period, the development of coherent speech was seen as a means of reinforcing grammatical knowledge, which in turn contributed to students' mastery of normative and logically consistent speech.

In the years of independence, the content of mother tongue education has been fundamentally renewed and revised based on a learner-centered and competency-based approach. State

educational standards have designated communicative competence as a primary learning outcome. The development of coherent speech has been integrated with interactive methods, problem-based learning, project activities, and information and communication technologies. In contemporary mother tongue lessons, activities such as text creation, oral defense of ideas, and participation in debates serve to ensure students' speech autonomy.

In conclusion, the ideas for developing students' coherent speech in mother tongue lessons are grounded in centuries of historical and pedagogical experience. The rhetorical views of thinkers from antiquity, the educational concepts of Eastern Renaissance scholars based on the harmony of word and thought, the principles of mother tongue instruction developed in European pedagogy, and the perspectives of national pedagogical thought all remain relevant today. This heritage provides the theoretical foundation for the process of developing coherent speech.

Historical experience demonstrates that fostering coherent speech is not limited to mastering linguistic units; it is closely connected with developing students' logical thinking, independent reasoning, speech culture, and social activity. Therefore, speech development in mother tongue lessons should be organized in an integrated manner, combining grammatical knowledge, text work, and creative oral and written exercises.

In the context of modern education, it is particularly important to integrate historical and pedagogical heritage with competency-based, learner-centered, and interactive approaches. This integration contributes to the development of students' abilities to express their thoughts logically, coherently, meaningfully, and in accordance with the norms of the literary language. As a result, mother tongue lessons become a significant pedagogical factor that supports not only students' speech development but also their intellectual and moral growth.

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