

## Methods Of Forming Students' Oral And Written Speech In Mother Language Classes

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### Abstract

The article addresses the issues of developing coherent oral and written speech of primary school students in accordance with the requirements of the State Educational Standard of general secondary education and the National Curriculum. The role of working with texts in mother tongue lessons in fostering students' thinking skills, speech activity, logical reasoning, and communicative competencies is substantiated from a scientific and methodological perspective. In particular, effective methods and techniques aimed at developing coherent speech are described through tasks designed on the basis of the topics “*Kulol bobo*” and “*Our Family*” from the Grade 4 mother tongue textbook. The article reveals the educational potential of oral discussions, retelling based on a plan, creative written tasks, vocabulary work, and exercises focused on drawing conclusions. These methods serve as a methodological foundation for organizing lessons aimed at speech development in primary education practice.

**Keywords:** primary education, coherent speech, oral and written speech, working with texts, mother tongue and reading literacy, speech competence, thinking, creative activity, effective reading technologies.

One of the priority tasks defined in the State Educational Standard of general secondary education and the National Curriculum is to nurture a spiritually mature and intellectually developed individual based on the socio-economic reforms being implemented in the country, the advanced experience of developed foreign countries, as well as achievements in science and modern information and communication technologies. Achieving this goal requires the implementation of clear and systematic measures aimed at developing students' coherent speech and thinking in an integrated manner.

The current National Curriculum specifies competency requirements for the formation of primary school students' oral speech, listening comprehension, written speech, reading comprehension, and linguistic competencies within the framework of mother tongue and reading literacy subjects for Grades 1–2.

The curricula developed for school subjects are aimed at developing skills for processing and transforming information presented in various forms. Moreover, the identification of the ability to work with diverse information sources as one of the meta-subject learning outcomes further increases the relevance of this issue in modern school education. Therefore, the use of effective reading technologies in primary school lessons creates opportunities to successfully address the key tasks set for educational institutions within the framework of the State Educational Standard.

Based on the text “*Kulol bobo*” presented in Exercise 10 of Part II of the Grade 4 mother tongue textbook, tasks aimed at developing students' coherent speech are designed.

### The Potter Grandfather

In life, a person who masters not just one but several crafts is truly happy. In ancient times, people who knew the craft of pottery were highly respected, because in those days household utensils were not as abundant as they are today.

There was an elderly man named Rahim bobo who was famous for his pottery skills. The jugs, plates, vases—indeed, every item he made—were beautiful, neat, and convenient to use.

In fact, mastering this craft and enduring its difficulties is not easy. To make pottery, soil is first collected and mixed into clay. Then the clay is shaped using a special wheel.

Rahim bobo carried out this complex work with diligence and patience, producing high-quality products. He taught his craft to many apprentices. That is why people say, “**A skill brings prosperity through another skill.**”

**Task 1. Discussion based on the content of the text (oral speech)**

1. Who and what is the text about?
2. Who was Rahim bobo?
3. How great was the need for household utensils at that time? Was it easy to master a craft and endure its difficulties?
4. What stages are involved in making pottery items?
5. In your opinion, are pottery items still used today? In which regions are they more commonly used?

**Task 2. Retelling based on a plan**

Create a plan based on the text and retell the text orally according to the plan.

**Sample plan:**

1. The role of a craft in a person’s life
2. Pottery in ancient times
3. Rahim bobo’s craftsmanship
4. The process of making pottery items
5. The value of craftsmanship

**Objective:** to develop coherent oral speech.

**Task 3. Continuing the text (creative written speech)**

Continue the text with the following sentence:

**“One of Rahim bobo’s apprentices also learned pottery with love and ...”**

**Conditions:**



Write at least five sentences.

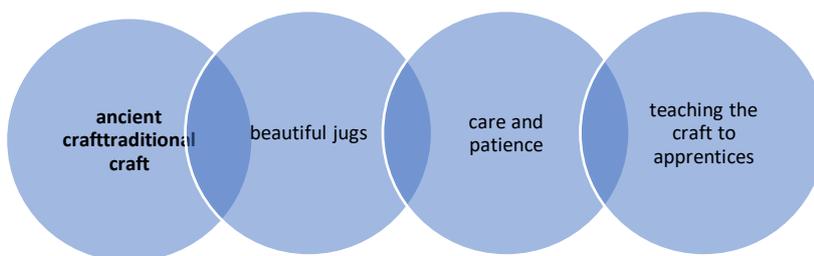


The sentences should be logically connected.

**Objective:** to develop coherent written speech.

**Task 4. Making sentences from word combinations**

Use the following word combinations to create meaningful sentences:



**Objective:** to enhance lexical richness and logical coherence.

**Task 5. Copy the words with case endings from the text**

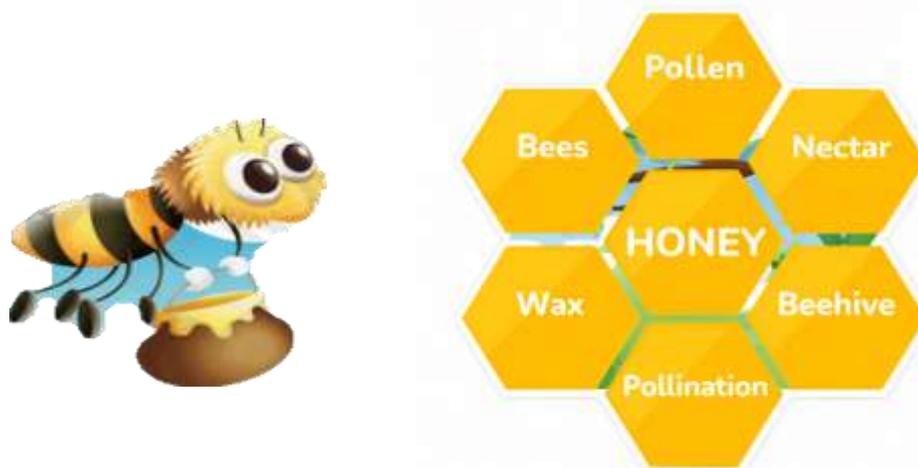
Copy the words that have case endings from the text along with the words they are attached to.

**6. Drawing a conclusion**

Explain the meaning of the following proverb in connection with the text: **“A skill brings prosperity through another skill.”**

**Objective:** to develop the ability to generalize ideas and draw conclusion

**Exercise 58.** Create a text using the words provided in the picture.



Students are provided with didactic cards designed for working with vocabulary based on the topic “Honey.”



In the lesson aimed at developing speech, it is necessary to make effective use of all available opportunities. The teacher’s main task in the lesson is not only to develop oral and written literacy and accuracy of speech, but also to foster students’ ability to express their thoughts freely, fully, and logically, as well as to encourage them to express their opinions without hesitation. For the 4th-grade Uzbek language textbook, it would be appropriate to organize the topic “Our Family” in the “Consolidation” section in this way.

**The aim of the speech topic** is to expand students’ understanding of family and relationships; to ensure correct comprehension and usage of words, phrases, and sentences related to this topic; to teach adjectives that express certain personal characteristics and are used in the

context of Uzbek speech and culture to describe family members; to identify rhyming words, understand the content of poems and texts, provide oral and written answers to questions based on explicitly stated information in the text, and develop the skills to create short narrative texts based on a given description.

**Lesson objective:** To introduce students to the topic of family, familiarizing them with the names of family members and the correct spelling of these words; to organize oral conversations in which each student talks about their own family composition; and to explain the synonymic properties of words denoting family members.

**Teaching aid:** Pictures of family members and their names, and conversations based on these pictures.

## Lesson Procedure

### Introduction

After the organizational part, the teacher announces the section and the title of the speech topic. To engage students in the topic, the teacher can ask the following question: “Can you tell me what is shown in the picture?” After hearing the answers from 4–5 students in the class, the lesson can proceed.

### Main Part

#### Conversation Based on the Picture

##### Our Family

Our family is not big. My father is a doctor; he treats people. My mother is a teacher. She teaches children at school. My older sister is a caregiver. She lovingly takes care of children at the kindergarten.

I study in the 4th grade. I am interested in many subjects. In the future, I want to become a pilot.

**Note:** Ask students who is depicted in the picture (not their names, but whether it is the father, mother, or child). Pay attention to whether students can match the words around the picture with the corresponding person.

After asking who is shown in all the pictures, you can engage the students with the following questions:

#### 1. Can one picture correspond to several words?

**Note:** Give each question to 5–6 students. It does not matter if the question or answer is repeated, as the purpose is to involve all students in the lesson and to monitor and develop each student’s speech.

To help students understand this question, you can provide an example. For instance, showing the girl in the picture from the textbook, ask:

- “This is a girl. Who is this girl for the father in the picture?”
- “Who is this girl for the mother in the picture?”
- “Who is this girl for the child in the picture?”

This way, students will understand that this girl can be a younger sister (or older sister) or a child.

**Note:** Emphasize to students that words like *dada* and *father*, or *ona* and *mother*, have the same meaning.

When students give their answers, ask “**Why?**” to encourage them to explain and clarify their responses.

#### 2. Who are the members of your family?

Ask each student individually about the members of their family. If students start including uncles, aunts, or cousins, explain that they are not direct family members but close relatives.

### Written Exercise

**Task 1:** Find the suffixes that form nouns.

Students are instructed to take their exercise notebooks. Task 1 is completed by having students independently create a short story on the topic “Our Family.”

**Note:** Explain to students that if they do not know how to write a word or have any questions, they can freely ask.

**Lesson Conclusion**

At the end of each lesson, briefly ask students what they have learned during the class to clarify understanding and reinforce the topic. To support this, you can prepare and distribute the following tables to the students:

My Family	
<b>Grandfather</b>	<b>Grandfather</b> – my father’s or mother’s father
<b>Grandmother –</b>	<b>Grandmother</b> – my father’s or mother’s mother
<b>Father</b>	
<b>Mother</b>	
<b>Older Brother</b>	
<b>Older Sister</b>	
<b>Me</b>	
<b>Younger Brother</b>	
<b>Younger Sister</b>	

My Close Relatives			
My uncle	My father’s older or younger brother	My uncle	My mother’s older or younger brother
My aunt	My father’s older or younger sister	My aunt	My mother’s older or younger sister

The lesson is concluded by reviewing and completing the students’ answers. At the end of the lesson, it is important to inform the students about what will be done in the next class: **Creative Hour: “Project Work”** will take place.

Such methods of developing students’ oral and written speech require serious research into creating appropriate conditions during lessons that involve working with texts. These conditions aim to foster students’ motivation to learn, enhance their comprehension, retention, and consolidation of learning materials, improve memory, and enable them to apply the knowledge they have gained in practice.

Students’ creative activities, aimed at developing speech and thinking, are carried out through sensitivity, activity, comparison, generalization, and reasoning skills.

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