

COHERENT SPEECH AS A LEADING FACTOR IN DEVELOPING SPEECH COMPETENCE OF PRIMARY SCHOOL STUDENTS

Karimova Kamola Komil qizi,

Bukhara State Pedagogical Institute

Faculty of Preschool and Primary Education,

PhD student (basic doctoral program) in Theory and Methodology of Education

and Upbringing (Primary Education)

ABSTRACT

Ensuring the quality and effectiveness of the educational process is considered one of the primary tasks set by society. Providing education and upbringing to students, especially primary school pupils, in accordance with modern requirements is an initial, challenging, yet essential process. This article discusses the role of coherent speech in developing the speech competence of primary school students, its didactic potential, and the current state of its implementation.

Keywords: coherent speech, speech competence, subject, exercise, “Word Chain”.

Today, one of the most emphasized aspects in the field of education is the relationship between the teacher and the student, the correct and high-quality organization of the educational process, and transforming students from passive objects of the process into active subjects. Achieving significant success in the education system depends not only on providing knowledge through simple memorization, but also on engaging students in small research activities and problem-solving tasks, shaping them into strong personalities capable of independent thinking, expressing their own opinions, and demonstrating acquired knowledge, skills, and competencies in practice.

Students demonstrate their acquired knowledge, skills, and abilities primarily through speech competence. Only a student who has their own speech and viewpoints can correctly assess a situation and express appropriate solutions, suggestions, and ideas. Developing such skills requires systematic work from an early age. In this

regard, coherent speech plays an invaluable role in developing the speech competence of primary school students.

In developing coherent speech among primary school students, taking into account their anatomical, physiological characteristics, as well as their level of physical development, is a key factor for success. The formation of coherent speech influences the student's lifestyle, social position, and role within the classroom and family environment. The student's primary task becomes learning, acquiring knowledge, skills, and abilities, mastering the laws of nature and society, and verbally expressing their ideas.

Coherent speech requires a certain level of aspiration, volitional effort, activity, and goal-oriented behavior. Gradually, spontaneous actions are replaced by deliberate, planned intellectual activity [2].

As education advances to a new stage, students' thinking abilities expand and access to information becomes easier. In such conditions, failure to use innovative technologies to develop independent thinking and coherent speech skills significantly reduces the effectiveness of education. When lesson topics are connected with real-life events and innovative teaching methods are applied, lessons become more memorable. Only by integrating interdisciplinary approaches and innovative methods based on modern requirements can teachers form students' knowledge, skills, competencies, and foster their personal development.

Methodological literature emphasizes that literary language is primarily based on monologic speech. Therefore, speech development holds an important place in the education system. Monologic speech represents a structured system of logically consistent statements related to a specific topic and aimed at influencing others [1].

Each academic subject plays a role in developing coherent speech; however, mother tongue and reading literacy lessons provide the most effective opportunities for systematic and rapid development. Especially in mother tongue lessons, various targeted exercises allow for comprehensive development of coherent speech. In grades 1–2, developing coherent speech is identified as a leading objective of many exercises.

Before focusing on exercises, the proportion of coherent speech development tasks in grades 1–2 mother tongue lessons can be presented as follows:

| | Coherent speech development tasks | Proportion |
|----|--|-------------------|
| 1. | Grade 1 | 20% |
| 2. | Grade 2 | 45% |

Although the objectives of these exercises are unified, the expected outcomes are achieved through diverse methods.



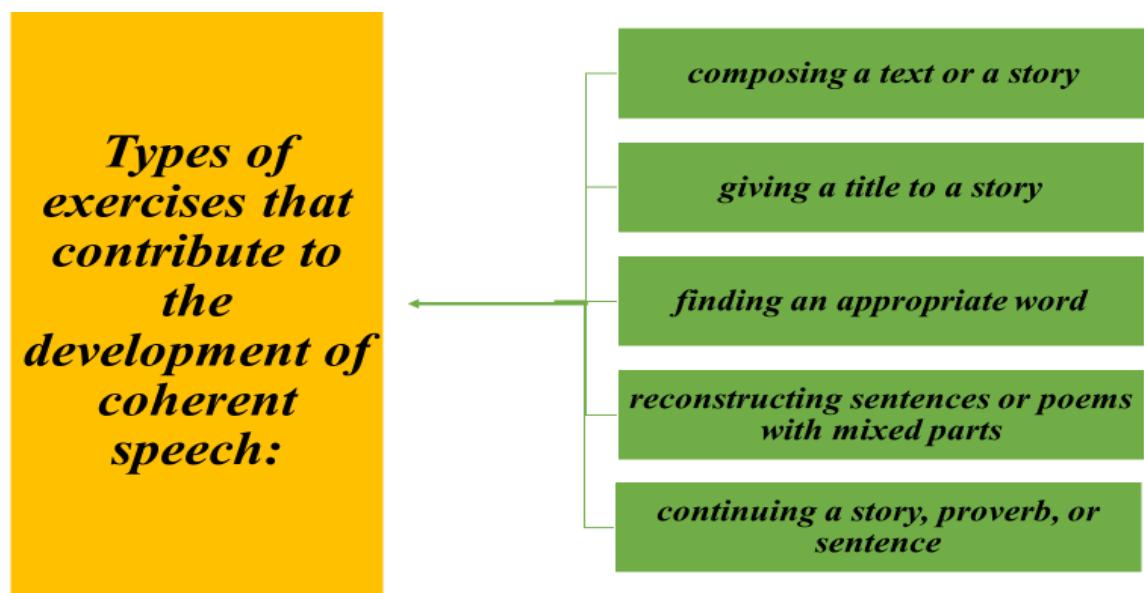
For example, one exercise requires students to write about how their favorite national dish is prepared. This not only develops coherent speech but also enhances students' knowledge of cultural traditions. The sequential preparation of ingredients helps students form logical connections in speech. Such exercises are engaging because they are closely related to students' lives and interests.

A significant portion of textbook exercises involves composing stories or short texts. Additionally, tasks that require describing a person, object, or event help overcome difficulties in coherent expression and enrich speech content.

Many exercises aimed at developing coherent speech are based on answering questions related to a given text. These tasks significantly contribute to speech development, as many students struggle to express ideas orally as fluently as in written form. Question-and-answer activities encourage interconnected and complementary thinking. They also prompt students to analyze advantages and disadvantages, imagine processes, and articulate ideas related to practical activities, thus preventing mere rote memorization and repetition of texts.

Work on coherent speech begins during the literacy instruction stage. Students compose short texts and present oral stories. However, relying solely on storytelling is insufficient and may cause boredom due to monotony, especially among young learners. Therefore, mother tongue lessons include various types of exercises aimed at improving coherent speech. These exercises become

increasingly complex across grade levels. Based on the analysis of exercises aimed at improving coherent speech in Grade 4 mother tongue lessons, the exercises can be classified into the following types:



By grade 4, students demonstrate higher abilities to work with texts and express ideas, so exercises become multifunctional. One such activity, the “Word Chain,” requires students to add appropriate case endings to given words and construct sentences that are logically connected.

In one of the exercises presented in the textbook, students are required to read a fairy tale and retell its content; therefore, a sufficiently developed level of coherent speech is essential. Students must be able to construct a text by logically and semantically connecting sentences to one another.

Another exercise, based on preparing an interview on the topic “I Love My Motherland”, promotes students’ work with dialogic texts and contributes to the development of their communicative competence. For many students, initiating communication and expressing extended ideas within a given topic remains a challenging task.

The majority of coherent speech development exercises in textbooks involve composing texts or expressing personal opinions based on a given topic or existing knowledge.

In conclusion, only a student with well-developed coherent speech can organize words and sentences systematically to clearly and accurately express their thoughts. Although coherent speech may seem like a simple speaking skill, it is closely linked to cognitive capacity and the ability to integrate knowledge.

To effectively develop coherent speech among primary school students, the following recommendations should be considered:

- taking into account students' psychological and age characteristics;
- applying an individual approach to each student;
- teaching students to work collaboratively within a group.

References:

1. Qosimova K., Matchonov S., G'ulomova X., Yo'ldosheva Sh., Sariyev Sh. Methods of Teaching the Mother Tongue. Tashkent: "NOSHIR", 2009. 352 p.
2. Adizova N.B., Adizova N.B. Methods of Teaching the Mother Tongue: Textbook. Bukhara: "Sadriddin Salim Buxoriy" Durdona, 2021. 112 p.
3. Yuldasheva D.Sh. Mother Tongue, Grade 1 Textbook. Tashkent: "Novda Edutainment", 2023. 83 p.
4. Kuranov S.D. Grade 2 Textbook. Tashkent: "Novda Edutainment", 2023. 88 p.
5. Baynazarova D.D. Grade 4 Textbook. Tashkent: "Novda Edutainment", 2023. 96 p.
6. Karimova K.K. Advantages of using integrative-cognitive tasks in developing professional competence in future primary class teachers. Web of Teachers: Inderscience Research, Volume 2, Issue 5, May 2024.
7. Karimova K.K. The content of developing professional competence of future primary school teachers through integrative-cognitive tasks. Proceedings of the International Conference on Educational Discoveries and Humanities, Volume 3, Issue 6, June 2024.