

Methods For Developing Students' Coherent Speech In Mother Tongue Classes

Abdurakhmonova Gulasal Ravshanovna

Lecturer at the Department of Innovations in Primary Education, Namangan State Pedagogical Institute (NamSPI), Uzbekistan

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Abstract: This article analyzes the issue of developing coherent speech among fourth-grade students in mother tongue classes within primary education, based on modern pedagogical approaches. The study highlights the didactic potential of the competency-based approach, communicative-methodological system, STEAM elements, metacognitive strategies, digital educational tools, and reflective teaching technologies in fostering coherent speech. In addition, innovative methods aligned with the age-related and psychological characteristics of fourth-grade learners are described, and their practical effectiveness is scientifically substantiated. The article is presented in an academic style and complies with the requirements of international scientific conferences.

Keywords: Coherent speech, primary education, fourth grade, competency-based approach, communicative method, digital pedagogy, metacognitive strategy.

Introduction: In the modern education system, the development of speech competence among primary school students is considered one of the priority pedagogical tasks. In particular, the fourth grade represents a crucial stage in which students' oral and written speech begins to form more independently. At this stage, the development of coherent speech creates a solid foundation for subsequent levels of education.

Coherent speech refers to a learner's ability to express ideas in a logical sequence, in a grammatically correct manner, and as a meaningful whole. International educational assessments such as PISA, PIRLS, and EGRA place special emphasis on students' skills in text production, argumentation, and clear expression of ideas. Therefore, there is a growing need to move away from traditional instructional approaches toward innovative, learner-centered methods in mother tongue classes.

METHODOLOGY

The study employs methods of analysis and synthesis, comparative pedagogical analysis, inductive and deductive reasoning, review of scientific literature, as well as the generalization of advanced foreign and national pedagogical practices. The research was conducted with consideration of the age-related,

psychological, and speech development characteristics of fourth-grade students.

Main Part

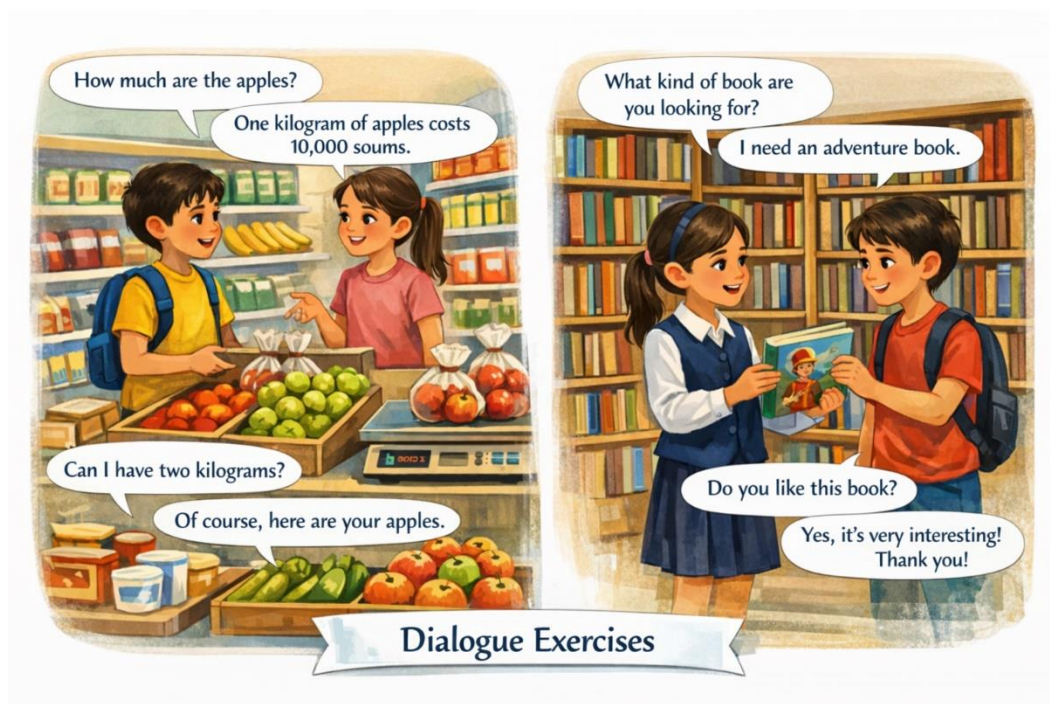
The process of developing coherent speech in mother tongue classes for fourth-grade students should be organized on the basis of systematic, step-by-step, and goal-oriented instructional methods. Below, the most recent and highly effective methods currently applied in educational practice are analyzed.

Competency-Based and Communicative Approach Methods

This approach is aimed at shaping the learner not merely as a passive recipient of knowledge but as an active subject of speech. In the fourth grade, activities such as creating topic-related dialogues and monologues, producing texts based on real-life situations, and engaging in question-and-answer exercises play a crucial role in the development of coherent speech.

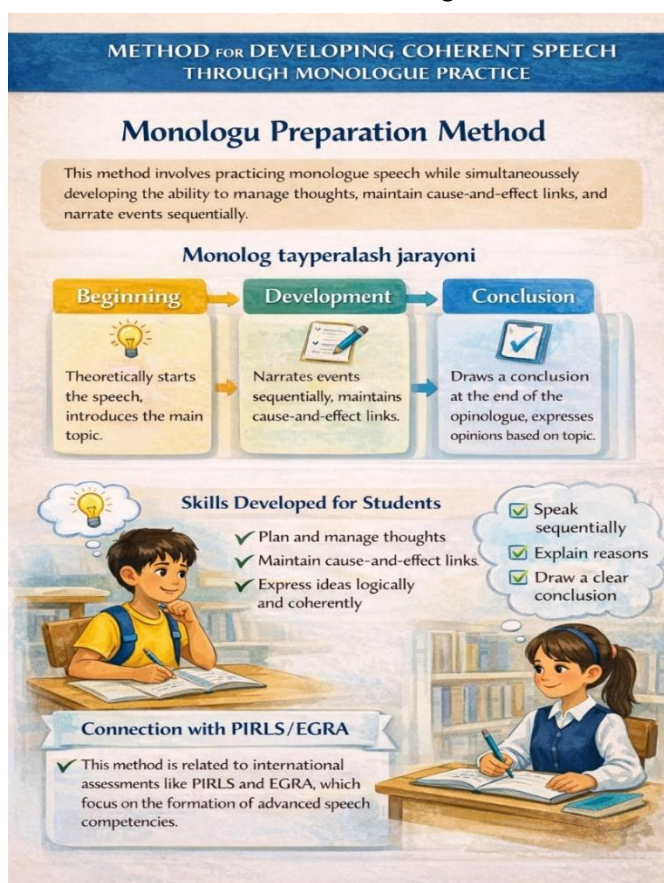
For example, students are presented with speech situations related to everyday life. A typical task might involve two students composing a dialogue on themes such as "Shopping at a Store" or "Selecting a Book in the Library." Such exercises encourage learners to express their thoughts clearly, logically, and fluently,

thereby enhancing both oral and written coherence.



In this process, students acquire communication skills by asking questions, responding, and continuing ideas coherently. As a result, the ability to express thoughts in a connected and logical manner through dialogic speech is developed.

Additionally, students are assigned short monologue tasks on topics such as “My Favorite Day” or “A Person I Am Proud Of.” While completing these tasks, learners are guided to narrate events in a sequential order, maintain cause-and-effect relationships, and draw meaningful conclusions.

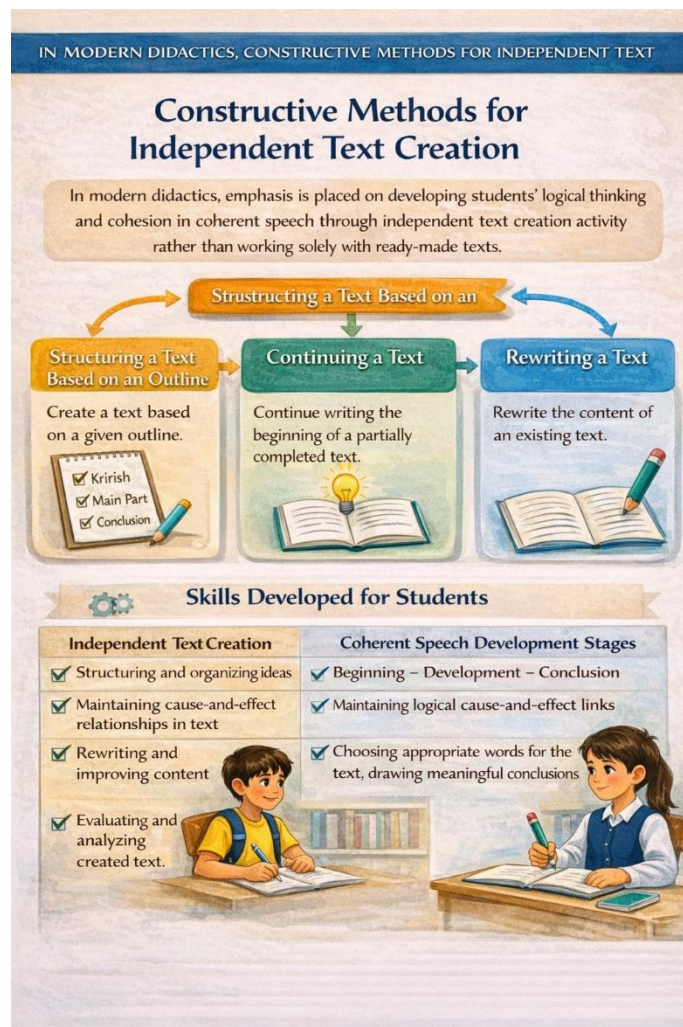


This, in turn, contributes to the development of coherent monologic speech.

Constructive Methods for Text Creation

In modern didactics, greater emphasis is placed on students' independent text production rather than

working solely with pre-written texts. Exercises such as "Structuring a Text Based on an Outline", "Continuing a Text", and "Rewriting a Text" promote logical thinking and help maintain coherence in students' oral and written speech.



Metacognitive Strategies

In recent years, metacognitive strategies, widely implemented in international educational practices, have been shown to enhance fourth-grade students' skills in planning, monitoring, and evaluating their own speech. Exercises structured around reflective questions such as "What do I want to say?", "Is my idea understandable?", and "Is my conclusion logical?" contribute significantly to improving the quality of coherent speech.

Digital and Media-Based Learning Elements

The use of digital tools in primary education increases students' oral activity and engagement. Activities such as composing stories based on multimedia texts or short videos, listening to audio texts and summarizing their content, and presenting ideas coherently through

interactive presentations are particularly effective for fourth-grade learners.

Creative and Reflective Tasks

Creative tasks such as essay writing, composing a story based on illustrations, or continuing a narrative with an alternative ending expand students' imagination and expressive skills. The use of reflection elements at the end of lessons fosters a critical approach to their own speech activity.

Project-Based Learning

Project-based learning develops students' skills in independent research, analysis, and coherent presentation of results. In mother tongue classes, the project method allows students to prepare texts on specific topics, deliver presentations, and express their ideas in a logical sequence. This method has proven to

be effective in enhancing both written and oral coherent speech.

Project Topic: “A Person I Am Proud Of”

Project Objective:

To develop students’ skills in independent research, analysis, and expressing their ideas coherently, logically, and sequentially.

Project Duration:

1 week (3–4 lessons)

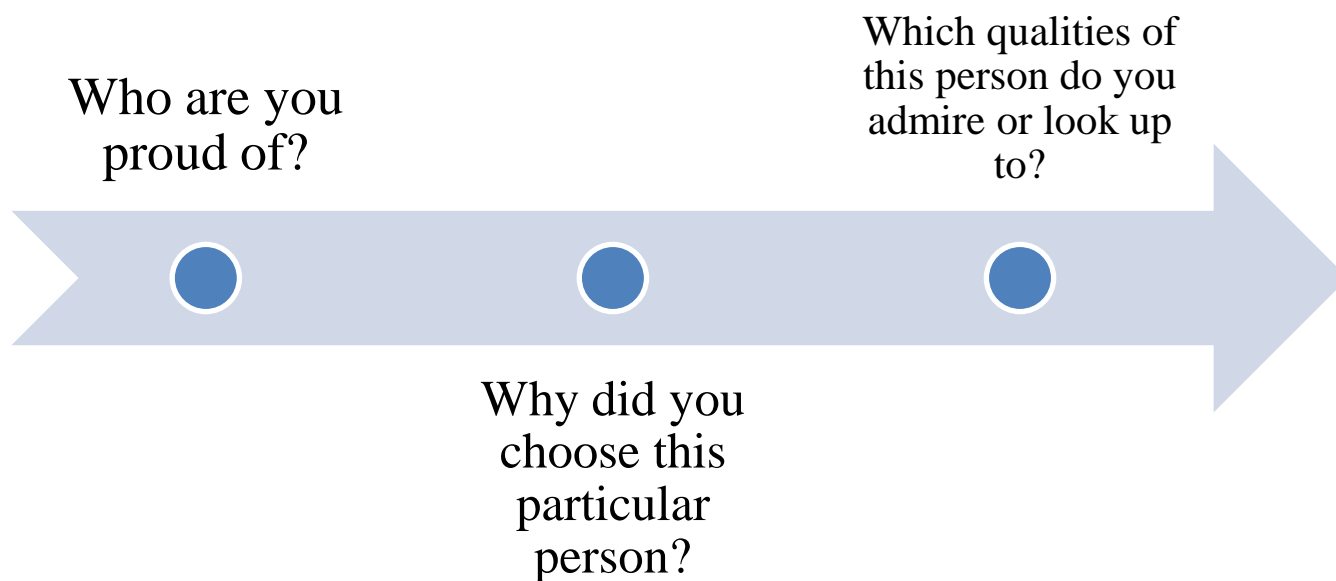
Work Format:

Individual or small group work

Project Stages:

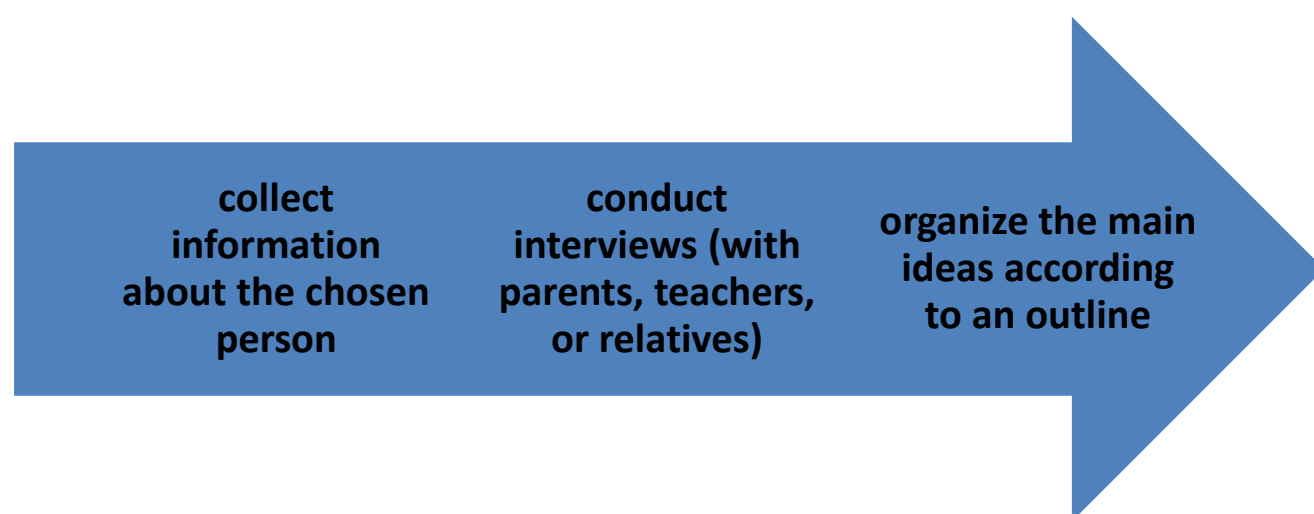
Stage 1: Preparation

The teacher explains the project topic and provides guiding questions to direct students’ inquiry:



Stage 2: Independent Research

Students:



Sample Outline:

1. Who is the chosen person?

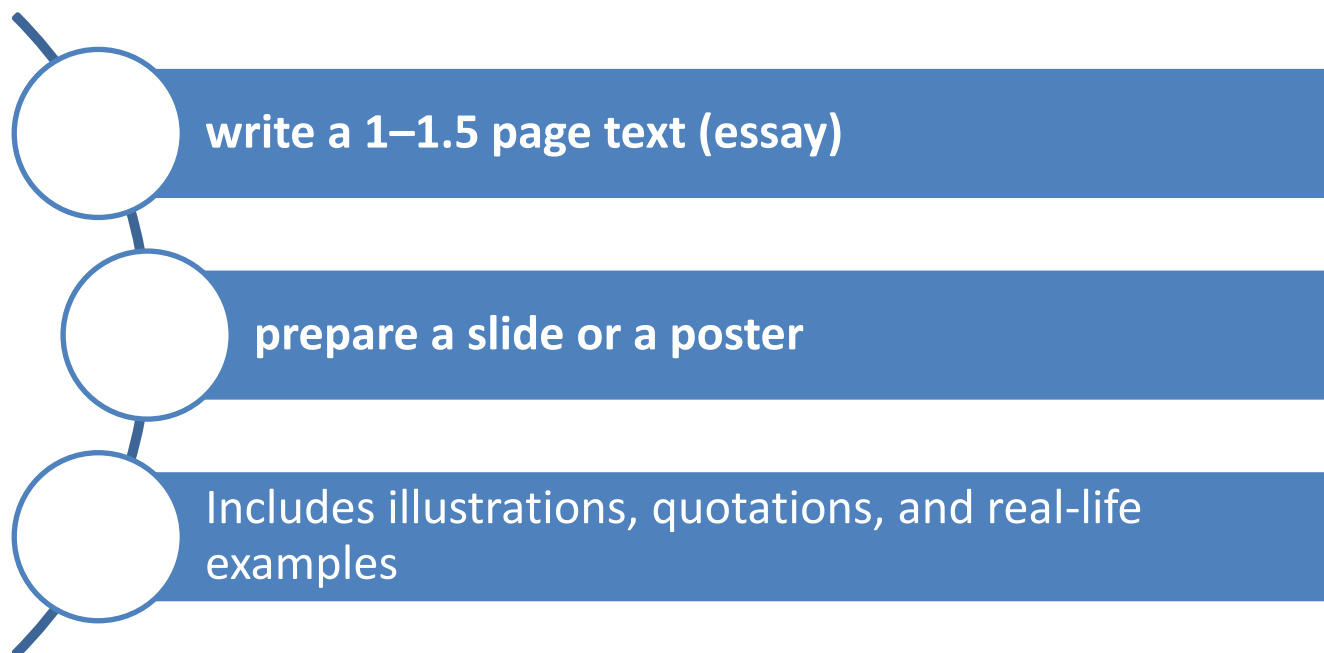
2. Their life and activities

3. Admirable qualities

4. Why am I proud of them?

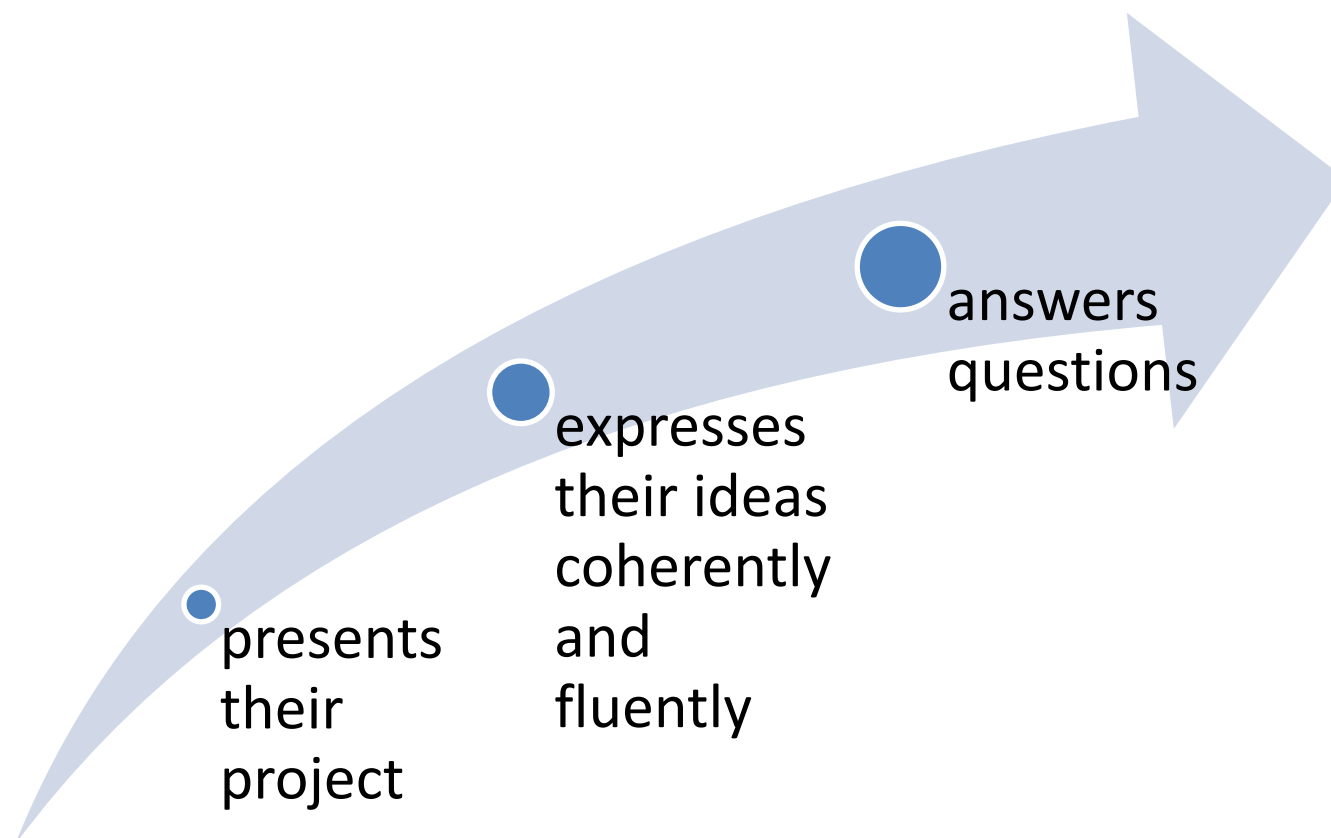
Students:

Stage 3: Practical Work



Stage 4: Presentation and Speech

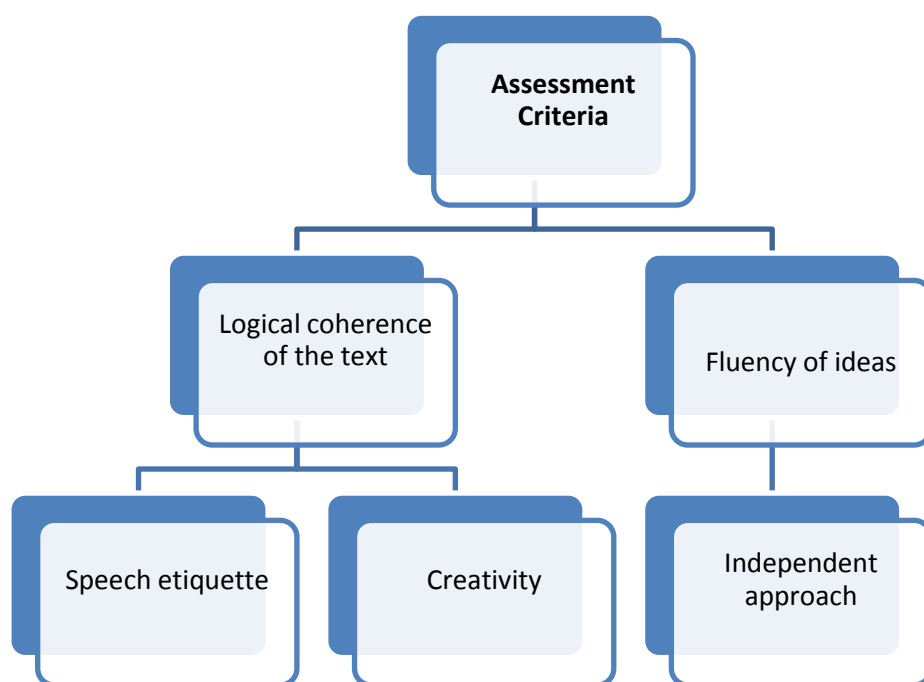
Each student presents for 3–5 minutes:



Student Text Example: “A Person I Am Proud Of”

First and foremost, I am proud of my father. Although he is an ordinary person, his diligence and honesty serve as an example to everyone. Every day, he wakes up early and works tirelessly to ensure the well-being of our family. My father always teaches me the importance of acquiring knowledge, being polite, and

remaining loyal to my country. I am amazed by his ability to remain patient and find the right path even in difficult situations. For these reasons, I am proud of my father and aspire to become a person like him in the future.



Methodological Relevance of EGRA and PIRLS International Studies

The methodological requirements of international assessment programs, EGRA (Early Grade Reading Assessment) and PIRLS (Progress in International Reading Literacy Study), serve as an important scientific and practical foundation for developing connected speech in primary school students. These studies place central emphasis on students' skills in text comprehension, content re-expression, coherent expression of ideas, and conscious use of language units during the reading process.

In the EGRA methodology, at the early stages, students' oral speech, vocabulary, listening comprehension, and ability to retell content meaningfully are assessed. From this perspective, methods suggested in the article—such as constructing a story based on a text, orally retelling it, and expressing ideas according to a plan—directly align with EGRA indicators. Through these methods, students develop skills in creating speech while maintaining phonological awareness and semantic coherence.

The PIRLS Study

The PIRLS study focuses on assessing students' reading literacy, including their ability to draw conclusions from a text, understand and evaluate the author's ideas, and demonstrate related competencies. In 4th-grade native language lessons, the use of metacognitive strategies, reflective questioning, creative writing tasks, and communicative assignments ensures the high-level cognitive engagement required by PIRLS. Specifically, tasks such as "writing conclusions based on a text," "expressing opinions about a text," and "adapting text

content to a different context" are methodologically aligned with PIRLS assessment criteria.

Moreover, the integration of digital and media-based educational elements corresponds to the digital reading literacy standards emphasized in PIRLS 2021 and subsequent studies. Creating stories and expressing meaningful ideas based on multimedia texts supports the development of connected speech in students within a modern informational environment.

This methodological alignment provides 4th-grade students with the opportunity to develop the speech and cognitive competencies necessary for successful participation in international assessment studies.

RESULTS AND DISCUSSION

The analysis indicates that the systematic use of modern, innovative methods in 4th-grade native language lessons ensures high effectiveness in developing students' connected speech. In particular, metacognitive and digital methods significantly enhance students' independent thinking and the coherence of their oral expression.

CONCLUSION

In conclusion, developing connected speech in 4th-grade native language lessons is one of the priority directions of modern education. Fostering students' ability to express their thoughts coherently, logically, and fluently from the early stages of primary education lays a solid foundation for their successful learning in subsequent stages. Therefore, the purposeful and systematic use of methods aimed at developing speech activity in native language lessons is of particular importance.

A competency-based approach broadens students' opportunities to apply their knowledge in practice, express their own ideas independently, and actively participate in communication processes. Communicative methods encourage students to exchange ideas freely and participate in discussions and debates, thereby contributing to the development of oral speech. Through metacognitive methods, students acquire skills to analyze their speech activity, recognize errors, and correct them. The use of digital educational technologies increases students' engagement and provides extensive opportunities for developing coherent written and oral speech in a modern informational environment.

The integrated application of these methods in the educational process ensures a high level of speech competence among 4th-grade students. As a result, students develop into individuals capable of expressing their ideas independently, clearly, and logically, while demonstrating creative and critical thinking. From this perspective, the effective use of modern methods aimed at developing connected speech serves as an important pedagogical factor in improving the quality of primary education.

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