

Psychological and Pedagogical Characteristics of Developing Speech Skills in Primary School Students

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Abstract: This article explores the psychological and pedagogical characteristics of developing speech skills in primary school students. It analyzes the interplay between language and cognitive activity, the age-specific formation of speech abilities, and the pedagogical factors that drive their development within the instructional process. By conducting a comparative analysis of theories advanced by prominent scholars such as L.S. Vygotsky, A.N. Leontiev, and others, the study examines their practical applications within the primary education system and identifies the psychological mechanisms and pedagogical conditions essential for promoting speech activity.

Keywords: Primary education, spoken language, communicative competence, psychology, pedagogy, thinking, speech activity, instructional technologies.

Introduction: One of the primary objectives of the modern educational system is to create optimal conditions for a student's personal development, enabling them to think independently and express their thoughts accurately in accordance with literary language standards. Developing the speech skills of primary school students plays a pivotal role in achieving this goal. A child's speech capacity is not merely a tool for communication; it serves as the foundation for cognitive development, critical thinking, world perception, and overall learning activity.

During the primary school years, students master the fundamentals of reading, writing, listening, and speaking. The language skills acquired during this period form the bedrock for successful learning in subsequent educational stages. Therefore, educators must design and implement targeted activities aimed at enriching students' vocabulary, enhancing their grammatical accuracy, fostering coherent thought expression, and refining their communicative skills.

Children aged 7 to 11 undergo a distinct stage of psychological development. During this period, perception, attention, memory, imagination, and logical

thinking develop rapidly. However, their psychological processes remain relatively unstable. Consequently, the educational process must be structured in alignment with these age-specific characteristics. Children in this age group learn most effectively through visual aids. Pictures, physical objects, didactic materials, game elements, and interactive methods significantly enhance their speech skills and increase their engagement. Based on these considerations, this study aims to analyze the psychological and pedagogical foundations of speech development in primary school students through an integrative approach, providing scientific and practical recommendations for educational practice.

LITERATURE REVIEW AND METHODOLOGY

This study employs theoretical analysis, comparative-analytical methods, systematization, and generalization. Based on a comprehensive review of scientific literature, the psychological and pedagogical factors influencing speech skills were theoretically structured, and perspectives from various scientific schools were compared. Grounded in the principles of scientific accuracy, systematicity, communicative

orientation, developmental education, and integrative approaches, effective pedagogical conditions were identified, taking into account students' age and individual characteristics.

L.S. Vygotsky, who regarded language and speech as primary instruments of social consciousness development, argued that speech forms initially within social interactions before transforming into an internal psychological process [1]. This perspective highlights the significance of dialogic teaching and collaborative activity in developing the speech skills of primary school students. In A.N. Leontiev's activity theory, speech is defined as a form of activity directed toward a communicative goal [2]. Meanwhile, S.L. Rubinstein established the unity of thinking and speech, emphasizing that tasks based on inquiry, comparison, argumentation, and opinion exchange constitute essential prerequisites for fostering speech activity [3].

J. Bruner proposed that language development can be systematically facilitated through pedagogical scaffolding [4]. Recent empirical studies confirm that dialogic teaching and oral communication have a demonstrably positive impact on the development of speech competence in primary education [5–6]. Thus, classical theories and contemporary empirical findings jointly demonstrate that organizing a communicative environment, employing dialogic methods, and encouraging active speech engagement form the scientific and methodological foundation for speech development in primary school children.

DISCUSSION AND RESULTS

Speech activity operates in close integration with all psychological processes. Attention, memory, perception, imagination, and reasoning directly influence the quality of speech. A student first perceives new material, retains it, analyzes it, and subsequently expresses it in their own words. Thus, speech development inherently contributes to overall intellectual growth. Furthermore, a child's speech and thinking develop in tandem; as a child's vocabulary expands, their scope of thinking broadens accordingly. Consequently, teaching each new word simultaneously involves forming a new concept.

From a psychological perspective, it is critical to teach students to express their thoughts freely, build their self-confidence, foster a positive emotional

atmosphere, and eliminate the fear of making mistakes. Scientific research demonstrates that encouragement and positive reinforcement significantly enhance children's speech activity.

From a pedagogical perspective, speech development relies on communicative-oriented teaching principles. These principles include systematicity, sequence, consideration of age and individual differences, awareness, activity, visual representation, and practical orientation. Educators must simultaneously develop students' oral and written speech skills. During lessons, students should be guided to pronounce words correctly, observe grammatical norms, articulate thoughts logically, and maintain coherent discourse. The teacher's pedagogical mastery serves as a primary factor in speech development. An effective educator establishes open communication, accommodates individual student abilities, utilizes innovative technologies, creates problem-solving situations, encourages free expression, and fosters an interactive communicative atmosphere in the classroom.

In psycholinguistics, speech literacy serves as an indicator of advanced higher psychological functions (memory, attention, abstract thinking). Formatting a thought into a clear grammatical and logical structure demonstrates the stability of underlying intellectual operations. Therefore, speech development in primary school students is an interdisciplinary process situated at the intersection of psychology, pedagogy, and linguistics. Structuring instruction around age and individual characteristics, utilizing communicative methods, and establishing a supportive psychological atmosphere through collaborative efforts between teachers and parents yield the highest results. This combined approach enriches vocabulary, develops coherent speech, promotes independent thinking, and shapes language culture - laying a solid foundation for academic success and holistic personal growth in future stages of education. Daily parental engagement- such as conversing, reading books, asking open questions, and engaging in free discussions-further enriches a child's vocabulary and communication confidence.

Modern school curricula increasingly emphasize tasks aimed at developing reading and writing skills for both primary and secondary students. It is crucial that these tasks are distributed evenly throughout the academic year. To enhance literacy skills in young learners,

assignments must connect directly with their real-life experiences. When topics resonate with children, their interest increases, driving them to acquire new knowledge. In pedagogy, speech is recognized both as a tool for socialization and as the methodological foundation for mastering all academic disciplines.

As K. Kasimova noted: "The sequence of speech development relies on four essential conditions: the continuity of exercises, prospective planning, diversity, and subordinating various exercise types to a unified objective. Each new exercise builds upon the preceding one, prepares students for the next, and introduces novel elements while remaining aligned with the overall goal." [7]

Developing speech skills and establishing a communicative culture enables individuals to freely realize their potential while ensuring social success within an information-driven society. A highly educated, linguistically literate specialist can achieve significant success due to their expanded cognitive horizon and enhanced creative capacity.

According to M. Halliday's theory of functional linguistics, the primary function of language is to establish communication [8]. Therefore, before teaching abstract linguistic units in schools, educators should provide practical experience in utilizing these units within authentic communicative contexts. This approach aligns fully with the modern competency-based educational paradigm.

In primary education practice, speech development is frequently conflated with the mere acquisition of grammatical knowledge. However, theoretical analysis indicates that grammatical knowledge represents only one component of speech competence. A student may know grammatical rules, but if they cannot apply them in real communication scenarios, their speech development cannot be considered complete. Thus, an instructional methodology based on the integration of communicative approaches, psychological scaffolding, and creative work remains paramount.

The findings confirm that speech development in primary school students is a complex, multi-component pedagogical system. The effectiveness of this process depends on the harmonious interaction of psychological, pedagogical, linguistic, socio-communicative, and motivational factors.

Comprehensive consideration of these factors creates the necessary methodological foundation for expanding vocabulary, using grammatical tools appropriately, expressing thoughts logically, forming a communication culture, and building overall communicative competence.

A comparative analysis of these theories demonstrates that while psychologists explain the internal mechanisms of language acquisition, pedagogues develop practical instructional methods to operationalize these mechanisms in the classroom. Ultimately, the effectiveness of speech development depends on the seamless integration of psychological principles with pedagogical technologies.

CONCLUSION AND RECOMMENDATIONS

Through theoretical analysis and systematic generalization of scientific sources, three main pedagogical factors ensuring the effectiveness of speech development in primary school students were identified:

1. **Communicative Educational Environment:** Establishing an environment where students feel free to express their thoughts, actively participate in Q&A sessions, and interact productively with peers.
2. **Activity-Oriented Teaching Approach:** Employing role-playing games, problem-solving tasks, project-based learning, creative exercises, and collaborative learning technologies to boost students' speech activity.
3. **Reflexive Assessment Mechanisms:** Utilizing reflective evaluation techniques that enable students to analyze their own speech, identify shortcomings, and systematically refine their communication skills.

Based on these research findings, it is recommended to systematically integrate communicative approaches into the educational process, structuring lessons around interactive scenarios, creative tasks, and collaborative technologies. This approach fosters active speech engagement, independent thinking, and overall communicative competence.

Furthermore, it is advisable to refine scientifically grounded diagnostic criteria for assessing speech development, enhance teachers' professional competencies in speech methodology, and effectively leverage digital pedagogical technologies. Future research should focus on empirically validating

pedagogical models and effectiveness criteria for speech development through experimental fieldwork.

In conclusion, speech development in primary school students achieves maximum efficacy through the harmonious integration of psychological principles and pedagogical technologies, establishing a strong theoretical and practical foundation for further academic advancement.

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