

Ways to Eliminate Speech Errors in Primary School Students

Abdupattayev Gulomjon

Lecturer at the Department of Pedagogy and Psychology at Kokand University, Uzbekistan

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Abstract: In native language education, the development of oral and written speech literacy of students has always been considered a pressing issue. Because the basis of the 21st century life skills is precisely the competences of the student to express his/her speech fluently and meaningfully in existing situations, to work in collaboration, to understand the listener. This article discusses the mechanisms for working on the speech literacy of primary school students, identifying existing speech errors in them, developing various recommendations for their elimination, and implementing them in practice. Experimental research conducted in the city of Kokand on identifying speech errors in primary school students gave useful conclusions in achieving the goal of the scientific research, and on this basis, strategies were developed to reduce speech errors. The results of the experimental research conducted on the basis of pedagogical observation, comparison, interviews, and questionnaires were summarized and recommendations were given. The results of the research were presented in diagrams and the author's thoughts were expressed. The article presents general conclusions based on the results obtained.

Keywords: Primary education, speech, speech culture, speech literacy, topic, school, student, method, research, analysis.

Introduction: Primary education is the foundational stage of continuous learning. It plays a crucial role in shaping the clarity and fluency of a child's speech. A child's articulate and meaningful speech is one of the indicators of their cultural, intellectual, and moral maturity. Experts acknowledge that the development of oral speech from an early age is essential for a person. Well-developed speech serves as an important part of human activity. Fluent speech in students is a powerful tool for achieving success in school. As it has been stated, "To ensure our youth grow into independent thinkers with high intellectual and moral potential, able to compete with their peers globally in all areas, we will mobilize all the power and capabilities of our state and society," this vision places a pressing and significant responsibility on the methodology of teaching the native language—to cultivate individuals with strong, competitive knowledge.

The development of speech competencies holds a special place in increasing the quality and effectiveness of native language classes. It is essential for students to independently complete exercises related to the topic, draw correct conclusions, and express their thoughts freely in both oral and written forms.

Literature Analysis. Denis Diderot once remarked: "If someone stops reading books, you can be sure they have also stopped thinking." Issues related to language, speech, and speech culture have attracted the attention of many thinkers such as Abu Nasr al-Farabi, Abu Rayhan Beruni, Ibn Sina, Al-Khwarizmi, Yusuf Khos Khojib, Mahmud al-Kashgari, Zamakhshari, Kaykovus, Jalaluddin Rumi, Kashifi, Alisher Navoi, Behbudi, Abdulla Avloni, Abdurauf Fitrat, and Abdulla Qodiriy.

The significance of speech culture was so great that it never escaped the attention of these great figures. For example, chapter seven of Kaykovus's work Qabusnama is devoted to the subject of oratory and attaining high status through eloquent speech. In this chapter, Kaykovus discusses the importance of meaningful and beautiful speech, the correct and appropriate use of words, refraining from lies, and the value of speaking in a way that pleases the public.

Thus, cultivating speech culture and eliminating speech errors in children's education is of great importance. Politeness and correctness in speech are vital aspects in raising the younger generation. Proper use of words, correct pronunciation, adherence to literary norms,

and avoidance of speech errors are among the main educational objectives. The great orator Cicero wrote in *De Oratore*: "Oratory is a skill that cannot be attained easily; it requires a great deal of knowledge and effort."

Indeed, speaking correctly and beautifully requires effort. Without such effort, words would lose their value. In this regard, our President Shavkat Mirziyoyev states in his book *The Uzbek Language is Our National Identity*: "The Uzbek language, one of the world's ancient and rich languages, is a symbol of our national identity and independent statehood, an invaluable spiritual treasure, and a great cultural value."

This highlights the fact that one who does not know their own language cannot be considered complete. A person who lacks mastery of their language cannot express it fully, leading to deficiencies in their speech.

Delivering meaningful speech and pronouncing words correctly has been regarded as a rare skill and talent since ancient times. It is appropriate to cite the view of E. Begmatov: "Oratory is the oral form of speech; the art of oratory is the art of oral speech, while speech culture is a concept applicable to both oral and written forms of communication."

Oratory, the art of speaking, and speech culture are interconnected concepts. An orator can elevate their speech to the level of art, naturally forming a refined speech culture and oratory skill.

Professor V.D. Kudryavtsev defines oratorical speech as: "Any oral speech is considered oratorical not only because it explains and proves something, but also because it aims to influence the audience's understanding."

We believe that it is the responsibility of teachers not just to explain, but to demonstrate to children. This means teaching in a way that remains within the child's range of understanding, making each lesson engaging through real-life examples, eliminating speech shortcomings during the learning process, and—most importantly—preparing thoroughly for each class. These are the key elements of achieving success.

As noted in N. Bekmirzayev's textbook *Foundations of Oratory*: "Eliminating the defects and shortcomings in

our speech is one of the socio-political tasks of national importance that falls under the domain of oratory." This shows that the task of correcting speech defects and shortcomings must be elevated to the state level. This is because individuals with healthy, deep-thinking speech are the future and foundation of a nation.

Linguist Nizomiddin Mahmudov, in his book *Speech Culture of the Teacher*, discusses expressiveness in speech: "There are many and varied possibilities in language that serve to create expressiveness. Each element—phonetics, vocabulary, morphological forms, syntactic constructions, intonation, and style—is a source of expressive speech. If the speech-maker understands the nature and usage of these resources well, they will have no difficulty ensuring expressive quality in speech."

Indeed, studying the fundamental elements of speech allows for development and measurable achievement. Each component—phonetic structure, word origins, morphological forms, syntactic combinations, intonation, punctuation, and style—is a source of expressiveness in speech. In order to prevent deficiencies in a student's speech, the teacher must pay close attention to these elements when working with children.

METHODOLOGY

In our small-scale scientific research, the state of students' speech literacy was examined both during and outside of class through pedagogical observation. As the object of the study, general secondary schools No. 7 and No. 67 under the Qo'qon City Department of Public Education in Fergana Region were selected.

The study involved 95 second-grade students from School No. 7, including class 2-"A" (30 respondents), 2-"B" (32 respondents), and 2-"D" (33 respondents), as well as students from class 2-"A" (30 respondents) of School No. 6.

During the experiment, methods such as "Interview," "Questionnaire," "Test," and "Pedagogical Comparison" were used to identify speech errors among the students. See: Figure 1.

RESULTS

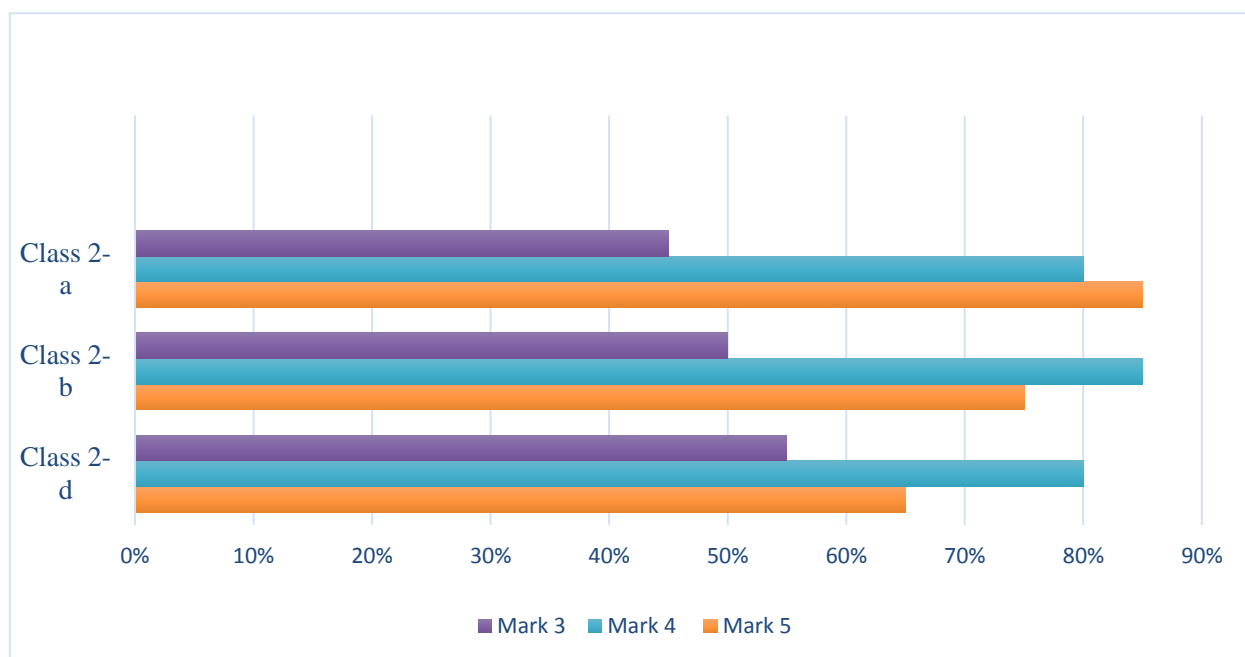


Figure 1. Results of the experiment conducted using the interview method.

In the diagram, we can observe that 85% of students in class 2-"A", 75% in class 2-"B", and 65% in class 2-"D" showed positive results. This indicates that using interviews is an effective method for identifying and addressing potential speech deficiencies in students, contributing to the development of their speech literacy.

A survey was also conducted among 20 primary school

teachers from School No. 7 in Qo'qon city. We decided to present the responses to questions 2 and 3 from the questionnaire in the form of a diagram. One of the questions asked: "What do you think are the causes of speech errors and deficiencies in students?" The opinions of the respondents are illustrated in the following figure. See: Figure 2.

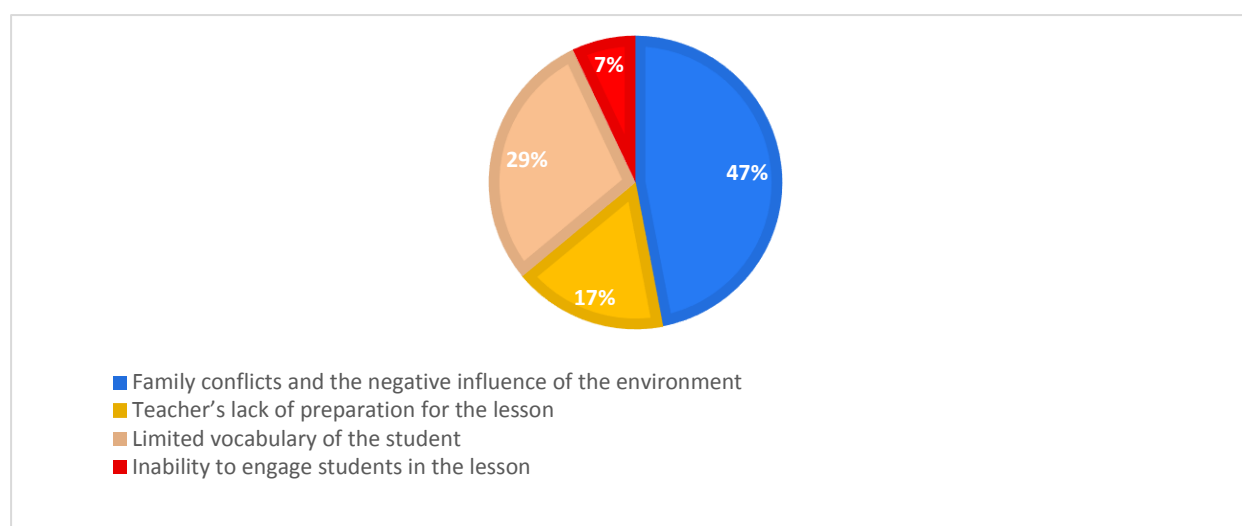


Figure 2. Causes of speech errors.

As seen in the diagram, 47% of teachers identified family conflicts and the negative influence of the environment, 17% pointed to the teacher's lack of preparation for the lesson, 29% noted students' limited vocabulary, and 7% selected inability to engage

students in the lesson as causes of speech errors.

The responses to the question "What can be done to eliminate speech errors in students?" are presented in the following figure. See: Figure 3.

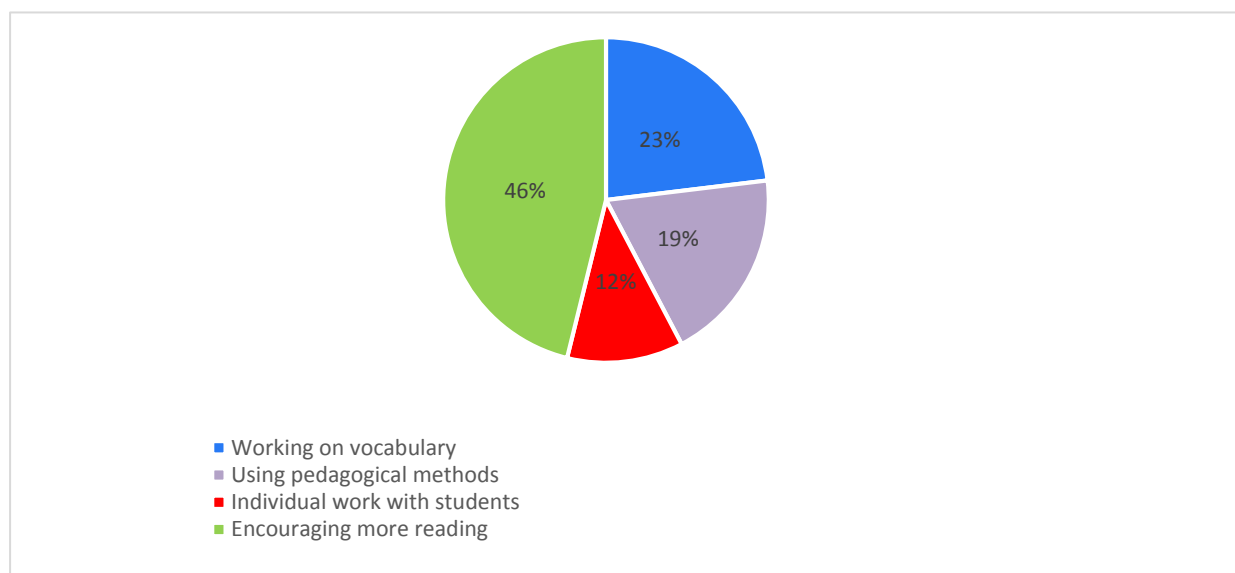


Figure 3. Ways to eliminate speech errors.

According to the responses to question 3 of the survey, 23% of teachers emphasized the importance of working on vocabulary, 19% suggested using pedagogical methods, 12% recommended individual work with students, and 46% indicated that students

should be encouraged to read more books.

The results of the test conducted through the Kahoot platform are illustrated in the following figure. See: Figure 4.

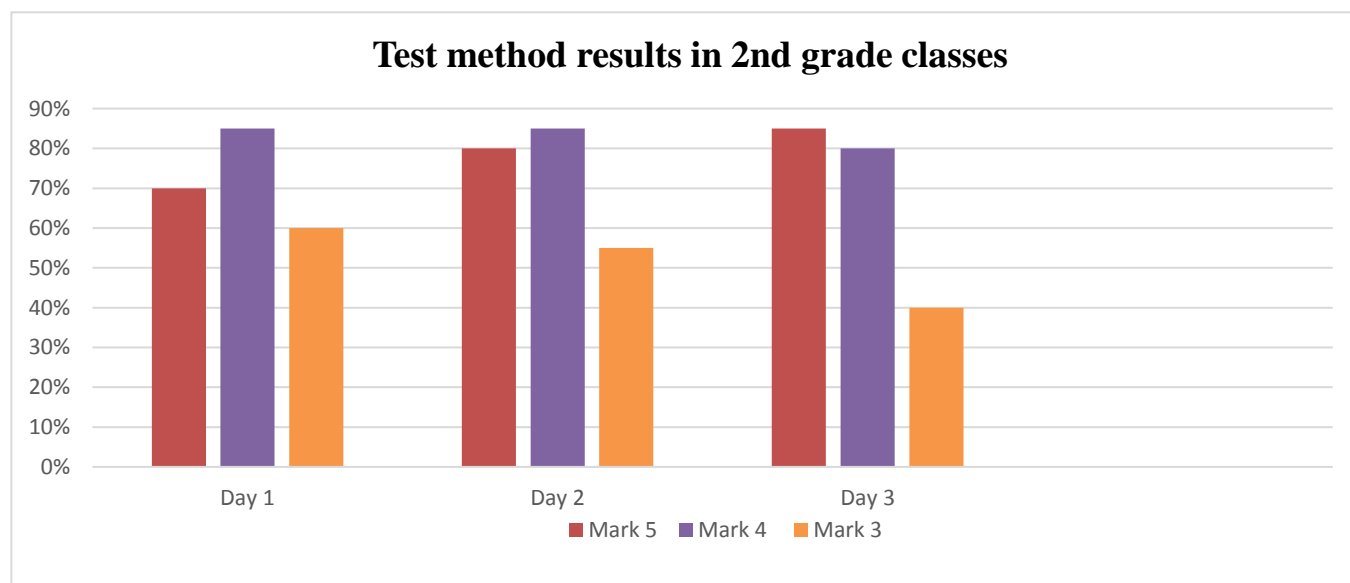


Figure 4. Results of the test study.

As seen from the diagram, on the first day the children did not demonstrate sufficient understanding, on the second day they began to develop some skills, and by the third day the students were able to give positive

responses.

The results of the experiment conducted using the pedagogical comparison method can be seen in the image below. See Figure 5.

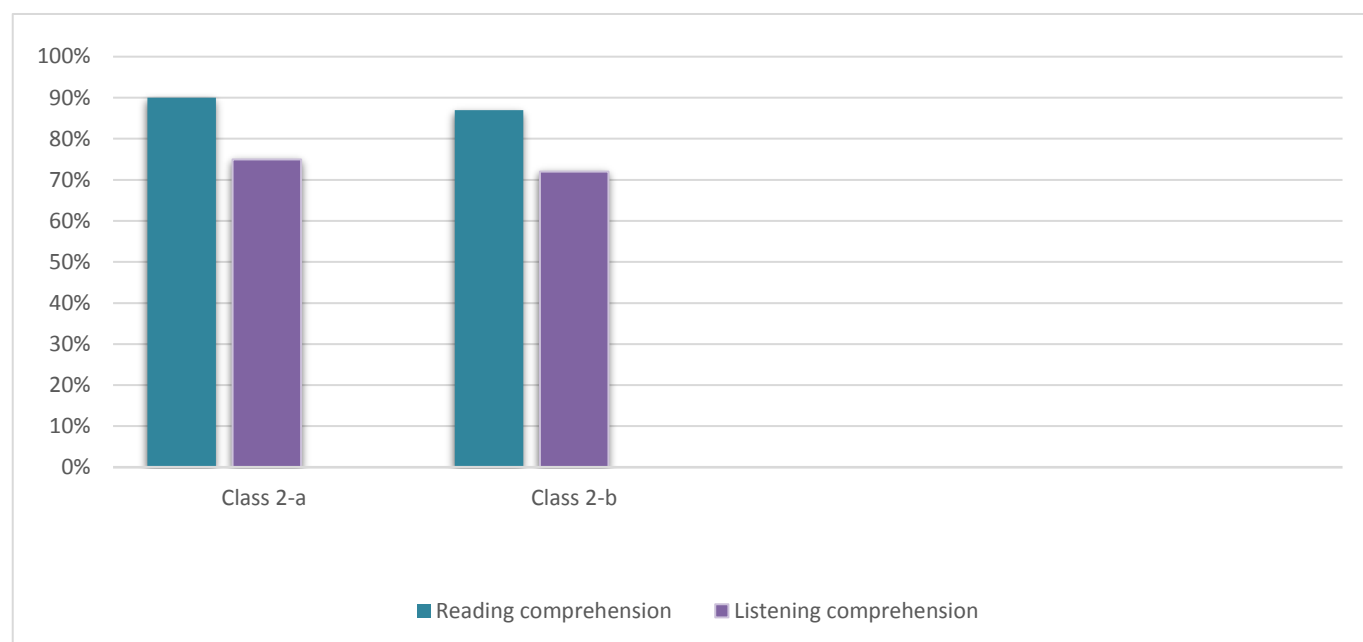


Figure 5. Comparison results.

Based on the diagram analysis, it can be concluded that while children's reading comprehension is at a positive level, there is a need to improve their listening comprehension. For this purpose, it is necessary to work more with audio texts and use retelling methods.

Discussion. The period of speech development is an integral part of human life. Especially in childhood, this period accelerates and contributes to the overall formation of the student, helps to establish relationships with peers, and gradually develop the ability to exchange thoughts. I.A. Zimnyaya and V.M. Solnsev rightly said, "Speech is the process of putting language into action." V.A. Krutetskiy emphasized: "Speech is the process of using language to communicate with people. In individuals with underdeveloped speech, communication also does not develop. It is speech that determines a person's relationship with the social environment."

In Musharraf Usmonjon qizi Abdulxayeva's dissertation titled "The Role of Dictations in Developing the Written Speech of Primary School Pupils", the pedagogical characteristics of developing written speech in primary school students are discussed. The work presents scholars' views on speech, the differences between the concepts of language and speech, factors influencing the development of written speech, advanced pedagogical technologies and didactic methods for enhancing written language, the theoretical and practical aspects of dictations used in primary education, types of dictations, methods of conducting them, and proposals and recommendations for the role of dictations in improving written speech in grades one

through four.

CONCLUSION

Eliminating speech errors in primary school pupils, preventing various deficiencies, and developing their language literacy are among the main tasks of educators.

The following general conclusions were drawn from the study:

- The worldview of primary school pupils is shaped through literary works, fairy tales, and textbooks.
- Developing methodological recommendations for effective teaching to eliminate speech deficiencies among pupils enhances the effectiveness of the educational process.
- It is important to develop and implement interactive teaching methods during lessons. This increases students' engagement in the learning process.

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