

Factors Developing Students' Speech Skills in Mother Tongue and Reading Literacy Lessons

Xudaybergenova N. Q.

Second-stage Doctoral Student, Nukus State Pedagogical Institute, Uzbekistan

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Abstract: This article examines the factors that contribute to the development of oral and written speech skills of primary school students in the lessons of "Mother Tongue and Reading Literacy." It emphasizes that the use of teaching aids such as visual materials, audio and video resources, filmstrips, as well as the narration of fairy tales and stories, plays an important role in strengthening linguistic competence. It is argued that these methods enable students to comprehend information more quickly and consciously, ensuring the achievement of expected learning outcomes.

Keywords: Oral speech, written speech, speech skills, listening, writing, thinking, comprehension, fairy tale, story, linguistic competence.

Introduction: In recent years, systematic scientific and practical efforts have been undertaken to improve the content of mother tongue education, advance teaching methodology, and create a new generation of textbooks. Since 2017, the introduction of a competency-based approach to native language teaching in Uzbekistan, as well as the adoption of international assessment standards and leading world practices, has required a revision of the objectives and methods of teaching. Globally recognized approaches to language learning emphasize the importance of the four basic skills—reading, writing, listening, and speaking—for the development and evaluation of students' communicative competence. In many countries, competency-based assessment systems are successfully applied, including in foreign language education. Applying this experience to the teaching of the Karakalpak language also provides valuable opportunities.

In this context, the development of speech skills and linguistic competence becomes a central task of primary education. Speech skills are defined as the ability to correctly and meaningfully express one's thoughts orally and in writing, understand the speech of others, and engage in communication effectively.

METHODS

The study employs the following research approaches:

Literature review: analysis of scientific works on speech development and methodology of teaching the mother tongue.

Comparative analysis: evaluation of foreign language teaching practices and their adaptation to Karakalpak language education.

Content analysis: examination of textbooks (e.g., Mother Tongue and Reading Literacy, Grade 2) to identify tasks aimed at developing oral and written communication skills.

Observation: analysis of classroom practices where multimedia resources (audio, video, filmstrips) and narrative techniques are applied.

This methodology makes it possible to identify effective ways of integrating speech skill development into primary school mother tongue lessons.

RESULTS

The results show that students' speech competence develops through the consistent formation of the following interconnected skills:

- 1. Listening comprehension** – understanding the content of information perceived aurally or visually.
- 2. Reading comprehension** – grasping the meaning of texts presented in written form.
- 3. Speaking** – adapting thoughts to communicative

situations and expressing them orally in a fluent, logical, and impressive manner.

4. Writing – expressing ideas in a written form clearly, correctly, and coherently.

Practical classroom experience confirms that the integration of visual aids, storytelling, and multimedia resources enhances students' ability to quickly comprehend and reproduce information. For instance, when students retell fairy tales or describe pictures from textbooks, they not only practice oral expression but also strengthen vocabulary and imagination.

Furthermore, tasks included in the Mother Tongue and Reading Literacy Grade 2 curriculum—such as answering content-based questions or describing events illustrated in pictures—are effective in encouraging oral narration and meaningful communication.

DISCUSSION

The findings align with both national and international research. According to Sh. Yuldasheva [1], listening comprehension is a complex communicative activity closely linked with speaking, as learners must instantly process and recall information. Similarly, G. Hamroev [2,3] stresses that in mother tongue education, students should be taught not merely to converse but to speak meaningfully, a skill that requires preparation, adherence to literary norms, and a developed vocabulary.

At present, one of the challenges in Karakalpak schools is that students are not sufficiently trained in formal public speaking. As a result, they struggle to present ideas coherently in unfamiliar contexts such as meetings, celebrations, or conferences. To address this issue, systematic work on enriching vocabulary and practicing structured speech is required.

Moreover, teaching materials should incorporate more tasks that demand active use of oral and written communication in real-life contexts. In line with international practices, integrating listening, speaking, reading, and writing activities into a unified communicative approach will ensure greater success in developing speech competence.

CONCLUSION

Developing speech skills in mother tongue lessons is a fundamental requirement of modern education. The analysis demonstrates that listening, reading, speaking, and writing should be taught in close integration, supported by visual aids, multimedia tools, and narrative-based tasks. Such an approach not only accelerates comprehension but also enhances students' ability to think critically, communicate effectively, and apply language in practical contexts.

Ultimately, the combination of traditional teaching methods with modern innovations ensures the sustainable development of linguistic and communicative competence in primary education.

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