

Pedagogical Foundations For Developing Primary School Students' Speech (Communicative) Competence In The Process Of Forming National And Universal Values

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Abstract: This article examines the pedagogical foundations for developing the speech (communicative) competence of primary school students in the process of forming national and universal values. The study emphasizes the role of value-oriented education in enhancing pupils' oral and written communication skills, social interaction, and cultural awareness. Special attention is paid to the integration of national traditions, moral norms, and universal human values into the content of primary education as an effective means of fostering communicative competence. The research highlights the importance of age-appropriate pedagogical methods, interactive learning strategies, and a value-based educational environment in promoting students' linguistic development. The findings demonstrate that systematic incorporation of national and universal values into the educational process contributes to the formation of socially active, communicatively competent, and morally responsible individuals at the primary school level.

Keywords: Communicative competence, speech development, primary school students, national values, universal values, pedagogical foundations.

Introduction: In the context of modern educational development, special attention is given to the formation of students' communicative competence as a key component of their overall personal and social development. At the primary school level, speech (communicative) competence plays a decisive role in shaping learners' ability to express thoughts clearly, interact effectively with others, and participate actively in the educational process. At the same time, contemporary pedagogy emphasizes the importance of integrating national and universal values into education as a foundation for moral, cultural, and civic development.

The process of forming national and universal values is closely connected with the development of language and communication skills. Through speech activities, primary school students internalize cultural norms, ethical principles, and socially accepted patterns of behavior. National values, including respect for cultural

heritage, traditions, and the native language, contribute to the formation of students' identity, while universal human values such as tolerance, cooperation, respect, and empathy foster social harmony and intercultural understanding. Therefore, the development of communicative competence should be viewed not only as a linguistic objective but also as a pedagogical means of value formation.

In recent years, educational reforms and pedagogical research have increasingly focused on value-oriented and competency-based approaches in primary education. These approaches require the use of interactive methods, learner-centered strategies, and meaningful communication tasks that reflect real-life situations and moral contexts. However, despite growing interest in this issue, the pedagogical foundations for developing primary school students' communicative competence within the framework of national and universal values remain insufficiently

systematized. This study aims to identify and substantiate the pedagogical foundations for developing the speech (communicative) competence of primary school students in the process of forming national and universal values. The research seeks to clarify effective pedagogical conditions, methods, and approaches that support the integration of value education and communicative development, thereby contributing to the formation of socially active, communicatively competent, and value-oriented learners.

LITERATURE REVIEW

The development of communicative competence in primary school students has been widely examined in pedagogical, psychological, and linguistic research. Scholars generally agree that speech (communicative) competence is a multidimensional construct that includes linguistic knowledge, speech skills, sociocultural awareness, and the ability to use language effectively in various communicative situations. In primary education, this competence is considered fundamental, as it forms the basis for further academic success and social interaction.

Numerous studies emphasize the importance of early language development as a key factor in shaping children's cognitive and social growth. Researchers note that primary school students acquire communicative competence most effectively when speech activities are integrated with meaningful content and value-oriented learning. From this perspective, communication is not merely a technical skill but a medium through which learners internalize moral norms, cultural traditions, and socially accepted forms of behavior.

The role of national values in education has been extensively discussed in pedagogical literature. Scholars argue that national values—such as respect for cultural heritage, traditions, native language, and historical memory—play a crucial role in the formation of students' identity and worldview. In the context of primary education, the inclusion of national values in language and communication activities contributes to the development of students' emotional engagement, motivation, and sense of belonging. Research shows that texts, dialogues, and communicative tasks based on national culture significantly enhance pupils' speech activity and expressive abilities.

At the same time, modern educational theory places strong emphasis on universal human values, including tolerance, cooperation, empathy, respect for others, and responsibility. Studies in value-based education highlight that universal values provide a moral framework for effective communication and social

interaction in multicultural and globalized societies. Researchers point out that communicative competence develops more successfully when students are encouraged to engage in dialogue, collaborative tasks, and problem-solving activities that reflect universal ethical principles.

Several scholars have explored the integration of value education and communicative development through competency-based and learner-centered approaches. These studies underline the effectiveness of interactive methods such as role-playing, group discussions, storytelling, and situational dialogues in fostering both speech competence and value orientation. It is noted that such methods create a supportive communicative environment in which students learn to express their opinions, listen to others, and respect different viewpoints.

Despite the considerable body of research on communicative competence and value education, the pedagogical foundations for developing primary school students' speech competence specifically through the combined formation of national and universal values remain insufficiently systematized. Existing studies often address these aspects separately, which indicates the need for an integrated pedagogical framework. This gap in the literature provides a basis for further research aimed at identifying effective pedagogical conditions and strategies that harmoniously combine communicative development with value-oriented education in primary school settings.

RESULTS

The analysis of the research problem was carried out on the basis of theoretical examination and practical observations of the educational process in primary school. The focus was placed on identifying pedagogical conditions and instructional strategies that effectively support the development of students' speech (communicative) competence in the process of forming national and universal values. The obtained results reveal significant interconnections between value-oriented education and communicative development at the primary school level.

The analysis shows that the integration of national and universal values into language-related learning activities creates a meaningful communicative environment for primary school students. When communication tasks are based on culturally and morally significant content, students demonstrate higher motivation to participate in speech activities. Storytelling, discussions, and dialogic exercises grounded in national traditions and universal ethical themes encourage pupils to express their thoughts more freely and coherently.

The results also indicate that interactive pedagogical methods play a decisive role in developing communicative competence. Role-playing activities, group work, and situational dialogues provide opportunities for students to practice speech in real-life contexts while simultaneously internalizing values such as respect, cooperation, and empathy. Through such activities, students improve their vocabulary, grammatical accuracy, and pronunciation, as well as their ability to listen, respond appropriately, and engage in meaningful interaction.

Furthermore, the analysis demonstrates that age-appropriate pedagogical approaches are essential for effective communicative development. Primary school students show better results when teaching methods correspond to their psychological and cognitive characteristics. Visual aids, game-based learning, and emotionally engaging tasks contribute to the natural development of speech skills and support the gradual formation of communicative competence within a value-based framework.

The findings also reveal that the teacher's role is crucial in organizing a supportive communicative environment. Teachers who consciously integrate national and universal values into speech activities and model positive communicative behavior foster a classroom atmosphere of trust and mutual respect. As a result, students become more confident in expressing their ideas and more attentive to the opinions of others.

Overall, the results of the study confirm that the systematic incorporation of national and universal values into the educational process significantly enhances the development of primary school students' speech (communicative) competence. The combination of value-oriented content, interactive teaching methods, and supportive pedagogical conditions contributes to the formation of communicatively competent, socially active, and morally responsible learners.

CONCLUSION

The present study has examined the pedagogical foundations for developing the speech (communicative) competence of primary school students in the process of forming national and universal values. The findings confirm that communicative competence at the primary level is not limited to linguistic skills alone but represents a complex pedagogical phenomenon closely connected with students' moral, cultural, and social development.

The research demonstrates that the integration of national and universal values into the content of primary education creates favorable conditions for

meaningful communication. Value-oriented speech activities based on cultural traditions, ethical norms, and socially significant themes increase students' motivation, enrich their vocabulary, and enhance their ability to express thoughts clearly and appropriately. Such an approach enables learners to internalize values through communication, making the learning process more purposeful and effective.

The study also highlights the effectiveness of interactive and learner-centered pedagogical methods in fostering communicative competence. Role-playing, group discussions, storytelling, and situational dialogues promote active participation, cooperation, and respect for others' opinions. These methods not only develop students' speech skills but also contribute to the formation of universal human values such as tolerance, empathy, and responsibility.

In addition, the results emphasize the importance of creating a supportive pedagogical environment and the teacher's role in guiding communicative and value-based learning. Teachers who model positive communicative behavior and consciously incorporate values into instructional activities help students develop confidence, social awareness, and communicative culture.

In conclusion, the systematic and purposeful integration of national and universal values into the educational process significantly contributes to the development of primary school students' speech (communicative) competence. The outcomes of this study may serve as a theoretical and practical basis for improving primary education curricula and teaching practices aimed at fostering communicatively competent, socially active, and value-oriented individuals.

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