



METHODOLOGICAL FOUNDATIONS FOR DEVELOPING PRIMARY SCHOOL STUDENTS' SPEECH THROUGH TYPES OF READING

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ABSTRACT

This thesis highlights the use of different types of reading in developing the speech of primary school students. Throughout the thesis, it is revealed that the proper application of reading types to primary school students leads to high effectiveness.

KEYWORDS

Language and speech activity, communicative competence, types of reading, text, speed reading, fluent speaking.

INTRODUCTION

In the modern educational process, forming language and speech activity among primary school students and developing their communicative competence is one of the key priorities of pedagogical activity. In particular, the purposeful use of different types of reading plays an important role in shaping students' speech activity, thinking, and independent reasoning skills. The main objective of this study is to identify the possibilities of developing the oral and written speech of primary school students through various types of reading (silent reading, reading aloud, expressive reading, role-based reading, and speed reading). Students first encounter such characteristics as the accuracy, speed, comprehension, and assimilation of content during reading in the primary school textbook [1]. In order to engage students and increase the effectiveness of lessons, it is beneficial to frequently use the following types of reading in class. Silent reading is the process of perceiving and understanding a text not through vocalization, but through inner speech. This process is carried out through the student's cognitive activities such as thinking, attention, memory, and imagination. Silent reading is important for the complete understanding of ideas and the formation of analytical thinking. This type of reading involves the following stages:

1. Through reading aloud, the student thoroughly masters the combinations of sounds and letters.
2. Subsequently, the transition is made to understanding and reading the text using inner speech (i.e., silently).
3. At this stage, the student not only reads but also strives to analyze the text, draw conclusions, and understand the author's ideas.

According to L.S. Vygotsky, inner speech is the internal form of external speech, serving to deepen the child's thinking. Silent reading requires active thinking, and therefore this process has a positive effect on the intellectual development of children. The ability to conduct an "internal dialogue" about the read text should be formed in the student.

To develop silent reading in primary school, it is effective to organize question-and-answer activities on the text (which helps students to think about the content of the text), and to assign tasks that encourage students to imagine what they have read (which develops figurative thinking). Silent reading activates students' independent thinking and memory, allowing them to control their reading calmly and deliberately. Reading aloud, on the other hand, develops correct pronunciation, fluent and clear speech skills. This type of reading improves the student's ability to remember the text by hearing their own voice. Expressive reading, meanwhile, requires correct use of intonation, emphasis, pauses, and emotions, with particular attention to punctuation marks. This, in turn, develops aesthetic taste, artistic thinking, and the skill of establishing communication with listeners.

Role reading involves working with dialogic texts while incorporating elements of dramatization. This method fosters a creative approach, speech freedom, and stage culture in students. For example, organizing performances based on texts such as "The Ox and the Fly" or "The Clever Airplane" encourages active student participation, enhances their emotional speech, and promotes collective creativity. Speed reading develops skills such as attention, rapid text analysis, identifying the main idea, quick comprehension, and coherent expression of thoughts.

The skill of speed reading in primary school students increases their interest in reading lessons. It is recommended to set time limits for text sections and to prepare questions in advance to make reading sessions engaging and lively. When students see that the number of words they read within the time limit is increasing each day, they become more motivated to read more. To ensure that students are reading mindfully, teachers conduct comprehension checks. Questions are asked after each section. Starting with weekly exercises and analyzing results monthly through interactive assessment produces positive outcomes. It is important that students not only read quickly but also comprehend the text, paying attention and using memory as they read. Where possible, mobile apps or devices that track time can also be used to support this process.

Based on this, integrating various types of reading in primary education, improving methodological approaches, and harmonizing lessons with interactive, didactic, and digital technologies are of great importance. Especially, the use of information and communication technologies (such as images, videos, audio, and animations appropriate to the text) deeply engages students in the lesson and helps them better understand and remember the text. For primary school students, such practical support aids text comprehension [2].

When reading silently, the student does not rush, does not feel shy or afraid, and remains calm, which helps them master fluent reading. Reading aloud develops correct and fluent speech. Hearing their own voice helps students remember the words they read. In expressive reading, the student develops the technique of reading without hesitation, paying attention to commas and other punctuation marks. In role reading, by using dialogic texts from reading textbooks and organizing classroom performances (such as "The Ox and the Fly" or "The Clever Mouse"), students' fluency is improved, and their interest in the lesson increases. Furthermore, in a time when information and communication systems are developing rapidly, it is vital for primary school teachers to have a deep knowledge of technology, be able to analyze, and innovate. When working with different types of reading, using ICT (presenting images, videos, or audio-animated versions of the text) helps students retain information better [3].

The research employed observation, diagnostic tests, interviews, and experiments within the educational process. Practical observations showed that expressive reading aloud expands students' vocabulary, role reading activates their emotional speech and awakens stage and creative thinking, and speed reading develops attention and rapid comprehension skills. According to the results of the study, the systematic and step-by-step application of various types of reading effectively develops students' skills in understanding, analyzing, retelling texts, and logically expressing ideas both orally and in writing.

Based on these findings, it is considered necessary to integrate various types of reading in primary education and to further improve methodological approaches in this direction.

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