



## THE ROLE OF EDUCATIONAL METHODS IN DEVELOPING STUDENT SPEECH

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**Abstract:** This article analyzes the role and importance of educational methods in the development of internal and external speech of primary school teachers and their effectiveness in the educational process. It is scientifically substantiated that the use of educational methods allows increasing the teacher's speech activity, developing the culture of pedagogical communication, and establishing effective communication with students during the lesson.

**Keywords:** method, “Chain Story” method, “Continue” method, “Yes-No” method, pedagogical communication, internal speech, external speech, quality of education.

### **Introduction**

In today's age of globalization and information, one of the most critical tasks facing education is to nurture a young generation with developed critical thinking skills, capable of expressing their ideas freely and fluently. The foundation for this process is laid directly in the primary grades. It is at this stage that children develop the skills to communicate, comprehend texts, answer questions, and consistently express their thoughts in both oral and written form.

It is frequently observed in scientific and pedagogical practice that traditional teaching methods do not sufficiently activate a student's speech. Therefore, using modern educational methods to increase the effectiveness of education, make the



learning process engaging and meaningful, and, most importantly, encourage children to communicate actively is of pressing importance [1].

In this article, we will thoroughly examine the theoretical foundations and practical applications of educational methods (such as role-playing, the chain method, and brainstorming) in key areas like expanding the vocabulary of primary school students, strengthening their sentence construction skills, and developing their coherent speech [2]. The purpose of this article is to provide a scientific and practical basis for how these methods can be used to elevate the communicative competence of young students to a higher level.

Speech is a teacher's most powerful tool and the primary means of expressing their personality and skill. Through speech, a teacher imparts knowledge and cultivates in students a culture of thinking, listening, debating, and expressing their own opinions [3-7]. Therefore, enhancing speech culture and developing it in line with modern demands should be the constant goal of every educator. In this process, educational methods play a crucial role today. They transform the teacher from a passive lecturer into an active communicator, facilitator of ideas, and guide. Using educational methods not only makes lessons more interesting for students but is also vital for enriching the teacher's own speech, increasing its expressiveness, and shaping a culture of pedagogical communication. For this reason, the effective use of educational methods to develop the speech of primary school teachers is currently one of the most relevant and practically significant areas within the education system[8].

Several scholars have expressed their views on the development of the internal and external speech of primary school students. In their works, many educators (e.g., L.S. Vygotsky, A.N. Leontiev) emphasize that speech development occurs through social communication and activity. The use of educational methods in primary grades is based precisely on this theory, as students work collaboratively with their peers. Didactics of the native language: The works of Uzbek scholars (e.g., A.



Gulamov, M. Kadirov, S. Matchonov) highlight that the four types of speech (listening, speaking, reading, writing) must be developed in close connection with one another, and that active exercises are the key to this process.

Here are some examples of educational methods used to develop the internal and external speech of a primary school student:

**Grade 4** It is highly effective to teach Muhabbat Hamidova's story “The Bee's Revenge,” found in Part 4 of the Reading Literacy textbook, to primary school students using the “Chain Story” or simply the “Chain” method. This is because the method develops coherent speech, attention, and logical sequencing skills.

The steps for applying this method and practical exercises are provided below:

Teaching with the “Chain Story” Method [9].

*Objective of the method:* To form students' ability to remember the content of a text, maintain sequential order, and construct short, logically connected sentences through oral speech.

Stage 1: Preparation and Reading

*Read the entire text:* The teacher reads the story aloud expressively, or the students take turns reading it.

*Check for understanding:* Discuss the main idea of the story (not to do evil, not to harm nature) and the characters (“Sardor,” “O'tkir,” “The Hornet”).

Divide the text into parts: Logically divide the story into several sections (For example: 1. Finding and destroying the nest; 2. The hornets' pursuit and not touching Sardor; 3. O'tkir going out alone the next day; 4. Revenge; 5. Conclusion).

Stage 2: Forming the “Chain.” In this stage, students retell the story in short sentences, based on the text.

*Beginning:* The teacher states the first significant event of the story in one simple sentence.

*Teacher:* “Sardor and O'tkir saw a hornet's nest near the cotton factory.”  
Continuing the chain (First round):



*1st student:* Says one sentence that logically continues the story, without repeating the previous sentence. Example: “O'tkir picked up a stick and decided to destroy the nest.”

*2nd student:* Example: “Sardor was frightened and tried to stop his friend from doing it.”

*3rd student:* Example: “O'tkir poked the nest with the stick and quickly ran away.” ...and so on, all students take turns continuing the story until it reaches its logical conclusion.

*Note:* Each student must say only one sentence. If a student is having significant difficulty, the class can help.

### Stage 3: Analysis and Deeper Understanding

The “I wonder why?” question: After the “Chain” activity is complete, analyze the most interesting point of the story.[10]

Teacher's question: “Why didn't the bees bother Sardor and only chased O'tkir?”

Expected answers: They knew who destroyed their hive. They are smart. They only took revenge on the one who did them harm.

Formulating the conclusion:

Each student says the final logical sentence (the story's conclusion).

For example: “That's why you shouldn't harm nature's creatures, because they can also take revenge.”

*Advantages of the method:*

*Focusing attention:* While waiting for their turn, students are compelled to listen attentively to the classmate before them.

*Logical connection:* Because each sentence must be logically connected to the previous one, children learn to express their thoughts coherently.

*Fluency:* As it requires quick thinking, children become accustomed to rapidly verbalizing their thoughts.



**3rd Grade** It is advisable to use the “Continue” method to check how well students have retained the proverbs from the Reading Literacy subject. This is a very effective and engaging interactive method for checking students' memorization of proverbs, wise sayings, and text excerpts in Reading Literacy lessons, as well as for developing their speech. The “Continue” method requires a student to complete a thought, sentence, or text fragment initiated by the teacher, relying on their own memory.

The teacher recites the first half of the proverbs from the textbook, and the students complete them.

*The “Complete the Proverb” Method*

***Teacher:***

1. Tell it to a good person, and they will understand...
2. To the humble, perfection...
3. A good person cares for the people...
4. “Winter's snow is...
5. Don't spit into the water...
6. If everyone makes their land a flower garden...
7. Every fruit has a peel...
8. The nightingale loves the meadow...

***Students:***

1. Tell it to a bad person, and they will laugh.
2. To the arrogant, ruin.
3. A bad person cares for themselves.
4. A remedy for the summer.
5. You will be left without water.
6. The whole world will be covered in flowers.
7. Every word has its measure.
8. A person loves the Homeland.



### Advantages of the Method

<b>Memory Activation</b>	<b>It forces the student into a process of active recall rather than passive recollection, which consolidates the information in the brain.</b>
<b>Quick Thinking</b>	Since the game moves at a fast pace, students are required to quickly recall and recite the proverbs.
<b>Vocabulary Reinforcement</b>	Old or new words in the proverbs are repeated and remembered.
<b>Interactivity</b>	It creates an atmosphere of competition and cooperation in the classroom, turning the boring process of memorization into an engaging game.
<b>Quick Assessment</b>	The teacher can instantly identify which student (or group) has knowledge gaps.

The “Yes-No” method is one of the fastest, easiest, and most interactive ways to check how well textual materials, such as information from Reading Literacy lessons, are retained in students' memory.

This method requires the student to make quick decisions and clearly recall the learned material.

Using the “Yes-No” Method

*Application Mechanism.*

1. Preparation: The teacher takes the proverbs that have been studied and writes about 50% of them correctly and the remaining 50% with slight alterations (by adding an incorrect word).

2. Practice: The teacher reads each proverb variant to the class in turn or writes it on the board.



### The “Yes/No” Method

Proverb Variant	YES	NO
1. “ <i>Work is a pleasure, laziness is a disaster.</i> ”	+	-
3. “ <i>One who reads much knows much, one who writes much breaks the pen.</i> ” (Original: <i>He who reads much knows much, he who travels much sees much.</i> )	-	+
4. “ <i>The response to a kind word is a sweet word.</i> ” (Original: <i>A kind word is worth a life.</i> )	-	+

This method encourages students to think, read more books, and retain information. It is advisable to use such methods primarily in summary and review lessons.

#### *The Essence of the Method*

In this method, the teacher presents the original text of the proverb with a slight change (making one or two words incorrect). The student's task is to determine whether the presented proverb matches the actual one (as given in the textbook) by answering “Yes” or “No.”

#### *Advantages of the Method in Primary School*

<b><i>Speed and Energy Conservation:</i></b>	It allows for checking many proverbs in a short amount of time. Students do not get tired from the activity.
<b><i>Developing Precision:</i></b>	Students try to remember not just the general meaning of the proverb, but every word in it.
<b><i>Increasing Attention:</i></b>	It requires a high level of attention to quickly distinguish which proverb is correct and which is incorrect.
<b><i>Everyone participates:</i></b>	The card-raising method allows all students to respond simultaneously, which also encourages shy children to participate in the process.



This article deeply analyzes the role of educational methods in developing the inner and outer speech of primary school teachers. The research results indicate that using effective teaching methods, such as the “Chain Story,” “Continue,” and “Yes-No” methods, not only enhances students' verbal activity but also serves to elevate the teacher's culture of pedagogical communication.

In conclusion, educational methods are an integral part of pedagogical mastery, through which a teacher's speech competence is developed and the effectiveness of the educational process is increased. The widespread implementation of these methods is one of the key factors in achieving high results in primary education.

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