



**SPEECH OF PRIMARY STUDENTS DURING LITERACY TEACHING
PSYCHOLINGUISTIC AND METHODOLOGICAL BASIS OF THE
DEVELOPMENT PROCESS**

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Abstract: This article explores the psycholinguistic aspects of speech development during literacy instruction for primary school students. It analyzes the methodological principles of organizing effective lesson processes and emphasizes the importance of creating a supportive learning environment. Additionally, the study discusses various strategies and techniques to increase the engagement, motivation, and active participation of students who are just beginning their formal education. The research highlights the role of individualized approaches, interactive exercises, and communication-based activities in fostering both linguistic and cognitive development during the early literacy period.

Keywords: early literacy, speech development, psycholinguistics, primary education, student engagement, instructional strategies

INTRODUCTION

In our country, the issue of improving the education system, especially the development of oral and written speech of students at the primary education stage, has risen to the level of state policy. This is the highest task assigned to our qualified teachers, who, from the time each young child first steps into school, organize



classes with special emphasis on his every movement, psychological state, the formation of speech etiquette and written creativity, paying special attention to his every movement, psychological state, and written creativity. Because the youth of today, who grow up knowledgeable, enlightened and intellectually capable in every field, will take our society to the highest levels and introduce our country to the world.

Our esteemed President Shavkat Mirziyoyev said, "The development of the economy, the future of our country and our children depend solely on education and teachers. From the first day I started working with you, I will say: education, education, education, teachers, teachers, teachers." In these words, he emphasized that teachers are the greatest hope for every person to grow up, grow up, find their place in life and become perfect individuals. Teachers are also those who have a great mark and place in the life of every person. Because, in addition to being able to form the competencies that are formed in students, they also provide them with education and upbringing and teach them literacy.[1]

The knowledge, etiquette and speech culture correctly given to students from the primary school age serve as the largest and most important pillar for their future life. During this period, it is necessary to help students demonstrate their newly formed oral and written speech, intellectual potential and undiscovered abilities, that is, the teacher should understand what the student is capable of and direct him in this direction. Developing creative abilities in students from the primary school age, educating them in harmony with the times and organizing lesson processes taking into account their interests will lead to better results than expected from students. Especially in the primary school age, the development of speech increases the social activity of students, creates a basis for them to communicate with their classmates, express independent opinions about themselves and communicate with their teachers. Speech development from the literacy stage is a process that provides



students with the ability to speak correctly and fluently, as well as expanding their thinking skills.

A person is a psychologically developed member of society who stands out from others in his or her behavior, worldview, and character traits [4.6-b]

Every person can achieve something by studying and learning throughout their life, acquiring new knowledge, and working on themselves day and night. In order to achieve a result, each of us must have previously acquired knowledge, skills, and qualifications. This is the knowledge, skills, and abilities that we must have.

Skills begin to be formed as soon as we enter school. During the period of literacy training, skills such as oral and written speech development, listening comprehension, and reading comprehension begin to be formed. In particular, the development of speech acts as a very important signal to the student's brain activity. Because, by asking a question, the teacher stimulates the student's brain, and the student thinks and answers to answer the question. At this time, the student's brain begins to try to find the answer to the question, and the signals activate the activity of neurons. This further expands the student's thinking and develops his speech.

LITERATURE ANALYSIS

The book "Methodology of Teaching the Native Language" by Karima Qosimova, Safo Matchanov, Xolida Gulomava, Sharofat Yu'ldasheva, Sharofjon Sariyev states that one of the main tasks of primary education is to develop students' speech, and that development of speech is carried out in three directions: work on words, work on word combinations and sentences, and work on connected speech. This book also emphasizes that the tasks of developing students' speech during literacy teaching are as follows.

- 1) correcting shortcomings in students' speech;



2) enriching their vocabulary in connection with expanding their imagination and understanding;

3) clarifying the meaning of certain words in students' speech;

4) a speech and a small "story" of three or four sentences (developing the skill of correctly composing a coherent speech orally) cultivation. [3.44-b]

In the work "Methodology of teaching the mother tongue in primary grades" written by S. Matchanova, H. Bakiyeva, H. Gulomova, Sh. Yo'ldasheva, G. Kholbayeva, the main task of reading lessons in the process of teaching literacy is to introduce students to sounds and letters, to form correct, conscious, expressive reading skills in children by teaching them their correct pronunciation. This period also takes a special place in terms of its responsibility in enriching students' vocabulary, developing coherent speech, enriching their knowledge, forming their thinking, and developing their sense of hearing and perception. The preparatory period prepares the ground for teaching reading. During this period, children learn to hear the speech of others, concentrate, distinguish and separate language units, i.e. sounds, syllables, words and sentences, It is suggested that the formation of characteristics such as understanding their tasks will help students successfully master their studies. [5.57-bl]

The work "Methodology of Reading the Mother Tongue in Primary Schools", created by such scientific leaders as Ibragimova F., Farsakhanova D., Shukurova H., Mamayusupova S., and Kholsaidov F., talks about the formation of several elements of competence in students through the analytical-synthetic sound method. According to this method, sound is taken as the basis in teaching literacy. Children are brought to the realization that a sound that can change the meaning of a word can be expressed in writing through letters, and that another new word can be formed as a result of the alternation, increase or decrease of sounds in a word. For example: don-non; ko'z-kuz; son-oston, tilak-bilak; ziyrak-zirak.



Classification of the analytical-synthetic sound method:

1. This method is educational in nature, with the goal of forming the personality, because this method

Through it, students become literate.

2. According to this method, literacy teaching is carried out in the following periods: preparatory period, alphabetic period, and post-alphabetic period.

3. Reading and writing are performed simultaneously in parallel.

4. Literacy teaching relies on children's live speech.

5. Sound is the foundation of literacy teaching.

6. The unit of study is a syllable.

7. Students are treated in a differentiated and individualized manner during literacy instruction.

8. Phonetic and grammatical knowledge of the language is given in a practical way, without theoretical concepts. [2.14-b]

RESEARCH METHODOLOGY

Psycholinguistics is a science that studies the interaction between the mental processes that govern human speech activity (perception, thinking, memory, motivation) and the language system, and it scientifically analyzes how language is acquired, understood, and developed.[6]

The most convenient and useful aspect of teaching literacy to primary school students is to organize lessons taking into account their cognitive processes, motivation, psychological state and interests. During the literacy period, students are just starting to engage in classroom activities and have not yet stopped growing, and



their cognitive processes are not fully formed. During this period, students' attention is scattered, and their memory, perception and thinking are just beginning to improve. During the literacy period, the teacher should find ways and methods to form students' cognitive processes and implement them among students. For example, the teacher should use interactive methods such as "Brainstorming", "Insert Technology", "Boomerang" and "Cluster" to strengthen students' memory. These methods and technologies increase the student's activity, knowledge and speed during the lesson. These methods help students develop oral and written speaking skills. In the "Brainstorming" method, the teacher asks quick questions outside of class or on the subject of the lesson to prevent students from getting bored during the lesson or to focus their attention on the lesson, and the students quickly answer them. This is also of great importance in shaping students' speech during literacy teaching.

RESULTS AND ANALYSIS

Developing students' speech during the literacy period leads to the early development of students' cognitive activities. During the literacy period, students are just beginning to understand sounds, letters, the difference between sounds and letters, syllables, words, word combinations, and connected speech. During this period, engaging in more communication with students and engaging in conversations through questions and answers also enriches students' speech and increases their thinking skills. During the literacy period, skilled teachers shape the lesson processes with activities aimed at developing students' writing, reading, and speech. During the literacy period, students recognize letters through writing, increase their vocabulary through reading, and these skills combine to gradually form a student's speech and speech competencies. The formation of speech skills during the period of teaching students to read and write contributes to the expansion of their worldview, the further growth of their thinking skills, and the student's



ability to communicate freely with others. The process of speech formation in 6-8-year-old students is directly related to the processes of perception, hearing, attention, memory, and thinking. The following stages are observed in the acquisition of speech skills by students:

Hearing-perception stage. The child learns to distinguish sounds, strengthens pronunciation by hearing. At this stage, the student's phonemic hearing is formed and the ability to pronounce words correctly develops. To correct the mistake of writing one letter instead of another, the teacher should take a word dictation from the students, as soon as 3 letters are introduced during literacy training.

Conversational stage. The skills of logically connecting words and sentences, and the correct use of grammatical forms grow. The child learns to independently express his thoughts in speech activities, answer questions, and choose the right words in the process of communication. This increases the student's vocabulary and forms a culture of communication.

Written speech stage. The ability to transfer thoughts from oral speech to written form is formed. The student consciously understands the relationship between sound, letter, and word and develops the skill of logically and consistently expressing thoughts through written speech.

CONCLUSION

In conclusion, we must say that the formation of speech of primary school students during the period of literacy education contributes significantly to the growth of the student's thinking ability, the expansion of his worldview, and the further improvement of cognitive processes. The development of speech of primary school students during the period of literacy education consists of complex, but interrelated psychological, linguistic, and methodological processes. Psycholinguistic factors such as perception, memory, attention, thinking, and



hearing play a decisive role in the process of speech formation in students. The development of speech competencies in students from the period of literacy education ensures that the student can quickly and easily communicate with teachers, classmates, and newly met friends.

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