



TECHNOLOGY FOR DEVELOPING ORAL SPEECH SKILLS OF PRIMARY SCHOOL STUDENTS IN ENGLISH LANGUAGE LESSONS

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Abstract:

This article discusses ways to increase elementary school students' interest in the English language within foreign language teaching, to eliminate speech shortcomings and defects related to phonetic pronunciation through simple methods, and to organize classes based on interactive teaching techniques.

Key words: speech activity, oral speech, speech task, foreign languages, communicative attitude, knowledge and skills.

At present, mastering, learning, and teaching the English language has become an integral part of professional education, and the ongoing reforms have influenced all areas of the educational process. In our country, the demand for new foreign language curricula, textbooks, teaching manuals, scientific research, and highly qualified foreign language teachers is increasing day by day. Determining the role and essence of oral speech in foreign language teaching, studying relevant linguistic, pedagogical, and methodological literature critically, distinguishing between speaking and listening comprehension as the main types of oral speech and comparatively analyzing their function in language education, examining the role of native language phonetic knowledge in the development of oral skills, analyzing how oral speech material is presented in English textbooks and manuals designed for primary grades, studying the system of exercises aimed at forming oral skills in



primary school textbooks, applying their effective types, and defining principles for implementing methodological guidelines in practice are essential components of this field.

Studying and researching the lexical, grammatical, and phonetic aspects of the English language play a significant role in developing oral communication skills. To increase students' interest in English, teachers use modern information technologies along with interactive pedagogical methods such as brainstorming, small group work, collaborative reading and translation, debates, roundtable discussions, cluster techniques, and many other approaches that help develop both oral and written communication skills. In teaching English, techniques such as the "Jigsaw" mutual reading strategy, "Read Together," "Think–Pair–Share," as well as various charts like "INSERT," "T-Chart," "Conceptual Table," "BBB," "SWOT analysis," and visual aids such as "Cluster," "Cascade," "Water Lily," "Pyramid," "Fishbone," and "Why?" diagrams reinforce students' knowledge. Using these interactive methods and applying modern educational technologies enhances the quality of lessons and increases each student's engagement in the learning process. In primary school, students engage in verbal communication through various activities—games, exercises, and practical tasks—under the guidance of the teacher. Different creative and movement-based games and exercises increase students' knowledge and interest in the lesson. It is important to emphasize the significance of technological games in developing children's speech as they create opportunities for communication and idea exchange. Role-playing games are considered the most effective method for teaching English in primary grades. Since the desire to play is natural for any healthy child, lessons must be organized through games. Games not only influence children's thinking and imagination but also motivate them not just to be good, but to be the first—to strive for leadership, take initiative, accept challenges, and overcome difficulties. Such games increase children's knowledge while shaping their personal growth. Social changes around the world—such as the formation of



the European Union—and the establishment of cultural, tourism, and economic relations have encouraged young people to use various social forms in foreign language learning. In the 1980s, foreign language lessons were traditionally organized through frontal instruction. As British scholar Makaro describes it, “A frontal lesson is a method in which the teacher dominates the classroom and spends most of the time at the front rather than interacting with learners.” In independent frontal lessons, the dominance of the teacher is somewhat reduced, making room for interactive phases, short individual tasks, reflection breaks, and question–answer sessions. In large-group frontal lessons, the entire class may discuss a given topic—for example, planning an interview. The negative aspect of this approach is that the teacher speaks constantly while students remain silent. Socio-psychological and sociolinguistic studies criticize the phenomenon of silence in communication, noting that silence may express agreement, support, misunderstanding, protest, or attempts to maintain balance. In group and pair work, students develop speaking skills on one hand, and on the other hand, due to increased attention to each other, they also develop their ability to correct mistakes. Pronunciation and fluency of language tools are improved through practice. It is known from personal experience that communication barriers often arise when people interact, and such situations may also appear during lessons. Organizing group work based on the communicative method is therefore particularly valuable. Compared to frontal lessons, students in group activities develop closer interactions. Naturally, emotions such as fear, distrust, confidence, envy, ambition, or indifference may be more frequent in group work. Disturbances within group processes are generally considered normal. **In conclusion**, global changes in computer networks and communication over the last decade have dramatically transformed young people’s attitudes toward foreign language learning. Today, people need to know not just one, but several foreign languages. Teaching English from primary school increases students’ interest in the language, boosts self-confidence, fluency, and initiative. Learning a language is the



key to new opportunities. Paying attention to the development of oral speech from an early age helps eliminate fear of language learning in the future and strengthens memory.

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