METHODOLOGY FOR TEACHING ORATORY THROUGH THE FORMATION OF SPEECH CULTURE IN PRIMARY SCHOOL STUDENTS

Master of at Asia International University

Sabirova Shaxista Azadovna

Scientific supervisor:

M.Y.Ro'ziyeva

Annotation: This article explores the methodology of teaching oratory skills to primary school students through the development of speech culture. Emphasizing the importance of early language formation, the study outlines strategies such as creating a rich linguistic environment, encouraging active participation, integrating emotional and ethical education, and using interdisciplinary and technological tools. The goal is to help young learners express themselves clearly, confidently, and meaningfully, laying a foundation for effective public speaking and communication.

Keywords: speech culture, oratory skills, primary school education, language development, teaching methodology, communication, early education, public speaking

The development of oratory skills in primary school students is an essential component of modern education aimed at nurturing confident, articulate, and culturally aware individuals. Speech culture, which encompasses clarity, fluency, expressiveness, and correctness of language, lays the foundation for effective communication. In the early years of schooling, fostering a speech culture is not merely a linguistic task, but a multidimensional pedagogical process that intersects with cognitive, emotional, and social development.

Young learners are in a formative stage where language acquisition, social interaction, and personality development are closely intertwined. The ability to express oneself confidently and correctly is crucial not only for academic success but also for building self-esteem and participating actively in society. Therefore, teaching oratory through speech culture should be approached as a strategic, creative, and continuous endeavor.

The methodology involves several interconnected strategies. Firstly, a rich linguistic environment must be created both inside and outside the classroom. Teachers play a vital role by modeling correct pronunciation, expressive intonation, and grammatically accurate speech. Exposure to high-quality language input, such as age-appropriate literature, poetry, and storytelling, enhances vocabulary and intonation patterns, enabling children to absorb linguistic norms naturally.

Secondly, active participation is essential. Dialogues, role-plays, classroom discussions, and storytelling activities encourage students to express their thoughts openly and structure their speech coherently. These exercises should be designed to stimulate imagination and foster verbal

creativity, making speaking a joyful and rewarding experience. Encouraging students to present small speeches on familiar topics helps reduce fear and builds the foundations of public speaking.

Another methodological principle is the integration of speech development with emotional and ethical education. Folktales, moral stories, and situational dialogues can be used to stimulate both reflection and expression. When students discuss moral choices or describe emotions, they learn to use language meaningfully and develop empathy—both of which are key traits of an effective speaker.

Feedback and individual attention are also crucial. Teachers should correct speech mistakes gently, focusing on reinforcement rather than criticism. Structured speech exercises tailored to each student's level can accelerate improvement while preserving their motivation. In addition, group activities should be complemented by one-on-one speaking tasks to ensure that shy or introverted students receive ample opportunity to develop their voice.

The role of interdisciplinary integration must be highlighted. Oratory skills can be reinforced across subjects—describing images in art, explaining solutions in math, or narrating scientific facts can all serve as opportunities to practice structured speech. This holistic approach ensures that oratory is not confined to language lessons but becomes a core element of the learning process.

Modern technology can also enhance this methodology. Audio-visual tools, speech recording apps, and video presentations provide both practice and feedback opportunities. Recording and replaying their own speeches helps students identify strengths and areas for improvement, fostering self-assessment and ownership of learning.

In conclusion, shaping speech culture in primary school students is a powerful means of developing oratorical competence. Through a comprehensive methodology that blends linguistic instruction with emotional development, creativity, and social engagement, educators can instill in children the ability to speak confidently, clearly, and persuasively. This not only enriches academic achievement but also prepares students to become thoughtful communicators and active participants in public life.

To ensure the success of oratory teaching through speech culture, it is essential to involve not only educators but also parents and the broader school environment. When students receive consistent encouragement and language support at home, their progress in speech becomes more natural and sustainable. Parents should be guided on how to support their children's speech development through everyday conversations, storytelling, and listening to children attentively without interruption. A collaborative triangle between teachers, parents, and learners significantly enhances speech culture formation.

In addition to home support, organizing school-wide activities such as speech festivals, poetry recitations, and storytelling contests helps build a culture of public speaking. These events

provide real-world platforms for students to apply their speaking skills in front of peers, boosting their confidence and reducing fear of public expression. Such initiatives also highlight the importance of oral communication in community life, thereby reinforcing its value.

Furthermore, it is crucial to take into account students' individual differences in language abilities, temperament, and learning pace. A flexible, differentiated instruction strategy allows teachers to adapt activities to the needs of each learner. For instance, introverted students might benefit more from pair work and gradual exposure, while extroverted learners may thrive in open-stage settings. Personalizing tasks according to these needs leads to more meaningful engagement and better results in oratory training.

Another important factor is the teacher's own speech culture and attitude toward oratory. A teacher who demonstrates passion for language, uses expressive speech, and maintains respectful and encouraging communication serves as a role model for students. Professional development sessions focused on teacher communication skills and speech strategies will enhance classroom delivery and indirectly uplift student outcomes.

Research-based practices should also inform the methodology. Studies in educational psychology and linguistics support the idea that consistent exposure to rich oral language improves cognitive processing and literacy. Monitoring and evaluating student progress through structured rubrics—such as fluency, pronunciation, eye contact, clarity, and emotional impact—allows for transparent and fair assessment, and helps students track their own growth.

Lastly, the long-term goal of this methodology is not only to teach students how to speak but to empower them to use language as a tool for leadership, creativity, and civic participation. In a world where communication increasingly determines success across all professions, equipping children with strong oratory skills from an early age is both a pedagogical necessity and a societal investment.

Conclusion:

Developing oratory skills through the formation of speech culture in primary school students is a fundamental step toward shaping confident, articulate, and socially responsible individuals. When children learn to speak clearly, expressively, and correctly from an early age, they gain not only linguistic competence but also cognitive flexibility, emotional awareness, and self-confidence. An effective methodology integrates interactive speaking activities, ethical storytelling, individual support, and interdisciplinary learning, making speech development a dynamic part of the educational process. By fostering a strong speech culture, educators empower students to become thoughtful communicators who can engage meaningfully with the world around them.

References

1.Oktamovna, J. R. D. (2025). MECHANISMS FOR ASSESSING THE DIGITAL COMPETENCES OF FUTURE EDUCATORS AND PEDAGOGES ON THE BASIS OF INTERNATIONAL STANDARDS. Recent scientific discoveries and methodological research, 2(2), 104-110.

2.Toyirova, D. S. (2024). CONTENT OF EDUCATING DIGITAL TECHNOLOGY SKILLS IN EARLY SCHOOL STUDENTS. SCHOLAR, 2(5), 106-114.

3.Sattorovna, T. D. (2025). METHODS OF FORMING DIGITAL LITERACY SKILLS IN EARLY SCHOOL STUDENTS. IMRAS, 8(2), 101-104.

4.Jo'Rayeva, D. O. (2024). EDUCATIONAL VIEWS OF PEDAGOGUES TOWARDS THE ENVIRONMENT. Economy and Society, (4-1 (119)), 194-197.

5.Oktamovna, J. R. D. (2025). MECHANISMS FOR ASSESSING THE DIGITAL COMPETENCES OF FUTURE TEACHERS AND PEDAGOGERS BASED ON INTERNATIONAL STANDARDS. Recent scientific discoveries and methodological research, 2(2), 104-110.

6.Tursunovna, B. G. (2024). UPDATING AND CONDUCTING THE QUALITY OF PRIMARY EDUCATION ON THE BASIS OF MODERN METHODS. In Forum for Linguistic Studies (Vol. 6, No. 1, pp. 242-248).

7.Bakhronova, G. T. (2024). EGRA AND EGMA INTERNATIONAL ASSESSMENT PROGRAMS AND TEACHING PRIMARY CLASS STUDENTS TO THINK INDEPENDENTLY THROUGH THEM. Educational Innovation and Integration, 12(2), 152-154.

8.Tursunovna, B. G. (2024). EGMA RESEARCH INTERNATIONAL RESEARCH ON TEACHING AND LEARNING CONDITIONS. Educational Innovation and Integration, 12(2), 146-148.