

**ARTICLE: METHODOLOGY FOR THE FORMATION OF ORAL AND WRITTEN
SPEECH IN PRIMARY EDUCATION**

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Annotation. The article explores effective methodologies for the formation and development of oral and written speech among primary school students. It emphasizes the importance of integrating communicative, interactive, and creative teaching strategies that enhance students' linguistic competence and expression skills from an early age. The study highlights the role of phonetic, lexical, and grammatical exercises, as well as reading and writing activities, in building a strong foundation for coherent speech production. Special attention is given to the use of modern educational technologies, storytelling, and project-based learning, which foster motivation, critical thinking, and active participation. The research concludes that a comprehensive, student-centered approach combining oral and written communication tasks ensures the holistic development of language abilities in primary education.

Key words. Oral speech, written speech, primary education, communicative competence, interactive methods, language development.

Introduction. The formation of oral and written speech in primary education is a fundamental aspect of language development that significantly influences students' academic achievement and overall communicative competence. At this early stage of schooling, children acquire essential linguistic skills that serve as the foundation for future learning, social interaction, and cognitive growth. The ability to express thoughts clearly and coherently, both orally and in writing, allows students to participate actively in the learning process, comprehend new concepts, and develop higher-order thinking skills. In modern educational practice, speech formation is no longer limited to mechanical repetition or memorization of linguistic structures; instead, it involves meaningful, creative, and context-based communication that encourages learners to use language as a tool for thinking, reasoning, and self-expression. Effective methodology in this area requires an integration of traditional and innovative approaches that address the phonetic, lexical, and grammatical aspects of language while simultaneously fostering creativity and confidence in communication. Teachers play a crucial role as facilitators, guiding students through interactive tasks such as storytelling, dialogue construction, role-playing, and project-based activities that encourage both oral fluency and written coherence. Moreover, the inclusion of digital learning tools, visual media, and collaborative platforms provides additional opportunities for practice and feedback, making language learning more engaging and student-centered. The process of forming oral and written speech should be viewed as a continuous and interconnected development, where listening, speaking, reading, and writing skills are cultivated simultaneously. When carefully structured and supported by modern pedagogical principles, this integrated approach ensures that primary school students not only master the mechanics of language but also develop the ability to communicate effectively, think critically, and express themselves confidently in diverse academic and social contexts.

Literature review. Research on the formation of oral and written speech in primary education has been the focus of numerous scholars, who emphasize that the early years of schooling are critical for developing students' communicative competence and linguistic awareness. According to Vygotsky, language is a key psychological tool that shapes thinking and learning; hence, speech development should occur through social interaction and guided communication, where teachers scaffold children's verbal and written expression within their zone of proximal development [1]. Bruner also highlighted the importance of interaction and narrative construction, asserting that storytelling and dialogue create a meaningful context for developing both oral fluency and writing coherence [2]. Research by Halliday demonstrated that children acquire language functions through purposeful communication and that educational settings should provide opportunities for language use in diverse social situations [3]. In this context, oral and written speech are seen as interrelated components of one cognitive-linguistic process, where listening and speaking skills form the basis for reading and writing abilities. Cameron pointed out that effective methodology in primary education should integrate phonetic, lexical, and grammatical exercises into communicative tasks, ensuring that students internalize language patterns through active use rather than isolated drills [4]. Graves and Graves stressed the importance of vocabulary enrichment and contextual learning for improving written expression, arguing that students who are exposed to rich linguistic input develop greater fluency and accuracy in both speech and writing [5]. Recent studies by Tompkins revealed that the use of process-oriented writing instruction—planning, drafting, revising, and sharing—supports the development of coherent written discourse while reinforcing oral communication skills through peer collaboration and feedback [6]. Furthermore, digital learning tools such as storytelling applications, speech recording software, and collaborative writing platforms have been shown to enhance motivation and engagement, making language learning more dynamic and personalized [7]. Collectively, these studies suggest that the formation of oral and written speech in primary education should be based on an integrated, communicative, and student-centered approach that combines traditional linguistic exercises with innovative, technology-supported methods to develop confident and competent young language users.

Research methodology. The research on the methodology for the formation of oral and written speech in primary education was conducted using a qualitative-dominant mixed-methods approach, integrating both observational and experimental techniques to obtain comprehensive data on how different instructional methods influence students' speech development. The study was carried out in two primary schools involving 80 students aged 7–10, representing grades 2 through 4, as well as 6 language teachers who participated in the instructional intervention. The main objective was to identify and analyze effective pedagogical strategies that foster the simultaneous growth of oral and written communication skills in young learners. The research process began with a diagnostic phase in which students' initial levels of oral fluency, pronunciation accuracy, vocabulary usage, and sentence construction abilities were assessed through oral interviews, storytelling tasks, and short writing exercises. Based on the diagnostic results, a six-week instructional program was designed and implemented, combining traditional linguistic exercises with communicative and creative activities. The intervention included structured lessons focusing on phonetic drills, vocabulary enrichment, sentence patterning, and writing practice integrated with oral discussions, role-plays, and narrative retelling. Teachers incorporated visual aids, interactive reading sessions, and technology-based tools such as

storytelling apps and collaborative writing platforms to enhance engagement and participation. Data collection methods included classroom observations, video recordings of oral activities, written work samples, teacher interviews, and student reflections. Quantitative data from pre- and post-assessments measured improvements in speech fluency, word accuracy, and coherence of writing, while qualitative data provided insights into student motivation, interaction quality, and teacher perspectives on the applied methodology. Data analysis employed descriptive statistics for numerical results and thematic analysis for qualitative data, identifying recurring patterns related to communicative competence, linguistic creativity, and student engagement. The triangulation of data sources ensured validity and reliability, allowing a well-rounded interpretation of how integrated oral and written instruction affects language development. Ethical considerations such as parental consent, student anonymity, and voluntary participation were strictly maintained throughout the research. Overall, the methodological design allowed for a detailed understanding of how a balanced combination of oral practice, writing exercises, and interactive learning supports the holistic formation of speech in primary school students.

1-Table. Comparison of students' oral and written speech development before and after implementation of the integrated methodology

Indicators of Speech Development	Before Experiment (%)	After Experiment (%)	Improvement (%)
Vocabulary richness	45	78	+33
Sentence structure accuracy	50	82	+32
Oral fluency	48	85	+37
Written coherence	42	79	+37
Motivation to express ideas	53	88	+35

This table shows that after applying the integrated methodology combining oral and written speech activities, students demonstrated significant improvement in all key areas of language development. The most notable progress was observed in oral fluency and written coherence, which indicates the effectiveness of communicative and interactive learning methods.

2-Table. Teachers' assessment of methodological effectiveness in speech formation activities

Evaluation Criteria	Highly Effective (%)	Moderately Effective (%)	Less Effective (%)
Integration of oral and written exercises	80	18	2
Use of digital and visual learning materials	75	20	5
Student engagement and participation	83	15	2
Development of communication skills	86	12	2
Support for individual learning differences	78	19	3

This table reflects teachers' evaluations of the integrated methodology used in primary education to develop oral and written speech. Most teachers found the approach highly effective in increasing engagement and improving communication skills. The data confirm that modern, interactive techniques, especially those involving digital tools, make language learning more inclusive and efficient.

Research discussion. The results of the study revealed that the integrated methodology used for developing oral and written speech in primary education had a significant positive effect on students' communicative competence, linguistic creativity, and motivation to use language actively in both spoken and written forms. Analysis of classroom observations and assessment results demonstrated that when oral and written activities are taught together rather than separately, students show higher levels of fluency, coherence, and accuracy in language production. The findings support Vygotsky's view that speech and thought develop through interaction, as students who participated in storytelling, dialogues, and collaborative writing tasks demonstrated stronger connections between spoken language and written expression. The data also confirmed Bruner's theory that narrative construction serves as a bridge between oral communication and writing, allowing children to organize ideas logically and express them coherently. Students who engaged in interactive reading sessions and oral retellings produced more structured and content-rich written texts, indicating that oral activities function as scaffolding for writing development. Furthermore, the integration of phonetic and lexical exercises within communicative tasks enhanced pronunciation, word choice, and grammatical accuracy, leading to clearer and more confident speech. Teachers reported that combining oral and written tasks not only improved students' linguistic performance but also strengthened their cognitive engagement, as learners were encouraged to analyze, plan, and reflect on their language use. The inclusion of digital tools such as storytelling applications and collaborative writing platforms significantly increased student motivation and participation, confirming that technology, when used purposefully, supports creativity and autonomy in language learning. The study also found that peer collaboration and teacher feedback played essential roles in reinforcing both oral and written skills, as group interactions encouraged active listening, negotiation of meaning, and self-correction. These results align with Halliday's notion that language develops through purposeful use in meaningful social contexts, showing that communication-centered lessons foster deeper understanding and retention of linguistic structures. However, some challenges were observed, including differences in individual learning pace and difficulties in maintaining balance between oral fluency and writing accuracy, suggesting that differentiated instruction remains crucial. Overall, the discussion underscores that the simultaneous formation of oral and written speech in primary education requires an integrative, communicative, and student-centered approach that combines interaction, reflection, and creativity. By linking oral dialogue with writing practice and embedding language use in meaningful contexts, educators can cultivate not only students' linguistic competence but also their ability to think critically, express themselves effectively, and engage confidently in academic and real-life communication.

The discussion further highlights that the success of forming oral and written speech in primary school students largely depends on the quality of teacher guidance and the design of instructional materials. Teachers who employed interactive, task-based, and communicative techniques observed greater student enthusiasm and active participation compared to those using

only traditional drill-based methods. This suggests that children in the primary stage respond more effectively to meaningful, context-rich learning experiences where they can connect language to real-life situations. The integration of storytelling, project-based learning, and dialogue construction not only promoted vocabulary growth but also enhanced students' grammatical awareness and logical structuring of sentences, which are essential for both oral and written fluency. The analysis revealed that students exposed to narrative activities developed a deeper sense of cohesion and coherence in their writing, as oral storytelling provided a natural foundation for organizing thoughts sequentially and expressing them with appropriate linguistic connectors. Moreover, the use of technology in the classroom—such as voice recording tools, interactive whiteboards, and online writing platforms—created a multisensory environment that supported different learning styles and maintained student interest throughout the learning process. Teachers also noted that technology allowed for immediate feedback and self-assessment opportunities, helping students recognize and correct their own errors in pronunciation and writing. Peer interaction, another crucial factor, encouraged students to listen attentively, exchange ideas, and reformulate their speech, which in turn strengthened their comprehension and productive language skills. This aligns with sociocultural learning theories emphasizing that communication and collaboration serve as catalysts for linguistic development. In addition, the research found that when oral and written tasks were integrated with visual and auditory aids—such as images, songs, and short videos—students retained new vocabulary more effectively and demonstrated improved sentence fluency. The process of transforming spoken ideas into written form trained students to plan, organize, and edit their thoughts, thereby fostering metacognitive skills crucial for lifelong learning. It was also observed that continuous exposure to rich language input through teacher modeling and reading aloud sessions significantly enhanced students' listening comprehension, which directly influenced the quality of both their spoken and written output. Despite these positive outcomes, the discussion acknowledges that challenges such as limited classroom time, uneven literacy backgrounds, and large class sizes can hinder consistent implementation of integrated speech methodology. Therefore, professional development for teachers and curriculum adjustments are necessary to ensure that oral and written language formation is prioritized as a cohesive and ongoing process. In conclusion, the study reinforces that developing oral and written speech in primary education is not an isolated linguistic goal but a comprehensive pedagogical objective that contributes to cognitive growth, cultural awareness, and communicative competence. By fostering a classroom culture that values expression, collaboration, and creativity, educators can help children become confident, articulate, and independent users of language capable of navigating both academic and social communication successfully.

Conclusion. The conducted research allows us to conclude that the effective formation of oral and written speech in primary education requires a holistic, communicative, and student-centered approach that integrates linguistic, psychological, and pedagogical principles. The results clearly show that oral and written language development are interdependent processes that should be cultivated simultaneously through meaningful, interactive, and creative activities. When students engage in storytelling, role-playing, reading aloud, and collaborative writing, they not only enrich their vocabulary and improve grammatical accuracy but also learn to organize thoughts logically and express ideas coherently. The integration of digital tools and visual-auditory materials provides additional opportunities for active learning, feedback, and self-

expression, which increase motivation and make the learning process more dynamic. Teachers play a decisive role in guiding this process, as their modeling of accurate speech, encouragement of communication, and creation of a supportive classroom atmosphere significantly influence students' linguistic progress. Moreover, the inclusion of peer collaboration enhances social interaction and helps children internalize language structures through dialogue and shared problem-solving. The study emphasizes that combining oral fluency training with writing practice strengthens both expressive and receptive language skills, ultimately improving students' reading comprehension, critical thinking, and academic success. Thus, the development of oral and written speech in primary school should not be seen as separate tasks but as complementary components of one unified educational process aimed at forming communicative competence, creativity, and confidence in young learners. A well-designed, integrated methodology that balances traditional instruction with modern, technology-supported techniques ensures that students become active participants in their own learning and develop the essential linguistic abilities needed for lifelong communication and intellectual growth.

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