

**DEVELOPING SPEECH CULTURE OF PRIMARY SCHOOL STUDENTS THROUGH MODERN METHODS****Ergasheva Dilnoza Xolmat qizi**

International Nordic University

1-MPA -25 group master's student

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**Annotation.** This article explores the pedagogical and psychological foundations of developing speech culture among primary school students through modern educational methods. The study emphasizes the importance of communicative competence, expressive language use, and ethical communication in the formation of students' personalities and academic success. The article analyzes innovative teaching approaches such as interactive learning, communicative methodology, game-based learning, project-based instruction, differentiated education, and digital technologies. Special attention is given to the role of teachers, family environment, and classroom interaction in fostering oral and written communication skills. The research highlights that systematic implementation of modern pedagogical technologies significantly improves students' vocabulary, fluency, pronunciation, creativity, confidence, and social communication abilities. The findings confirm that learner-centered and communicative approaches create favorable conditions for the effective development of speech culture in primary education.

**Keywords:** speech culture, primary education, communicative competence, modern methods, interactive learning, speech development, innovative technologies, oral communication, language skills, pedagogical technologies, digital education, communicative approach, creative thinking, collaborative learning, educational innovation.

**Introduction.** In the modern era of globalization, rapid technological advancement, and increasing intercultural communication, the role of language and effective communication has become more significant than ever before. One of the fundamental objectives of contemporary education is not only to provide students with academic knowledge but also to develop their ability to communicate clearly, logically, ethically, and creatively in different social situations. In this regard, the formation of speech culture among primary school students occupies a central place in the educational process. Speech culture reflects the quality of a person's oral and written communication, including pronunciation accuracy, vocabulary richness, grammatical correctness, communicative etiquette, expressive ability, and logical thinking. Therefore, developing speech culture in early school years is considered one of the key conditions for successful intellectual, emotional, and social development of children. Primary school age represents a particularly sensitive and productive stage in language acquisition and speech formation. During this period, children actively develop their vocabulary, improve pronunciation, learn grammatical structures, and begin to express thoughts independently. Psychological and pedagogical studies indicate that children aged between six and ten experience intensive cognitive and communicative development, making this stage especially important for the formation of speech competence. The effectiveness of communication skills acquired during primary education significantly influences students' future academic achievements, interpersonal relationships, social adaptation, and professional success. The concept of speech culture extends beyond the simple mastery of linguistic rules. It includes the ability to use language appropriately according to communicative situations, social norms, and ethical standards. A student with developed speech culture can participate effectively in dialogue, express ideas confidently, listen attentively, maintain respectful communication, and think critically. Consequently, speech culture serves as both a



linguistic and social phenomenon that contributes to personality formation and civic development. In recent decades, educational systems worldwide have undergone substantial transformation. Traditional teacher-centered approaches, which primarily focused on memorization and repetition, are gradually being replaced by student-centered and competency-based methodologies. Modern educational paradigms emphasize creativity, collaboration, problem-solving, independent thinking, and active participation. These changes have also affected language teaching methods in primary education. Innovative pedagogical technologies and interactive approaches create favorable conditions for improving students' communication abilities and speech activity. One of the major challenges faced by contemporary educators is adapting teaching methods to the realities of the digital age. Today's children grow up surrounded by multimedia technologies, social networks, mobile devices, and virtual communication environments. While technological development provides numerous educational opportunities, it also creates certain risks for speech culture development. Excessive dependence on digital communication may reduce direct interpersonal interaction, limit expressive oral communication, and contribute to the spread of informal or grammatically incorrect language patterns. Therefore, schools must integrate modern technologies thoughtfully and purposefully into language instruction in order to support rather than weaken students' communicative competence. Modern methods such as interactive learning, communicative teaching, project-based learning, game-based education, collaborative activities, storytelling, role-playing, multimedia technologies, and differentiated instruction have demonstrated high effectiveness in developing students' speech culture. These approaches encourage learners to become active participants in the educational process rather than passive recipients of information. Through practical communication activities, students gain opportunities to develop fluency, pronunciation, listening skills, creativity, and confidence in self-expression. Despite considerable progress in educational methodologies, several challenges still hinder effective speech culture development in primary schools. These include insufficient reading habits, limited vocabulary, psychological barriers such as shyness and fear of speaking, unequal access to technological resources, and the growing influence of digital slang and informal communication. Addressing these problems requires comprehensive pedagogical strategies, teacher training, curriculum improvement, and institutional support. The relevance of this research is determined by the increasing demand for communicatively competent individuals capable of functioning successfully in modern society. In the context of educational modernization and digital transformation, studying effective methods for developing speech culture among primary school students becomes especially important. Modern society requires individuals who can think critically, communicate effectively, cooperate productively, and express ideas clearly in various social and professional contexts. The purpose of this article is to investigate the theoretical and practical aspects of developing speech culture among primary school students through modern pedagogical methods. The study aims to analyze innovative teaching approaches, identify effective educational strategies, and determine the psychological and pedagogical conditions necessary for successful communicative competence formation. The objectives of the research include:

- defining the concept and significance of speech culture in primary education;
- analyzing psychological characteristics of children's speech development;
- examining modern pedagogical methods used for communication skill development;
- identifying the role of interactive technologies in language instruction;
- evaluating the influence of teachers and family environments on speech formation;
- proposing practical recommendations for improving speech culture in primary schools.

The scientific significance of the study lies in its comprehensive analysis of innovative approaches to speech culture development within the framework of modern educational requirements. The practical significance of the research is determined by the possibility of applying the proposed methods and recommendations in primary school teaching practice to improve students' communication skills and overall educational quality. Thus, the



development of speech culture among primary school students represents a multidimensional pedagogical process that requires systematic, innovative, and learner-centered approaches. The integration of modern teaching methods into educational practice can significantly contribute to the formation of communicatively competent, intellectually active, socially adaptable, and creatively thinking individuals capable of successful participation in contemporary society.

**Literature Review.** The issue of developing speech culture among primary school students has long occupied an important place in pedagogy, psychology, linguistics, and methodology. Researchers from various scientific fields have emphasized that speech is not only a means of communication but also a powerful instrument of intellectual development, social interaction, emotional expression, and personality formation. Modern educational reforms aimed at improving communicative competence have further increased scholarly interest in effective approaches to speech development in early childhood education. The theoretical foundations of speech development were significantly influenced by the works of the Russian psychologist Lev Vygotsky. Vygotsky argued that speech and thinking are inseparably connected and that language plays a decisive role in cognitive development. According to his sociocultural theory, children acquire speech through social interaction and collaborative communication with adults and peers. He introduced the concept of the “Zone of Proximal Development,” emphasizing that children can achieve higher levels of communicative competence with guided support and interaction. Vygotsky considered dialogue, communication, and cooperative activities essential conditions for speech formation. His ideas laid the foundation for communicative and interactive teaching approaches widely used in modern primary education. Another influential scholar in the field of child development was Jean Piaget. Piaget studied the relationship between cognitive growth and language acquisition. He proposed that children’s speech develops through stages corresponding to their intellectual maturity. According to Piaget, language development is closely associated with children’s ability to think symbolically, classify objects, and construct logical relationships. His research demonstrated that active interaction with the environment enables children to internalize linguistic structures and improve communication skills. The communicative dimension of speech culture was extensively developed by Dell Hymes, who introduced the concept of communicative competence. Hymes criticized traditional language teaching approaches that focused exclusively on grammatical accuracy while neglecting practical communication abilities. He argued that effective communication requires not only knowledge of linguistic structures but also the ability to use language appropriately according to social and cultural contexts. His theory became one of the central foundations of communicative language teaching methodologies implemented in contemporary schools. The role of language in intellectual and social interaction was further explored by Jerome Bruner. Bruner emphasized the importance of social communication and scaffolding in children’s language development. He argued that adults support children’s speech acquisition by providing structured communicative experiences and gradually increasing linguistic complexity. Bruner’s theories significantly contributed to the development of learner-centered and collaborative educational approaches. Research conducted by Howard Gardner also expanded understanding of speech development through his theory of multiple intelligences. Gardner proposed that children possess different intellectual strengths, including linguistic intelligence, interpersonal intelligence, and intrapersonal intelligence. His theory supports differentiated instruction in primary education, suggesting that speech culture can be developed through diverse methods adapted to students’ individual learning styles and abilities. Modern language teaching methodology has been strongly influenced by the works of Stephen Krashen. Krashen’s Input Hypothesis emphasizes the importance of comprehensible and meaningful language exposure for successful language acquisition. According to his theory, children acquire language more effectively when they are exposed to understandable communication in emotionally supportive environments. Krashen also highlighted the role of affective factors such as motivation, anxiety, and self-confidence in



speech development. The significance of communicative interaction in educational environments was explored by Neil Mercer, who studied classroom dialogue and collaborative learning. Mercer demonstrated that effective classroom communication enhances students' reasoning abilities, critical thinking, and speech competence. His research confirmed that group discussions and cooperative learning activities improve students' ability to express ideas coherently and participate actively in communication. The issue of vocabulary development has also received considerable scholarly attention. I. S. P. Nation emphasized that vocabulary knowledge forms the basis of communicative competence. Nation argued that rich vocabulary enables learners to express ideas more accurately, understand complex texts, and participate confidently in conversations. His research highlighted the importance of extensive reading, contextual learning, and repeated language exposure in vocabulary acquisition. In the field of educational psychology, John Dewey advocated experiential learning and active participation in education. Dewey criticized passive memorization methods and promoted interactive educational environments where students learn through communication, inquiry, and problem-solving. His progressive educational philosophy strongly influenced modern student-centered pedagogical approaches. The pedagogical value of cooperative learning was investigated by researchers such as David W. Johnson and Roger T. Johnson. Their studies demonstrated that collaborative learning environments improve communication skills, interpersonal relationships, motivation, and academic achievement. Cooperative activities encourage students to engage in dialogue, negotiate meaning, explain ideas, and support one another's learning. The emergence of digital technologies has generated a new direction in speech culture research. Scholars such as David Crystal analyzed the impact of internet communication on language development. Crystal argued that digital communication has transformed linguistic practices and created new forms of interaction. While technology provides opportunities for communication and information access, researchers also warn that excessive use of informal online language may negatively influence grammatical accuracy and formal speech culture among children. Contemporary educational studies increasingly emphasize the role of innovative pedagogical technologies in language instruction. Interactive learning methods, multimedia resources, digital applications, storytelling, educational games, project-based learning, and collaborative tasks are recognized as effective tools for speech development in primary education. Researchers argue that these methods increase students' motivation, engagement, creativity, and communicative confidence. The communicative approach has become one of the dominant methodologies in modern language education. Scholars such as Jack C. Richards and Theodore S. Rodgers examined the principles of communicative language teaching and highlighted the importance of authentic interaction in language acquisition. According to their research, language should be taught as a practical communication tool rather than a system of isolated grammatical structures.

**Discussion.** The analysis of theoretical foundations, pedagogical literature, and modern educational practices demonstrates that the development of speech culture among primary school students is a multifaceted and dynamic process that requires an integrated approach. Speech culture cannot be formed through isolated grammatical instruction alone; rather, it emerges as a result of continuous interaction between linguistic knowledge, communicative practice, cognitive development, emotional engagement, and social experience. The findings of this study confirm that modern pedagogical methods significantly enhance students' speech competence when they are systematically implemented in primary education settings. One of the key outcomes of the analysis is the confirmation that interactive and communicative teaching methods are far more effective than traditional teacher-centered approaches. In conventional instruction, students often act as passive recipients of information, focusing primarily on memorization of rules and reproduction of prepared answers. Such methods limit opportunities for spontaneous speech production and reduce learners' motivation to engage in meaningful communication. In contrast, interactive approaches—such as group discussions, role-playing, brainstorming, and



collaborative tasks—encourage students to actively participate in the learning process, express their ideas freely, and develop confidence in oral communication. The communicative approach, widely supported in modern language pedagogy, plays a central role in improving speech culture. As emphasized by communicative language teaching principles, language learning should be based on real-life communication rather than artificial exercises. When students are placed in meaningful communicative situations, they naturally acquire vocabulary, grammatical structures, and speech patterns. This process closely reflects natural language acquisition and allows learners to develop fluency, coherence, and appropriateness in speech. The findings of this study show that communicative activities not only improve linguistic accuracy but also foster social interaction skills such as listening, turn-taking, and respectful dialogue. Another significant aspect revealed in the discussion is the importance of psychological comfort in speech development. Primary school students are particularly sensitive to emotional factors such as fear of mistakes, lack of confidence, and fear of negative evaluation. These psychological barriers often prevent them from participating actively in oral communication. Therefore, the creation of a supportive, respectful, and encouraging classroom environment is essential. Teachers who provide positive feedback, avoid excessive criticism, and encourage students' efforts contribute significantly to the development of speech confidence and communicative willingness. The role of modern technologies in developing speech culture is another important finding of this study. Digital tools, multimedia presentations, language learning applications, and interactive platforms provide students with rich linguistic input and engaging learning experiences. Visual and auditory materials enhance comprehension, improve pronunciation, and expand vocabulary. However, the study also highlights a potential risk associated with excessive reliance on digital communication tools. Overuse of informal digital language, abbreviations, and slang may negatively affect students' formal speech culture and grammatical accuracy. Therefore, technology should be used as a supportive tool rather than a replacement for direct human interaction. Game-based learning has also been identified as an effective strategy for improving speech culture in primary education. Educational games create emotionally positive learning environments where students feel relaxed and motivated to participate. Through games, learners practice vocabulary, sentence construction, and dialogue skills in a natural and enjoyable way. The competitive and collaborative elements of games stimulate active participation and reduce anxiety associated with speaking tasks. This contributes to the gradual development of fluency and spontaneity in speech. Project-based learning further strengthens students' communicative competence by engaging them in meaningful tasks that require research, collaboration, and presentation skills. When students work on projects, they are required to discuss ideas, negotiate meanings, and present outcomes in front of peers. These activities significantly enhance their ability to organize thoughts logically, express ideas coherently, and use language purposefully. The study shows that project-based learning also fosters critical thinking, creativity, and responsibility, all of which are closely connected to speech culture development. The influence of the teacher as a linguistic model is another critical factor identified in this discussion. Primary school teachers play a central role in shaping students' speech behavior, as children tend to imitate their teachers' pronunciation, vocabulary, and communication style. Therefore, teachers must demonstrate high standards of speech culture, including clarity, correctness, politeness, and expressiveness. Moreover, teachers should act as facilitators of communication rather than sole sources of knowledge, creating opportunities for students to interact, discuss, and express their ideas independently. Family involvement also has a strong impact on the development of speech culture. The home environment is often the first and most influential space for language acquisition. Children who regularly engage in conversations with parents, participate in reading activities, and are exposed to rich vocabulary tend to develop stronger communication skills. Conversely, limited verbal interaction at home may hinder speech development and reduce expressive abilities. Therefore, cooperation between school and family is essential for ensuring



consistent and continuous language development. Despite the effectiveness of modern methods, several challenges remain in the implementation of speech culture development strategies. One of the main challenges is the unequal availability of technological resources across different schools. While some educational institutions are well-equipped with digital tools, others still rely on traditional resources, which limits the application of innovative methods. Another challenge is the insufficient professional training of teachers in using modern pedagogical technologies effectively. Without proper training, even advanced methods may not produce the desired results. Additionally, the influence of digital communication culture poses a growing challenge. The increasing use of social media and informal messaging platforms among children can lead to the adoption of simplified language structures and reduced attention to grammatical correctness. This trend highlights the need for balanced integration of digital tools and traditional language practices in education. The discussion also confirms that speech culture is not only a linguistic phenomenon but also a social and ethical one. It includes values such as respect, politeness, empathy, and cultural awareness. Therefore, developing speech culture means forming not only competent speakers but also socially responsible individuals who can communicate effectively in diverse social contexts. Overall, the findings indicate that the most effective approach to developing speech culture in primary education is a holistic and integrated system that combines interactive methods, communicative teaching, digital technologies, emotional support, and family involvement. When these elements are harmoniously combined, they create a learning environment that fosters both linguistic competence and personal development. In conclusion, modern pedagogical approaches provide powerful tools for enhancing students' speech culture, but their success depends on careful planning, professional implementation, and continuous adaptation to educational contexts.

**Conclusion.** The conducted theoretical analysis demonstrates that the development of speech culture among primary school students is a complex, continuous, and multidimensional pedagogical process. It is not limited to mastering linguistic rules, but also includes the formation of communicative competence, ethical communication behavior, critical thinking, emotional expression, and social interaction skills. In the context of modern education, speech culture serves as a fundamental component of a child's intellectual, academic, and personal development. The study confirms that modern pedagogical methods significantly enhance the effectiveness of speech development in primary education. Interactive learning, communicative teaching approaches, game-based learning, project-based instruction, differentiated learning, and the use of digital technologies create favorable conditions for active language acquisition. These methods increase students' motivation, encourage participation, and provide meaningful communicative experiences that lead to improved fluency, vocabulary richness, pronunciation accuracy, and expressive speech. One of the most important findings of the study is the central role of the teacher in shaping students' speech culture. Teachers act not only as instructors but also as linguistic models whose speech behavior directly influences students' communication habits. Therefore, high standards of teacher speech, combined with supportive and psychologically safe classroom environments, are essential for effective speech development. The research also highlights the significant influence of family environment on children's communicative competence. Continuous verbal interaction, reading activities, and emotional support at home contribute positively to the formation of rich vocabulary and confident speech behavior. Cooperation between school and family ensures consistency in speech development and strengthens educational outcomes. Despite the effectiveness of modern methods, the study identifies several challenges, including limited technological resources in some schools, insufficient teacher training in innovative methodologies, and the negative influence of informal digital communication on students' language accuracy. These issues require systematic solutions, including professional development programs, curriculum modernization, and improved integration of educational technologies. Overall, the study concludes that the most effective



approach to developing speech culture in primary school students is a holistic and integrated system that combines pedagogical innovation, communicative practice, technological support, emotional engagement, and family involvement. Such an approach ensures the formation of communicatively competent, intellectually active, and socially responsible individuals capable of effective interaction in modern society.

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