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Methodological System For Developing Oral And Written Speech Through Texts Based On National Content In Bilingual Uzbek-Karakalpak Schools

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Abstract: This article develops and theoretically substantiates a methodological system for building the oral and written speech of fifth- and sixth-grade students in bilingual Uzbek-Karakalpak schools through work with texts of national content. It aims to define the system's purpose, guiding principles, stages, content, assessment methods, and the support teachers need to implement it. The study employs a qualitative approach, combining a categorical analysis of methodological literature, a structural-functional analysis of how language levels relate to text sections, and an evaluation based on the didactic principles of systematicity, continuity, clarity, and reliance on prior knowledge. The resulting system unfolds in three stages: mastering theoretical knowledge of text structure, systematically reinforcing it through modular exercises, and creating and editing an original text. It brings together dialogic and monologic speech, paralinguistic tools, coherence-oriented writing, genre-specific tasks, ICT-based activities, and a six-component assessment scheme.

Keywords: speech competence; national content; bilingual education; text-based education; Uzbek-Karakalpak

Introduction

Speech competence grows out of the systematic organization of text-based work and the deliberate choice of linguistically and culturally meaningful material. Working with texts gives students an understanding of structural components, builds the skills that depend on that understanding, and ultimately allows them to produce coherent, meaningful texts of their own. Speech competence itself is best understood as multidimensional [1]. It brings together linguistic knowledge, speech skills, socio-cultural awareness, and the ability to adapt language to different communicative situations. Students master it most easily when speech activity is anchored in content that carries meaning and value for them. National values respect for cultural heritage, the native language, and historical memory help shape identity, while values shared across cultures, such as tolerance and cooperation, provide the moral foundation on which communication rests [2].

Classroom practice, however, does not always make the most of this potential. Teachers sometimes underutilize the functional possibilities of literary texts and digital resources, falling back instead on routine exercises that fail to engage students. Bilingual settings add a further layer of complexity [3]. A linguocultural analysis of Russian-language textbooks written for Karakalpak bilingual students shows that texts and tasks that simultaneously develop language, speech, and communication, while also incorporating cultural content, help students overcome linguistic and cultural barriers [4].

Yet, no comparable system exists for teaching Uzbek in schools where Karakalpak is the language of instruction a system that would develop both oral and written speech through texts with national content. This gap is what the present study aims to address by theoretically grounding such a methodological system for fifth and sixth-grade students in bilingual Uzbek-Karakalpak schools [5].

Materials and methods

This is a qualitative, theoretical-methodological study based on critically reviewed sources covering text structure, speech development in primary grades, linguocultural analysis of textbooks for Karakalpak bilingual students, written communicative competence, diagnostic assessment, technology-based bilingual education, and teacher training in native-language and multilingual settings. Three methods of analysis were combined. A categorical analysis of the sources first identified the linguistic, cognitive, communicative, modular, and competency-based approaches already used in text-based teaching. A structural-functional analysis then examined how language levels relate to text sections their consistency, developmental sequence, and fit with students' age and cognitive characteristics. Finally, the resulting content was verified against the didactic principles of systematicity, continuity, clarity, and reliance on prior knowledge. Bringing these three analyses together produced the system described below.

Results

The system aims at the consistent development of speech and language competence through organized work with texts and its principles fall into three groups that track the stages of that work. The first group concerns how theoretical knowledge about text structure is drawn out and taught. Its guiding rule is to build on what students already know from native language instruction their grasp of conjunctions. For example so that grammatical knowledge about connecting words and sentences becomes the foundation for constructing larger units of text. The second group governs a system of exercises designed to consolidate that knowledge and the skills built upon it. The third defines the tasks through which students create, work creatively with, and revise their own texts [6].

Structurally the system is based on a modular teaching technology that breaks down the concept of text structure into independent yet interconnected modules. Textual errors are categorized into logical, compositional, grammatical, and stylistic types. With corrective work integrated directly into the exercises. Since linguistic phenomena reveal their communicative function only in connected speech, instruction organized by language level must remain tied to speech activity at the level of the entire text [7]. In a bilingual setting, this introduces an additional linguocultural requirement. Texts with national content must be selected and sequenced so that cultural elements and communicative tasks jointly develop speech competence, balancing national values with broader, universally shared values. Speech competence itself takes shape across three interlocking stages and the modular design ensures that this development is cumulative each new text-creation task builds on previously reinforced skills rather than functioning as an isolated exercise [8].

Studies of written communicative competence identify discursive, pragmatic, strategic, and sociocultural components that can be developed at the third stage. Combining sentences into micro-texts, choosing linguistic resources suited to the communicative purpose, compensating for gaps in vocabulary, and taking cultural background and etiquette into account. These components were originally described for foreign-language learners, so they are applied here by analogy. Digital tools open up a further possibility: moving writing out of the classroom and toward a real audience, with peer collaboration and online editing built in. Kruzhkova identifies the conditions this requires. Students' ICT competence, motivation for collaborative work, a teaching style that fosters independence, and clear procedures for working through social networks [9].

Dialogic speech is an exchange between two or more people in which each turn provokes a response and, together, the turns form a dialogic unit. The literature distinguishes several forms this can take. Interviews, conversations, debates, discussions, exchanges of views, inquiries, and clarifications. Having students analyze dialogue between fictional characters works on several fronts at once. It sharpens pronunciation, trains the precise use of lexical meaning, builds listening skills, and gives students practice in weighing arguments and counterarguments and formulating questions and answers. Monologic speech develops differently through retelling, interpretation, and evaluation and speech activity more broadly moves through four stages. Orientation within the communicative situation, planning, execution through the chosen means of expression, and control. We propose using these four stages to structure monologic assignments based on national texts a folk tale, say, or the story of a national hero [10].

One source shows that gesture, facial expression, and intonation accompany spoken language whenever children's literature is read aloud and discussed, although it does not treat them as objects of instruction in their own right. This observation suggests a methodological step that still requires its own empirical testing. When reading and discussing national texts aloud, the teacher can deliberately vary vocal power and volume, gestures, and facial expressions to guide students toward communicative goals such as arousing interest persuading and explaining and can present this paralinguistic behavior explicitly as part of speech culture rather than leaving it implicit [11].

Sequential writing can begin with material students already know from their native-language textbooks. Conjunctions, the auxiliary words that connect words and sentences become the first tool for modeling how paragraphs link together. Errors in this framework double as diagnostic signals. A logical error breaks the line of reasoning or disrupts the sequence of ideas. A compositional error weakens the structure of a text's parts a grammatical error can look minor on the surface yet blur the connections between sentences. Systematically tracking these error patterns in student writing points directly to the exercises needed. Those that train the use of linking devices and paragraph organization and that teach students to spot and repair breaks in coherence.

Diagnostic data from a foreign-language study of genre-specific writing on national topics revealed that students typically reach a basic level of coherence but still violate narrative logic and genre conventions and that broad cultural knowledge does not by itself help them adapt their speech to a specific situation[4]. Genre skills in other words require attention to both the internal logic connecting ideas and the external conventions of the genre itself. For grades 5-6 we propose three genre directions: retelling and interpretation of children's literature (narrative), a descriptive essay on national traditions and holidays (descriptive), and a reflective essay on the nature of the homeland or national values (argumentative). This particular selection is our own proposal and does not follow directly from the cited sources [12].

Each module links to a specific set of exercises. Some reinforce theory the function of conjunctions for example while others build active text construction and corrective exercises tied to typical errors give the system a built-in diagnostic role. In one model of literary reading, tasks such as clustering, brainstorming, matching words to their lexical meaning, and picture puzzles were delivered through an online service, which measurably improved the speed and accuracy of students' speech along with their motivation; we suggest adapting tasks of this kind to national texts as well. Technology-based bilingual education more broadly draws on computer-assisted platforms, mobile applications, virtual and augmented reality, and online collaboration tools that personalize feedback and simulate communicative situations, though the extent to which a school can use them depends on its available equipment [13].

Discussion

As a methodological framework, each module follows an "I do – we do – you do" sequence teacher demonstration, guided participation, and independent application that has worked well in native-language classes when coordinated with teacher manuals and student textbooks. Because the present context involves a different language and a different classroom experience, we adopt the sequence here only as a design principle, not as a validated result.

Assessment of digitally mediated writing needs to confirm that students are producing texts that hold together structurally, are grammatically sound, and fit the context of online interaction. Formative tools such as observation sheets, peer assessment, and self-assessment should work alongside summative tasks rather than replace them. To track progress over the long term, we propose a shared electronic portfolio that brings together a student's oral and written work, the feedback received, and their self-assessments throughout the academic year [14].

How well the system works in practice depends heavily on teacher competence and on how closely classroom practice follows the intended sequence of materials; the closer the fit between lesson sequence, teacher manual, and student textbook, the more reliably the system functions as designed. This points to a broader requirement for multilingual settings: translanguaging needs to be built into curricula, textbook design, and teacher education as a matter of institutional policy, rather than being left to individual teachers to work out on their own. This requires professional development modules on the theory and practice of translanguaging, on planning lessons around multilingual resources, and on managing linguistic diversity in the classroom, along with bilingual textbooks whose explanations are grounded in students' own culture. Accordingly, we propose that professional development courses for teachers in Uzbek-Karakalpak schools include modules on the pedagogical functions of bilingual classroom management and language switching, and that each

textbook text with national content come with a teacher's manual containing a sample structural analysis, a set of modular exercises, assessment criteria, and a bilingual glossary [15].

Taken together the system connects the teaching of text structure oral and written speech assessment and teacher support within a single modular competency-based framework adapted to the Uzbek-Karakalpak context. Its central hypothesis consistent with the literature reviewed here is that linguistic phenomena are best taught through connected speech and that texts of national content can simultaneously serve linguistic and cultural purposes. The main limitation of the study is that it has not yet been empirically tested. Much of the supporting evidence comes from other languages other age groups, and other fields, while the genre selection, the paralinguistic recommendations, and the portfolio proposal are our own adaptations rather than findings drawn directly from the sources. The next stage of this work should involve a pedagogical experiment with experimental and control groups, initial and final diagnostics built on the assessment scheme outlined above validation of the instruments used, and an assessment of the technical conditions available in schools.

Conclusion

This study set out to establish a methodological system for developing the oral and written speech of fifth and sixth grade students in bilingual Uzbek-Karakalpak schools through texts of national content, and it has done so. The system proceeds through three stages. Mastering theory, reinforcing it through modular exercises, and creating and editing original text. It brings together dialogic and monologic speech, coherence and genre oriented writing, a six component assessment scheme, and clear requirements for teacher training and bilingual materials. Its practical value lies in the foundation it offers for lesson design, teacher guides, and diagnostic tools whether it delivers on that promise in the classroom is a question for the experimental work that should follow.

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