



Article

Methodological Foundations for Developing Students' Speech Through The Integration of Native Language and Reading Literacy Subjects in Primary Grades

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Abstract: This article highlights the didactic and methodological possibilities for developing students' speech competencies through the integration of native language and reading literacy subjects in primary education. It substantiates the importance of interdisciplinary continuity in fostering skills such as sound-letter analysis, syllabification, word structure analysis, sentence construction, and orthographic literacy. Furthermore, the article analyzes methods for developing oral and written speech through practical exercises, explanatory techniques, and supplementary assignments used during lessons. Research findings indicate that an integrated approach serves as an effective tool for developing the language competence, independent thinking, and literacy of primary school students.

Keywords: Primary Education, Interdisciplinary Integration, Native Language, Reading Literacy, Speech Development, Sound and Letter, Syllable, Word Structure, Orthographic Literacy, Didactic Tasks, Methodological Approach, Competence

1. Introduction

The formation of certain qualities of an individual and the development of existing knowledge, skills, and abilities require interdisciplinary continuity, which is of great importance. Lexically, the concept of "continuity" expresses the meanings of "closely connected", "interrelated" and "inseparable" [1]. In primary grades, all subjects taught at this stage of the continuous education system are equally important in familiarizing students with the surrounding environment, increasing their literacy level, and developing their speech. Therefore, relying on the didactic opportunities of subjects such as "Alphabet", "Reading literacy", "Native language", "Mathematics" "Natural science" and others during lessons serves the comprehensive development of students [2].

From the perspective of the knowledge, skills, and competencies acquired by students within a school subject, the characteristics of Reading Literacy and Native Language education are closely interconnected. This, in turn, means that it is possible to appropriately and effectively use the didactic opportunities of the Native Language subject in Reading literacy lessons and the Reading literacy subject in Native Language lessons. Indeed, "the development of students' speech at school is regarded as the primary task of teaching the native language" [3].

In enriching the educational content related to speech development through text-based activities in primary grades, the teacher is expected to provide tasks concerning the

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expressive language means found in texts alongside special speech exercises. This creates the opportunity to achieve the expected learning outcomes [4].

The results of pedagogical observations showed that some students experience difficulties in correctly pronouncing short and long sounds and in distinguishing vowels from consonants. The reason for this is insufficient work on sound-letter analysis during lessons and the failure to use various auditory and practical exercises during the literacy teaching period. When moving to the "Grammar and Orthography" section, the teacher should systematically work to eliminate these shortcomings [5].

During the explanation of such topics as "Vowel and consonant sounds and letters" and "Consonants that differ in pronunciation and spelling" spelling rules cannot be taught separately from pronunciation because they are connected with the sound system of the language. For example, in order to write vowels that are pronounced either short or long depending on the context, students must first hear and distinguish these sounds [6]. To strengthen the skill of identifying consonants that differ in pronunciation and spelling, from the very first lesson students should be taught to analyze words correctly and distinguish vowels and consonants that are pronounced briefly [7]. Along with the exercises provided in the textbook, the following additional tasks may also be used for this purpose:

1. Copy from the dictionary three or four words in which the number of vowels and consonants is equal, and three or four words in which the number of consonants is greater than the number of vowels.
2. Write examples of words containing many vowels (or many consonants).
3. Listen to and write the words "ishchan, bong, qizcha, qaychi, chang" then read the words aloud.
4. Read the following word pairs: "bog' - tog', paxta - taxta, tovu - tovuq, chol - choy". Show the difference between them and independently give similar examples.
5. State the number of vowel and consonant sounds and letters in the exercise.
Example: *kitob* – 2 vowels, 3 consonants; 5 sounds, 5 letters.

2. Materials and Method

While completing these tasks, it is advisable to use the commentary (explanatory) method. At first, the tasks are performed under the teacher's guidance, and later independently by the students. Particular attention is paid to developing students' ability to identify correctly the number of vowel and consonant sounds and letters in a word without making mistakes.

Already in the first year of primary education, students learn to divide words into syllables. The skill of syllabification is formed in Alphabet lessons through listening-based exercises.

Students' successful mastery of the topic "Vowel and consonant sounds and letters" creates the foundation for their successful understanding of such topics as "Syllable" and "Sentence".

To ensure students thoroughly master the topics "Syllable" and "Sentence", the following additional tasks are recommended alongside the textbook exercises:

1. Copy two two-syllable words and two three-syllable words from the dictionary and justify that the task has been completed correctly.
2. Read the following words: o'qituvchi (teacher), o'quvchi (student), aqli (intelligent). First divide them into syllables, then copy them, recalling the rules necessary for completing the task correctly.
3. Read the following words: odob (good manners), maktab (school), non (bread), ona (mother). Identify the words that cannot be divided when transferred to the next line and explain why they cannot be transferred by syllables.
4. State the number of syllables, vowels, and consonants in the given words. Example: *maktab* – 2 syllables, 2 vowels, 4 consonants, 6 sounds, 6 letters.

Using the given words, first make a sentence orally and then write it down: aka (older brother), maktab (school), o'qimoq (to study). Example: *Akam maktabda o'qiydi.* (My elder brother studies at school.)

3. Results and Discussion

By completing such exercises, students come to the conclusion that sentences are made up of words, words are made up of syllables and syllables are made up of sounds. They also learn that sounds are represented by letters in writing and that if the spelling of a word differs from its pronunciation, the correct spelling of vowels or consonants can be determined by applying spelling rules. If students' oral speech is well developed and they pronounce all sounds and words correctly, then naturally their written speech will also be fluent and understandable [8].

There are broad opportunities for developing students' speech while working practically with word structure. For example, the teacher gives several pairs of words: uy – uycha (house – little house), ko'ylak – ko'ylakcha (dress – little dress), qo'zi – qo'zichok (lamb – little lamb). Then the teacher asks the students:

“Since the meanings of these word pairs are similar, can they always be used interchangeably in our speech?”

Without waiting for the students' answer, the teacher provides examples to prevent possible mistakes [9]:

Kattakon uycha qurdik. (*We built a very big little house.*)
Karim kichkina ko'ylakchasini kiydi. (*Karim put on his little small dress.*)

Together with the students, the teacher explains that it is incorrect to say “kattakon uycha” (very big little house), whereas “kichkina ko'ylakcha” (small little dress) is acceptable.

The teacher then gives another example by writing the following sentence on the board in advance and asking students to choose the appropriate word from those given in parentheses [10]:

Oz-oz o'rganib ... bo'lur. (yaxshi, dono)

Little by little learning makes one become ... (good, wise).

Such comparison draws students' attention to the fact that even a small additional task can give purely grammatical work not only a speech-development orientation but also an educational value. Paying attention to words and fostering interest in using them correctly develops respect for the native language [11].

As the President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, emphasized: “When we think about the destiny and future of our people, we must first preserve, as the apple of our eye, the genuine virtues of our nation, our beautiful traditions, our unique art and literature, and our native language. In short, each of us should regard attention to the state language as attention to independence, and respect and loyalty to the state language as respect and loyalty to our Motherland, making this principle a rule of our lives.” [12, 13]

At the subsequent stages, in order to strengthen students' ability to identify the stem of a word, the teacher presents the following sentence for analysis:

Bog'imizdagi gullar gulladi. The flowers in our garden flowered.

The teacher explains that there is a mistake in the sentence and asks students to find it, explain its cause, and identify the word responsible for the mistake. Then the repeated words are identified and the error is corrected [14]:

gulladi → ochildi, flowered → bloomed/opened

From this analysis, the following conclusions are drawn:

1. Using words with the same stem next to each other or very close together leads to a speech error.
2. To avoid such errors in speech, one should be attentive when choosing words.

Exercises of this type not only develop students' speech but also form their ability to identify the stem (root) of a word [15].

4. Conclusion

In conclusion, the integration of the Native language and Reading literacy subjects in primary education is an important factor in developing students' oral and written speech, strengthening their orthographic literacy, and ensuring the conscious acquisition of language phenomena. Systematic exercises related to sound-letter analysis, syllable work, word structure, and sentence construction help students develop solid knowledge, skills, and competencies. The use of methodological approaches based on interdisciplinary continuity in classroom instruction contributes to improving the effectiveness of education, developing students' communicative competence and fostering respect and appreciation for the state language. Therefore, the effective use of integrated didactic tasks and modern pedagogical methods in designing Native Language and Reading Literacy lessons for primary grades is considered one of the important methodological directions.

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