HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

# PEDAGOGICAL FOUNDATIONS AND EFFECTIVE METHODOLOGICAL APPROACHES TO DEVELOPING SPEECH COMPETENCIES IN FUTURE PRIMARY SCHOOL TEACHERS

**Nuradilova Aselkhan Dilshodkhuja kizi**
Acting Associate Professor at the Department of Languages, Afrasiyab University, Doctor of Philosophy (PhD) in Pedagogical Sciences
Doi: https://doi.org/10.5281/zenodo.24224684

**Abstract:** This article examines the methodological forms of organizing lessons aimed at developing speech competencies in the educational process, their pedagogical potential, and their significance in improving educational effectiveness. In particular, it analyzes the specific features of using role-playing activities, discussions and debates, group discussions, oral presentations, and problem-based learning activities. Furthermore, the article highlights the role of these methodological approaches in developing the professional and communicative competencies of future primary school teachers.

**Keywords:** speech competence, communicative competence, methodological forms, interactive methods, role-playing activities, discussion, debate, group discussion, pedagogical communication, primary education.

## INTRODUCTION

In the era of globalization and the rapid development of information and communication technologies, one of the key tasks facing the education system is to enhance students' communicative competence, develop their independent thinking, and equip them with the ability to express their ideas clearly, consistently, and logically in both oral and written forms. In particular, the development of speech competencies in the educational process plays an important role in preparing students to participate actively in social life, communicate freely in various situations, and present their viewpoints in a well-reasoned manner. Therefore, the use of effective methodological approaches aimed at developing speech competencies has become one of the pressing pedagogical issues in modern education. Speech competence refers to an individual's ability to use linguistic resources appropriately, accurately, and effectively in accordance with communicative purposes. It encompasses four interconnected language skills: listening, speaking, reading, and writing. The development of these competencies is not limited to the acquisition of theoretical knowledge; rather, it also involves activating learners' practical speech activities, encouraging independent thinking, and developing their ability to apply acquired knowledge in different communicative contexts.

The proper organization of lessons and the selection of appropriate methodological forms and techniques in accordance with educational objectives are particularly important in developing speech competencies. In this regard, the use of interactive teaching methods, problem-based learning, discussions, debates, role-playing activities, group work, pair communication, project-based learning, creative assignments, and communicative exercises contributes significantly to increasing learners' speaking activity. Such methodological approaches transform students into active participants in the

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

learning process and help develop their abilities to exchange ideas, collaborate with others, ask and answer questions, and defend their opinions with relevant arguments [7; 10].

At the same time, when organizing lessons aimed at developing speech competencies, it is essential to consider learners' age-related characteristics, levels of knowledge, individual abilities, and communicative needs. The teacher's ability to select methodological approaches in accordance with educational objectives, combine different techniques effectively, and apply them consistently throughout the learning process creates favorable conditions for achieving the expected pedagogical outcomes.

The relevance of this topic lies in the fact that, in certain educational practices, priority is still given to the acquisition of theoretical knowledge, while insufficient attention may be paid to organizing learners' independent speech activities, involving them in free communication, and expanding opportunities to apply their knowledge in practical communicative situations. This situation highlights the need to improve methodological approaches aimed at developing speech competencies and to make effective use of their pedagogical potential.

The purpose of this article is to examine the methodological forms of organizing lessons aimed at developing speech competencies from both theoretical and practical perspectives, identify their role in improving educational effectiveness, and highlight effective pedagogical approaches that contribute to enhancing the speech activity of future primary school teachers.

## LITERATURE REVIEW AND METHODOLOGY

The development of speech and communicative competencies is one of the significant research areas in pedagogy, psychology, and language teaching methodology. The theoretical foundations of this issue are reflected in scientific approaches that examine language as a means of social communication and focus on the formation of individuals' speech activities and communicative abilities.

The concept of communicative competence introduced by D. Hymes emphasizes that language proficiency involves not only the ability to use language structures grammatically correctly but also the ability to use language appropriately in specific social situations. In the studies conducted by M. Canale and M. Swain, the components of communicative competence, including grammatical, sociolinguistic, and strategic competencies, are explained as interconnected elements. These approaches demonstrate that the development of speech competence requires not only linguistic knowledge but also the acquisition of practical communication experience [1; 2].

The views of L. S. Vygotsky on the relationship between learning and development are also important for understanding the pedagogical foundations of speech development. According to his approach, learners' development takes place through social interaction and collaborative activities. From this perspective, group discussions, pair-work exercises, and collaborative learning tasks can be considered effective tools for developing speech competencies. Such activities create opportunities for learners to exchange ideas, express their opinions, and improve their communication skills through interaction with others [3].

In this article, theoretical analysis, comparative analysis, pedagogical observation, and generalization were identified as the main methodological approaches for examining methodological forms aimed at developing speech competencies. Particular attention was also paid to the didactic potential of various interactive teaching methods and the specific features of their application in the process of training future primary school teachers. The methodological approach focused on

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

identifying the educational opportunities of these methods, their contribution to learners' speech development, and their role in improving the effectiveness of the teaching and learning process.

**RESULTS AND DISCUSSION**

The development of speech competencies is a continuous and systematic pedagogical process in which learners' linguistic knowledge is integrated with practical speech activities. In this process, the main focus is not merely on mastering grammatical rules but also on applying them correctly in real communicative situations.

Speech competence consists of four fundamental language skills:

Listening: Understanding the speech of others, identifying the main ideas, and responding appropriately.

Speaking: Expressing thoughts orally in a fluent, clear, and coherent manner.

Reading: Understanding and analyzing written texts and identifying relevant information.

Writing: Expressing ideas in written form with grammatical accuracy and logical consistency.

These four skills are closely interconnected. For example, a learner may read a text on a particular topic, analyze its content, and then use the acquired information to express an opinion orally or prepare a written summary. Therefore, in developing speech competencies, it is essential not only to improve individual language skills but also to ensure their effective integration.

The development of speech competencies is particularly important for future primary school teachers because a teacher's speech serves not only as a means of delivering knowledge but also as an instrument of educational influence, establishing positive relationships with pupils, and managing the learning process effectively. A teacher's fluent, understandable, logical, and expressive speech has a positive impact on the speech development of primary school pupils. Through clear communication and appropriate language use, teachers also provide pupils with an example of effective verbal interaction.

For this reason, it is necessary to reinforce students' theoretical knowledge through practical activities, encourage their active participation in various communicative situations, and promote independent speech activities within the teacher education process. Practical exercises, discussions, presentations, and collaborative assignments can help future teachers develop confidence in expressing their ideas and improve their professional communication skills.

When organizing lessons aimed at developing speech competencies, it is important to select methodological forms according to educational objectives, content, and expected learning outcomes. The following methodological forms offer effective pedagogical opportunities for improving learners' speech competencies and enhancing the overall quality of the educational process.

**1. Organizing Lessons through Role-Playing Activities.** Organizing lessons through role-playing activities helps transform theoretical knowledge into practical skills, increase learners' engagement, and develop social relationships. It is also one of the interactive teaching methods that promotes learners' ability to communicate freely in various communicative situations. In this method, participants assume roles corresponding to specific social or professional situations and engage in communication with one another [11].

For future primary school teachers, activities such as "A Conversation between a Teacher and a Parent," "Question-and-Answer Sessions during a Lesson," and "A Pupil's Response to a Problematic Situation" can be organized. Such activities increase speech activity and help develop the

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

ability to select appropriate vocabulary, listen attentively to interlocutors, and express independent opinions.

When organizing role-playing activities, the teacher first identifies the communicative situation, assigns appropriate roles to participants, and explains the tasks they are expected to perform. At the end of the activity, participants' speech, communication culture, and ability to respond appropriately to different situations are evaluated. This enables learners to recognize both the strengths and weaknesses of their own speech performance and identify areas for improvement.

**2. Organizing Discussions and Debates.** The successful organization of discussions and debates requires a clearly defined format, a relevant topic, and established time limits. These activities help participants develop critical thinking, public speaking skills, and the ability to work with supporting arguments. Discussions and debates also improve learners' logical thinking, ability to justify their viewpoints, and capacity to present convincing arguments [13]. During lessons, debates can be organized on topics such as "The Role of the Family in Developing a Reading Culture among Primary School Pupils," "The Impact of Digital Technologies on Students' Speech Development," and "The Importance of Speech Culture in Oral Communication."

Through this process, learners develop the ability to present their ideas coherently, listen to opposing viewpoints, and respond to them with well-grounded arguments. Particular attention is also paid to supporting opinions with evidence, observing the principles of speech etiquette, and showing respect for the opinions and perspectives of other participants. To increase the effectiveness of this method, it is advisable to select discussion topics in advance and provide participants with sufficient time to prepare. As a result, learners can improve their oral fluency, critical thinking, and ability to draw independent conclusions.

**3. Group Discussions and Collaborative Activities.** Group discussions and collaborative activities represent a modern teaching and working approach based on participants exchanging ideas, solving problems, and acquiring new knowledge together in order to achieve a common goal. This approach promotes active participation, critical thinking, and social skills instead of passive listening [12]. Furthermore, collaborative activities contribute to the development of learners' communicative abilities through mutual interaction, the exchange of opinions, and teamwork.

In this approach, participants are divided into small groups and assigned a particular topic or problem-solving task. For example, group discussions can be organized around topics such as "Ways to Develop Independent Thinking among Primary School Pupils" and "Methods for Overcoming Difficulties in Students' Oral Speech." Each group member expresses their opinions, listens to the ideas of others, and participates in developing a common solution.

This method develops the ability to compare ideas, cooperate with others, listen attentively, express opinions, and reach common conclusions. In addition, group activities foster responsibility, mutual respect, and a culture of teamwork among learners. These qualities are particularly important for future primary school teachers, as their professional activities require effective communication and cooperation with pupils, colleagues, and parents.

**4. Organizing Oral Presentations and Public Speaking Activities.** The successful organization of oral presentations and public speaking activities is based on thorough preparation, a clear structure, and effective communication with the audience. A well-organized speech attracts listeners' attention and conveys the main idea in an understandable manner. Therefore, oral

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

presentations develop learners' abilities to prepare independently, select relevant information, and present their ideas coherently in front of an audience [14].

Future primary school teachers can be assigned presentations on topics such as "Speech Culture and Pedagogical Communication," "Ways to Enrich Pupils' Vocabulary," and "Methods for Developing Speech Competencies in Primary Education."

Through these activities, learners develop public speaking skills, the ability to express their thoughts clearly, use visual aids effectively, and establish communication with an audience. During presentations, particular attention is paid to the content and coherence of speech, logical consistency, grammatical accuracy, and fluency of pronunciation [6, p. 69]

It is also important to organize question-and-answer sessions and discussions at the end of each presentation. This enables learners not only to present the information they have prepared but also to gain experience in responding to unexpected questions and defending their viewpoints with appropriate arguments.

**5. Using Problem-Based Situations and Communicative Tasks.** Problem-based situations and communicative tasks are modern interactive teaching technologies that develop learners' independent thinking, analytical abilities, and capacity to express their ideas clearly in real communication situations. Instead of simply memorizing ready-made information, these methods encourage learners to explore, discuss problems, and find solutions collaboratively [15].

Thus, lessons based on problem-based situations expand learners' opportunities to think independently and apply their existing knowledge in practice. In this process, the teacher presents a particular pedagogical or communicative problem and asks learners to identify its causes and suggest well-grounded solutions. For example, situations related to a primary school pupil's inability to express ideas freely, inappropriate use of words during conversations, or difficulty providing complete answers to questions can be analyzed. Learners identify the possible causes of these problems and develop methodological recommendations for overcoming them.

This method develops future teachers' abilities to analyze communicative situations, make appropriate methodological decisions, and address speech-related difficulties. Most importantly, it creates opportunities to connect theoretical knowledge with practical pedagogical situations. Each of the methodological forms discussed above contributes to the development of particular aspects of speech competence. However, rather than applying them separately, combining them within an integrated teaching process can ensure greater effectiveness. For example, a lesson may begin with the presentation of a problem-based situation, followed by a group discussion and then a role-playing activity or debate. At the final stage, learners can present their conclusions through oral presentations. Such a sequence supports the comprehensive development of listening, speaking, analytical thinking, and independent expression skills.

When integrating different methodological forms, it is advisable to follow several pedagogical principles: ensuring learners' active participation; connecting lesson content with real-life and professional situations; maintaining a balance between individual and collaborative activities; creating a comfortable psychological environment for free expression of opinions; regularly encouraging speech activities; and analyzing completed tasks while providing constructive feedback. Following these principles not only increases learners' speech activity but also contributes to the development of independent thinking, creativity, and communicative responsibility.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Assessment is also an important component of the process of developing speech competencies. It should not be regarded merely as a means of determining final learning outcomes but also as a mechanism for monitoring learners' progress and improving their subsequent educational activities.

The following criteria can be considered when assessing speech competencies:

Speech fluency: The ability to express ideas clearly and smoothly without unnecessary interruptions.

Logical coherence: The ability to present ideas in a sequential and meaningful manner.

Vocabulary range: The appropriate use of words and expressions relevant to the topic.

Grammatical accuracy: Observance of grammatical rules and language standards.

Communication culture: The ability to listen to others and demonstrate respect for their opinions.

Independent thinking: The ability to justify personal viewpoints and support them with relevant arguments.

Self-assessment, peer assessment, and teacher feedback can all be used in the assessment process. For example, following a role-playing activity or presentation, participants can identify the strengths and weaknesses of their own speech, while their groupmates provide constructive recommendations for improvement. This approach helps learners develop a critical attitude towards their own speech performance and strengthens their motivation for continuous improvement.

## CONCLUSION

The development of speech competencies is one of the key areas of modern education, contributing to the formation of learners' independent thinking, their ability to express ideas logically and coherently, and their capacity to engage in effective communication. In this process, the integrated development of listening, speaking, reading, and writing skills, as well as the connection between theoretical knowledge and practical activities, is of particular importance. The use of role-playing activities, discussions, group work, presentations, and problem-based tasks increases communicative engagement and develops learners' abilities to think independently and express their opinions with well-founded arguments. In the process of training future primary school teachers, these activities not only improve their personal and professional speech skills but also develop the methodological competencies necessary for effectively organizing pupils' speech development in their future professional practice. Furthermore, regular assessment, self-reflection, and constructive feedback make it possible to monitor the development of speech competencies and improve the overall effectiveness of the educational process.

## REFERENCES

1. Hymes D. On Communicative Competence. – In: Sociolinguistics. – Harmondsworth: Penguin, 1972.
2. Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. – Applied Linguistics, 1980. – Vol. 1, No. 1. – P. 1–47.
3. Vygotsky L.S. Mind in Society: The Development of Higher Psychological Processes. – Cambridge, MA: Harvard University Press, 1978.
4. Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume. – Strasbourg: Council of Europe Publishing, 2020.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

5. Brown, H. D. Principles of Language Learning and Teaching. – 5th ed. – New York: Pearson Education, 2007.
6. Salisheva Z.I. O‘zbek tili mashg‘ulotlarida talabalar monologik nutqini rivojlantirish metodikasini takomillashtirish (rus guruhlarda). Ped. fan. nom. ...diss. avtoref. – T., 2019. – Б. 69.
7. Старченко Г., Широкова Ж. Оқушылардың сөйлеу құзыреттілігін қалыптастырудың жолдары шетел және шетел тілі ретіндегі орыс тілі сабағында // Тіл және әдебиет: теориясы мен тәжірибесі. – 2023. – № 2(4). – Б. 77–85. https://doi.org/10.52301/2957-5567-2023-4-88-98
8. Mardonova R. Communicative Language Teaching Approach // The Lingua Spectrum. – 2024. – Vol. 2, № 1. – P. 91–93.
9. Strategies for Enhancing Communicative Competence in the EFL Classroom // Молодые ученые. – 2024. – № 2(29). – P. 11–13.
10. Құдайбергенова К. Құзыреттілікке негізделген оқыту әдістемесі. – Алматы, 2020.
11. Yusufxodjayeva F. Rolli o‘yinlar usuli. Pedagogik islohotlar va ularning yechimlari. Vol. 1 No. 1 (2023). https://wordlyknowledge.uz/index. php/ PIUY/article/view/698. (Murojaat sanasi: 12.11.2026).
12. Negmatova S. Guruhiy loyihalar orqali bolalarda hamkorlik va muloqot ko'nikmalarini tarbiyalash. Published December 2, 2025 | Version v1. https:// zenodo.org/records/18065524. (Murojaat sanasi: 11.11.2026).
13. https://ilmhamroh.uz/rus-tili/04-b2-yuqori-orta/38-munozara-bahs-ilgor. (Murojaat sanasi: 12.11.2026).
14. https://scientists.uz/article/id/703(Murojaat sanasi: 10.11.2026).
15. https://cyberleninka.ru/article/n/muammoli-vaziyatlarni-o-quv-jarayonida-taqdim-etish-shakllari