

## DEVELOPING PRIMARY SCHOOL PUPILS' SPEECH DURING THE LITERACY PERIOD BASED ON NEW GENERATION TEXTBOOKS

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**Abstract:** This article analyzes the role of new generation textbooks in developing the oral and written speech of primary school pupils during the literacy period. It highlights the methodological approaches embedded in the textbooks, techniques for activating pupils' speech, and the significant role of the teacher in this process. Tasks and exercises designed within the framework of the new textbooks aim to form language competence, enhance critical thinking, and foster pupils' independent communication skills.

**Keywords:** primary education, literacy period, new generation textbooks, oral speech, written speech, language competence, speech development, methodological approach

In today's context, updating the content and quality of primary education, as well as aligning textbooks and teaching aids with modern requirements, remains one of the key directions of educational reform. Especially, the education process based on new generation textbooks plays a vital role in increasing students' interest in learning, acquiring language consciously, and developing communicative competencies.

The literacy period in primary school is not only a stage for teaching reading and writing but also a crucial phase for systematically and purposefully developing pupils' speech. At this stage, it is essential to foster functional literacy, communication culture, and oral and written fluency from the earliest stages of learning. The texts, tasks, and exercises included in new generation textbooks serve as primary tools in this process. These textbooks are developed in accordance with the Concept for the Development of the Education System of the Republic of Uzbekistan and aim to shape pupils' knowledge, skills, and competences based on a competency-based approach. In these resources, pupils are not viewed merely as passive recipients of knowledge, but as active participants—thinkers, inquirers, and communicators. One of the key objectives of primary education is to develop pupils' speech. Methodological literature identifies three directions in speech development: working with words, phrases/sentences, and connected discourse. Literacy lessons incorporate these directions, and all activities, including literacy instruction, are connected with the development of speech and thinking. Literacy instruction involves a broad range of activities such as excursions, observations, conversations based on objects or storyline pictures, and more. The literacy period is the first stage where pupils begin to engage consciously with language. This stage is not only about learning letters, syllables, words, and sentence structures, but also about expressing thoughts, forming opinions, and learning communication etiquette. Therefore, speech development lessons should be integrated with literacy instruction. For example, while working with texts like "Apple" or "My School," pupils listen to and read the text, answer questions, express opinions,

compose stories based on pictures, and use new vocabulary in context. These exercises enhance speech activity, promote communication, and progressively develop oral and written language skills.

During this period, pupils:

- consciously use vocabulary by recognizing familiar objects like clothing, tools, and fruits;
- construct various sentence types such as simple verbal (e.g., “The children are running”), simple extended (e.g., “Bek went to the shop”), and compound sentences (e.g., “Lola read and wrote”);
- acquire these skills through practical exercises.

Children’s personal experiences, observations of people and nature serve as important sources for speech development. Items such as household objects, plants, and animals often serve as engaging topics for conversation. These discussions help form clear concepts based on mental imagery. For example, in grade 1 textbooks like Mother Tongue or Reading Literacy, the following tasks are commonly used:

- “Construct a sentence based on the picture” – enhances vocabulary and sentence building skills;
- “Answer the questions orally” – fosters verbal communication;
- “Identify the main idea of the text” – supports reading comprehension and analytical thinking;
- “Fill in the blank” or “Continue the sentence” – encourages independent thinking.

Role-playing, dialogues, and mind mapping are essential components of the new textbooks. These activities motivate pupils to interact, express themselves freely, and engage in independent learning. However, the effectiveness of these exercises depends on the teacher’s ability to adapt them to pupils’ age, abilities, and language level. Interactive methods like discussions, brainstorming, clustering, and games (e.g., “Who’s Quickest?”) can be used to stimulate speech activity. Group work, pair dialogue, and collaborative tasks help develop linguistic etiquette. In this process, the teacher acts as a facilitator, motivator, and evaluator.

In conclusion, there is a growing interest in integrating interactive methods and information technologies into the modern educational process. In particular, developing pupils’ speech during the literacy period in primary school serves as a solid foundation for their future academic success. Research shows that new generation textbooks play an essential role in this process. These textbooks are enriched with exercises and texts aimed at improving both oral and written speech. Through practical, visual, and communicative tasks included in these resources, pupils learn to express their thoughts clearly, enhance their speech activity, and develop linguistic competence. Literacy lessons based on modern textbooks not only teach reading and writing but also contribute to the development of communication culture, analytical thinking, inference-making, and coherent and structured speech.

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