

METHODOLOGY FOR DEVELOPING LITERARY AND SPEECH COMPETENCIES IN FUTURE PRIMARY SCHOOL TEACHERS

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ABSTRACT

This article discusses the effective use of various methodological techniques to help future primary school teachers ensure that students from grades 1 to 4 quickly and easily understand the class of numerals. The teaching process emphasizes using more practical examples visualized for students, as well as employing fairy tales and stories alongside various methods and visual materials.

Keywords: Orator, class of numerals, step-by-step learning, brainstorming, blackboard, fairy tales, stories, visual methods, "Who is quicker?" method, inductive and deductive methods.

INTRODUCTION

Currently, the continuous modernization and renewal processes in the education sector of our country require preparing knowledgeable specialists who fully meet modern demands across all levels of the education system, including higher education. These specialists should develop new knowledge and skills, work independently, and effectively use modern information technologies. A future primary school teacher must be nurtured as an intellectually, morally, and physically well-rounded, knowledgeable, talented, and aesthetically developed individual according to contemporary requirements. Because teachers, in organizing the educational process efficiently, need to master scientific-theoretical and practical-methodological knowledge, skills, and competencies necessary for the moral and ethical development of the younger generation. Teachers' keen attitude during lessons helps them fully reveal their intellectual potential. Future teachers' continuous research and being in tune with innovations serve as the main bridge for raising the next generation as intellectually capable and deep-thinking individuals.

It is known that competency-based, integrative, and communicative approaches to education positively and effectively influence students' scientific thinking development, activation of professional competence, inquisitiveness, innovation desire, mobility, initiative, and well-rounded personality formation. The most advanced teaching methods of developed countries are becoming widespread day by day. Simultaneously, young people's need for modern knowledge encourages young cadres to improve themselves, significantly contributing to the development and prosperity of our country. To achieve outstanding results in all fields, it is necessary first to improve mother tongue education. Indeed, young people who know their mother tongue and literature will undoubtedly excel in all fields. These two subjects are closely interconnected. Mother tongue education increases students' literacy, while literature enables them to express their thoughts clearly and effortlessly through logical thinking. The mother tongue and literature subjects are essential not only for mastering other subjects but also for

shaping communication skills and interpersonal relationships in society. In teaching the mother tongue, the main four linguistic skills required in each grade—listening comprehension, speaking, reading, and writing—are gradually explained and developed. The teacher must apply all pedagogical skills and abilities for this. Efficient use of various methods is crucial to impart these four language skills to young children quickly and easily. Methods such as role-playing, "Who is quicker?", clustering, and "Who writes better?" are recommended. Especially, using the blackboard effectively to interact with students helps improve their writing literacy and speaking style.

Teaching numerals and ordinal words to primary school students can be analyzed through the prism of developing the four language skills mentioned above. Initially, comprehensive information about numbers should be presented and their lexical and grammatical features explained progressively from simple to complex throughout the grades. Teaching quantifiers and ordinal words in primary grades should follow this sequence:

- **Grade 1:** Without using the term "number," explain to students how to ask questions about the quantity of objects and people, determine the number and count of items, and pronounce and write numbers correctly. Using brainstorming, descriptive, and visual methods enhances students' understanding.
- **Grade 2:** Students should understand that "how many?" and "how much?" questions refer to counting objects and people, while "which one?" questions indicate order. Using the blackboard effectively, organizing competitions, and providing handouts improve students' comprehension.
- **Grade 3:** Introduce the concept of "numeral" as a part of speech. Teach students that numerals indicate the quantity of objects and how they relate to nouns. Focus on the lexical properties of numerals.
- **Grade 4:** Teach cardinal and ordinal numbers, their writing in letters, Roman and Arabic numerals, spelling of compound numerals, and use of numerals with words like gram, kilogram, meter, liter, sum, and tiyin. Also, reinforce numeral-noun agreement and proper question formation.

According to the curriculum, numeral learning begins in grade 1 and is divided into four stages methodologically:

- **Stage 1 (Grade 1, second half):** Practical study of numerals. Using inductive and deductive methods here is most effective, laying a solid foundation for literacy.
- **Stage 2 (Grade 2):** Focus on answering "how many?", "how much?", and "which one?" questions, forming elementary theoretical understanding, and developing skills to ask questions about numerals and use them correctly.
- **Stage 3 (Grade 3):** Expand the concept of numerals, enrich students' speech with new numbers, and teach proper spelling and usage through oral and written creative exercises.
- **Stage 4 (Grade 4):** Emphasize the spelling of numerals, consolidate grammatical knowledge, and improve literacy with dictations and compositions.

Methodological content should be tailored to these tasks. When studying sentences or texts, exercises like filling in the blanks with appropriate numbers, using proverbs and riddles, and integrating fairy tales in text creation are recommended. These methods encourage active participation and help develop independent sentence construction skills. Reading fairy tales

and stories expands vocabulary and improves students' ability to create meaningful, pedagogically valuable texts. Proper use of all methods progressively enhances students' thinking and literacy.

Exam ples of exercises: _____ measure and cut _____.

_____ boy lacks skill too.

Eating one raisin in _____ parts.

Has a neat height, wears a _____ layer coat.

Don't say _____ without counting.

Effective lesson organization depends on the teacher's pedagogical skill. Considering each student's knowledge level, encouraging independent thinking and speech literacy leads to meaningful, engaging, and interactive lessons.

Young teachers must first be eloquent themselves. A teacher with high speech culture can achieve results faster and easier. According to the great philosopher and orator Cicero, attracting listeners, explaining the essence, posing controversial questions, and focusing on oral expression and pronunciation are vital. Oratory art connects the speaker's intellect, ability, knowledge, experience, and will to influence listeners through speech. Teachers mastering oratory art professionally improve education quality. A lesson conducted with excellent conversation, good manners, and clear, scientific speech increases students' interest. Students express their opinions more meaningfully in subsequent lessons, reflecting the teacher's success. The power of oratory speech is linked with honesty and intellect, while teaching with kindness and friendly attitude depends on pedagogical experience and skill.

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