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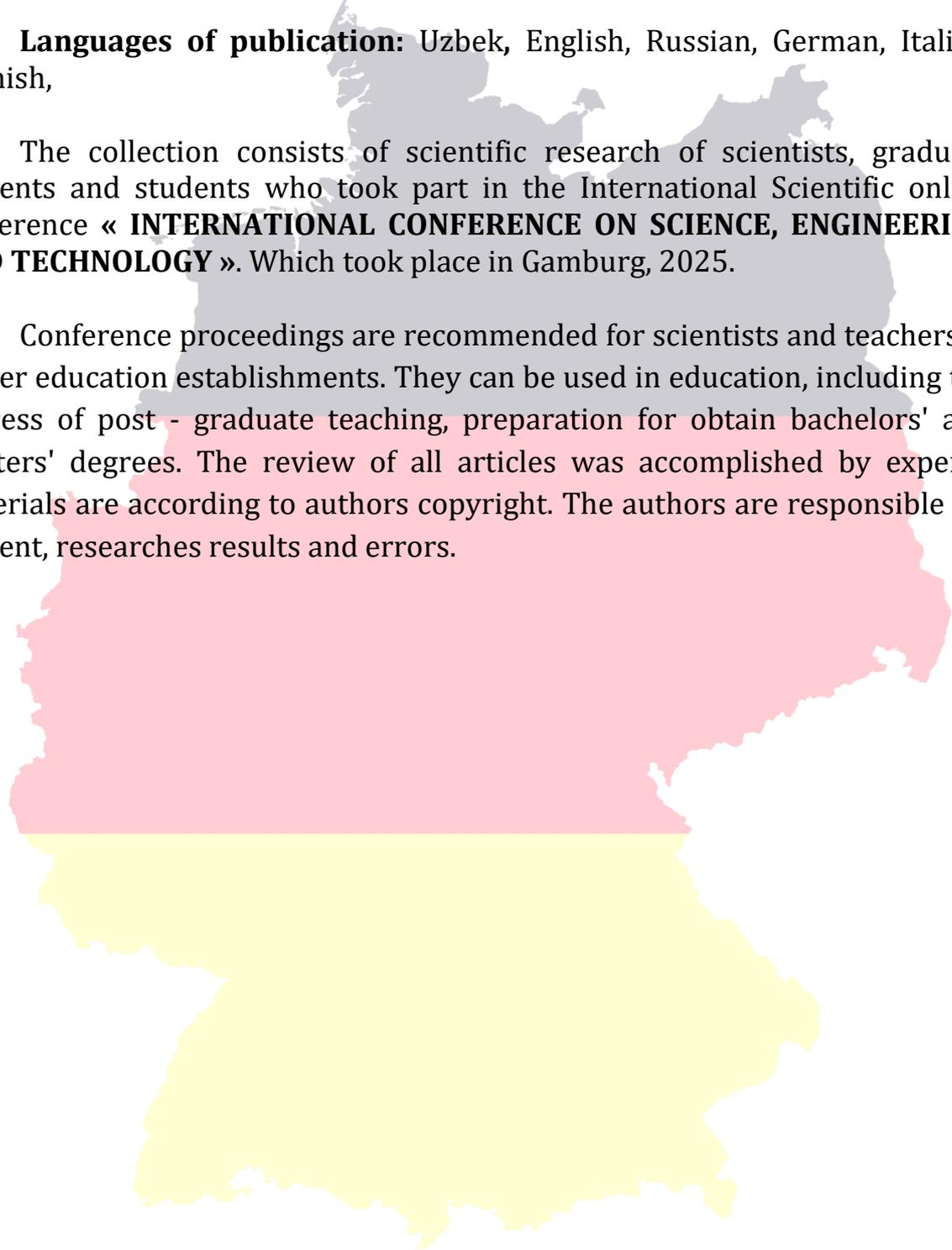


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THE ROLE OF EDUCATIONAL METHODS IN DEVELOPING STUDENTS' INTERNAL AND EXTERNAL SPEECH.

Suvanova Muhabbat Kahramonovna

Termez University of Economics and Service

3rd year primary education direction, 3/23 group student

Scientific supervisor: **Javohir Zokirov**

Abstract: In this article, the role and importance of educational methods in developing the inner and outer speech of an elementary school teacher, as well as their effectiveness in the educational process, are analyzed. It has been scientifically proven that the use of educational methods allows for increasing the teacher's speech activity, developing the culture of pedagogical communication, and establishing effective communication with students during the lesson.

Keywords: method, "Chain Story" method, "Continue" method, "Yes-No" method, pedagogical communication, internal speech, external speech, education quality.

Introduction. In today's era of globalization and information, one of the most important tasks facing education is raising a young generation with developed thinking, capable of freely and fluently expressing their ideas. The foundation of this process is laid directly in the primary grades. It is at this stage that children develop the skills of communication, understanding the text, answering questions, and consistently expressing their opinion orally and in writing.

In scientific and pedagogical practice, it is often observed that traditional teaching methods do not sufficiently activate students' speech. Therefore, using educational methods is of current importance in increasing the effectiveness of teaching, turning the learning process into an interesting and meaningful one, and most importantly, encouraging children to engage in active communication[1].

In this article, we will examine in detail the theoretical foundations and practical possibilities of educational methods (for example, role-playing games, chain method, brainstorming) in such important aspects as expanding primary school students' vocabulary, strengthening sentence construction skills, and developing coherent speech[2]. The purpose of the article is to scientifically and practically substantiate how the use of these methods can improve the speech competence of primary school students to a higher level.

Speech is the teacher's most powerful weapon, the primary means of expressing their personality and mastery. Through speech, the teacher conveys knowledge, cultivates in students a culture of thinking, listening, engaging in discussion, and expressing their own opinion[3]. Therefore, improving speech culture, developing it in accordance with the demands of the time should be a constant goal of every educator. Currently, educational



methods play an important role in this process. They transform the teacher from a passive lecturer into an active interlocutor, exchanging ideas and guiding the learning process. Using educational methods not only makes the lesson interesting for students but also plays an important role in enriching the teacher's speech, increasing its expressiveness, and forming the culture of pedagogical communication[4]. Therefore, the issue of effectively using educational methods in the development of primary school teacher's speech is currently considered one of the relevant and practically significant areas of the education system[5].

A number of scholars have expressed their opinions on the development of an elementary school teacher's inner and outer speech. Many educators (for example, L.S. Vygotsky, A.N. Leontyev) emphasize in their works that speech development occurs through social interaction and activity[6]. The use of educational methods in primary school is based precisely on this theory, as students work in cooperation with their peers. In the works of Uzbek scholars (for example, A. Gulyamov, M. Kadyrov, S. Matchanov), it is highlighted that the four types of speech activity (listening, speaking, reading, writing) should develop in close connection with each other, and active exercises are the key to this process.

Here are some examples of educational methods used to develop the inner and outer speech of an elementary school teacher:

4th grade Muhabbat Hamidova's story "The Bee's Revenge," presented in the 4th part of the "Reading Literacy" subject, will be very effective for teaching primary school students using the "Chain of Stories" or abbreviated as "Chain" method, as this method develops coherent speech, attention, and logical consistency[7].

Below are the stages of applying this method and practical exercises:

Teaching using the "History Chain" method.

The purpose of the method: To form in students the ability to memorize the content of the text, maintain consistency, and make short, logically connected sentences through oral speech.

Stage 1: Preparing and reading the text

Complete reading of the text: The teacher reads the story fully expressively, or the students read it one by one.

Understanding Check: The main idea of the story (not committing evil deeds, not harming nature) and the characters ("Sardor," "Uttqur," "Shershen") are discussed[8].

Dividing the text into parts: Logically divide the story into several parts (For example: 1. Detection and destruction of the nest; 2. The pursuit of squirrels and the fact that they do not bother Sardor; 3. The next day, Utkir comes out alone; 4. Revenge; 5. Conclusion).



Stage 2: Creating a "chain." In this stage, students, based on the text, retell it in short sentences.

Start: The teacher narrates the first important event of the story with one simple sentence.

Teacher: "Sardor and Utkir saw a squirrel's nest near the cotton gin."

Continuation of the chain (First round):

1st student: Doesn't repeat the previous sentence, pronounces one sentence that continues it in meaning. Example: "Utkir, taking a stick, decided to destroy the nest."

2nd student: Example: "Sardor got scared and tried to dissuade his friend from this idea."

3rd student: Example: "Utkir stuck a stick into the nest and ran quickly..." and so on, all students take turns continuing the story until a logical conclusion.

Note: Each student should say only one sentence. If someone is struggling, the class can help.

Stage 3: Analysis and deepening

Question "I wonder why?" After completing "The Chain," analyze the most interesting moment of the story[9].

Teacher's question: "Why didn't the bees touch Sardor, but only pursued Utkir?"

Expected answers: They knew who destroyed the hive. They are smart. They only take revenge on those who harm them.

Formulating the conclusion:

Each student says the last logical sentence (conclusion of the story).

For example: "Therefore, one should not offend the children of nature, as they too can take revenge."

Method advantages:

Concentration: Students are forced to listen attentively to their predecessor while waiting for their turn.

Logical connection: Since each sentence must be logically connected to the previous one, children learn to express thoughts consistently.

Speech fluency: Since the method requires quickness, children become accustomed to expressing their thoughts promptly in spoken language.

3rd grade To check how well the proverbs learned in reading lessons have been preserved in students' memory, it is advisable to use the "Continue" method. This is a very effective and engaging interactive method for checking students' memorization levels of proverbs, wise sayings, and text fragments in reading lessons, as well as for developing their speech. The "Continue" method is a way in which a student, relying on their memory, must complete a thought, sentence, or text fragment initiated by the teacher.



The teacher says half of the proverbs given in the textbook, and the students continue them.

Continue Method

Teacher:

1. If you tell a good person, they will understand...
2. For the modest - perfection,...
3. Good is in the care of the people,...
4. "Winter Snow -...
5. Don't spit in the water,...
6. If everyone makes their land a flower garden,...
7. Each fruit has a skin,...
8. The nightingale loves the garden,...

Students:

1. If you tell a bad person, they will laugh.
2. The proud will perish.
3. A bad person is one who cares for himself.
4. Medicine for summer.
5. You'll be left without water.
6. The whole world will be covered with flowers.
7. Every word has its measure.
8. Man is the Motherland.

Method advantages

Memory activation	It forces the student not to passively recall, but to quickly reproduce information, which reinforces it in memory.
Quick thinking	Since the game is played at a fast pace, students are required to quickly recall proverbs and pronounce them.
Strengthening vocabulary	Old or new words in proverbs are repeated and memorized.
Interactivity	Creates an atmosphere of competition and cooperation in the classroom, turning the boring memorization process into an engaging game.
Quickly determine result	The teacher can instantly determine which student (or group) lacks sufficient knowledge.

The "Yes-No" method is one of the fast, simple, and interactive ways to check how well text materials, such as information in reading lessons, are stored in students' memory.

This method requires the student to make quick decisions and clearly reproduce the studied material.



Using the yes-no method
Application mechanism.

1. Preparation: The teacher takes the proverbs covered and writes approximately 50% correctly, while the remaining 50% is slightly distorted (by adding incorrect words).

2. Practice: The teacher reads each variant of the proverb to the class in turn or writes it on the board.

Yes-no method

Proverb variant	YES	NO
1. "Labor is joy, laziness is sorrow."	+	-
3. "He who reads much knows much, he who writes much breaks the pencil." Who reads a lot knows a lot, who walks a lot sees a lot.	-	+
4. "A kind word is a sweet word." For a kind word, you give your life.	-	+

This method not only encourages students to think, but also motivates them to read more and memorize information. It is advisable to use such methods in generalizing and review lessons.

The essence of the method.

In this method, the teacher slightly changes the original text of the proverb (using one or two words incorrectly). The student's task is to determine whether the presented text of the proverb corresponds to the actual (given in the textbook) proverb (with the answer "Yes" or "No").

Advantages of the method in primary school

Speed and energy conservation:	Allows you to check many proverbs in a short period of time. Students are not tired of activities.
Accuracy development:	Students try to memorize not only the general meaning of the proverb, but also every word in it.
Increased attentiveness:	A high degree of concentration is required to quickly determine which proverb is true and which is not.
Everyone participates:	The method of raising cards allows all students to answer simultaneously, which also involves shy children in the process.

This article deeply analyzes the role of educational methods in developing the inner and outer speech of primary school teachers. The research results show that using effective teaching methods such as "Chain storytelling," "Continue," and "Yes-No" not only enhances students' speech activity but also contributes to improving the teacher's pedagogical communication culture.



In conclusion, we can say that educational methods are an integral part of pedagogical mastery, through which the teacher's speech competence is developed and the effectiveness of the educational process is increased. The widespread implementation of these methods in practice is one of the main factors for achieving high results in primary education.

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