

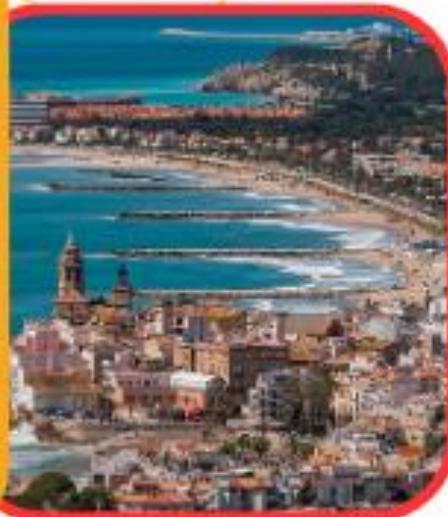
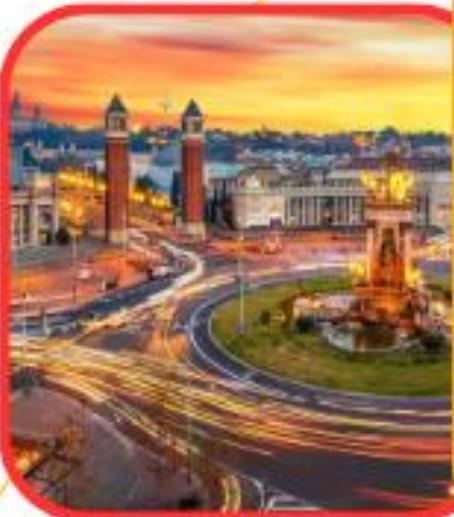


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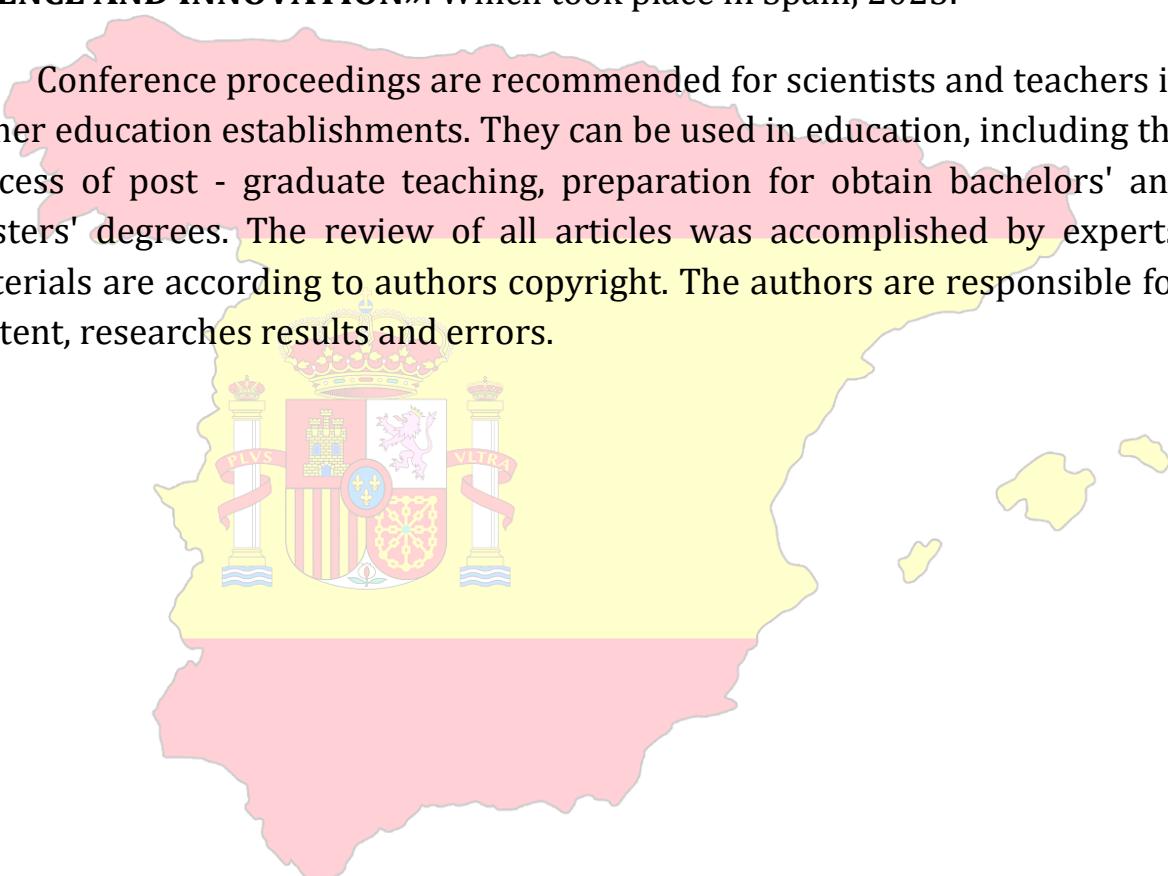


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THE ROLE OF READING LITERACY IN DEVELOPING ORAL SPEECH OF PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the crucial connection between reading literacy and oral speech development. Through a mixed-method approach implemented in several primary grades, the impact of systematic reading activities on students' oral communication competencies was analyzed. The results demonstrated that targeted exercises focusing on reading literacy significantly enhance students' vocabulary, speech fluency, and storytelling skills. The article substantiates the necessity of deeply integrating reading literacy into primary education curricula and highlights the role of reading as a key factor in oral speech development, providing evidence-based pedagogical recommendations.

Keywords: Reading literacy, oral speech, primary school, speech competence, logical thinking, coherent speech.

Abstract: This article explores the important relationship between reading literacy and oral speech development. Through a mixed-method approach implemented in several primary grades, the influence of systematic learning activities on students' oral communication competencies was analyzed. The results showed that targeted activities aimed at reading literacy significantly improve students' vocabulary, speech fluency, and storytelling skills. The article substantiates the need for deep integration of reading literacy into primary education programs and highlights the role of reading as a key factor in the development of oral speech with evidence-based pedagogical recommendations.

Keywords: Reading literacy, oral speech, primary school, speech competence, logical thinking, coherent speech.

Introduction. Today, one of the main tasks of the education system is to nurture individuals who can think independently, express their opinions fluently and substantively, and possess a culture of communication. In this process, the primary education stage serves as a crucial foundation. Among the fundamental skills developed in primary school students, oral speech competence holds particular importance. Oral speech is the primary means of

an individual's social adaptation, knowledge acquisition, and cognitive development[1].

The subject of "Reading Literacy," taught in primary grades, aims to develop skills in mastering language tools, comprehending text content, and orally reproducing it, which is considered the main "link" in the development of oral speech[2]. Through reading literacy lessons, students learn to work with texts, understand the meanings of words, use them correctly in speech, as well as express their thoughts on information read or heard in a logical, coherent, and expressive manner. Therefore, analyzing effective methods and techniques for developing oral speech within the framework of this subject is a pressing scientific issue.

Developing oral speech competence in primary school students is an essential foundation for their learning and social integration. At this stage, children undergo a process of rapid language acquisition, which directly impacts their cognitive development and achievements in subsequent stages of education. Reading literacy emerges as the primary factor ensuring the effectiveness of oral communication by expanding linguistic knowledge, enriching vocabulary, and understanding story structure. Hence, this article analyzes the intrinsic connection between reading literacy education and the development of oral speech.

Research methods. Theoretical analysis and synthesis: Sources, scientific articles, textbooks, and teaching materials in the fields of Uzbek and foreign pedagogy, psycholinguistics, linguistics, and methodology were analyzed to study the interrelationship between oral speech and reading literacy. Conversation and questionnaire: Discussions were held with teachers and students regarding the effectiveness of exercises aimed at speech development in reading literacy lessons on the topic. The study was conducted using a mixed-method approach to comprehensively examine the connection between reading literacy education and oral speech development. In the quantitative part, experimental and control groups were compared based on pre-test and post-test results. This approach allowed for highlighting the specific impact of reading literacy. The qualitative part included classroom observations, audio recordings of student speech, and interviews with teachers, which supplemented the quantitative results.

Examples of methods used with students:

FILL IN THE BLANKS – METHOD

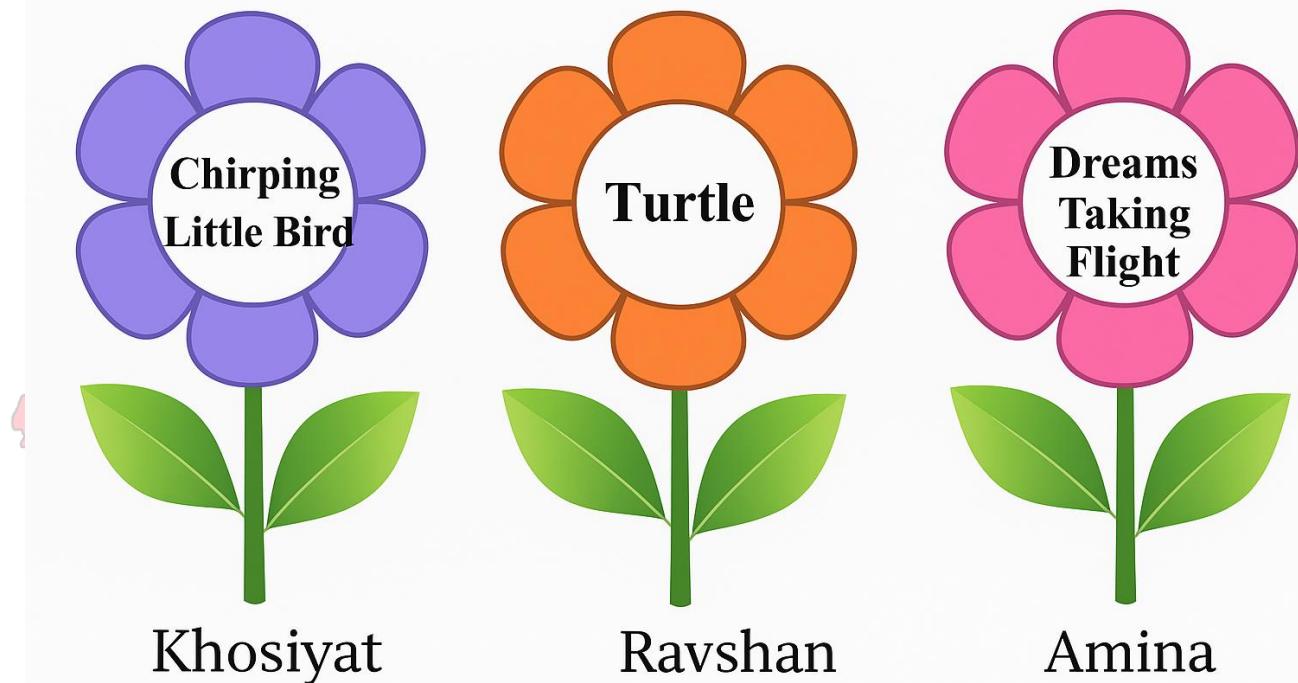


Figure 1.

In Figure 1, topics were reinforced using the "Fill in the Gaps" method based on the stories given in the 4th grade Reading Literacy Part 1 book. In this method, students are tasked with writing down the story characters and verbally describing the qualities of each character they wrote[3]. Through this method, students' memory is strengthened and their oral speech is developed. This method can also be assigned to students as a task in another form. For example, the teacher tells the students a proverb or a wise saying, and the students can write its continuation and also present it orally. Performing in this form not only encourages students to think and recall but also helps in developing their oral and written speech[4]. As a result of the teacher's use of such methods during the lesson, students' interest in the subject further increases.

The next method is called the T-table. This method is named so because it is T-shaped and is more often used for comparing characters. In the 2nd grade Reading Literacy Part 1 book, students are given the task to identify and distinguish between negative and positive characters from the story "The Dwarfs of the Flower City"[5]. Students are also asked to provide oral information about the characters they have written down.

T-CHART – METHOD

Positive Characters

Negative Characters

Know-Nothing

Boastful One

...



...

...

...

...

...

Figure 2.

The "T-table" method in Figure 2 is more often used for comparison and contrast.

Results. Research and theoretical analysis have identified the role of reading literacy in developing oral speech skills of primary school students in the following areas:

Expanding and activating vocabulary: Exercises involving explaining unfamiliar words and finding synonyms and antonyms while comprehending text content in reading lessons enrich the vocabulary used in oral speech. (For instance, in the "Retelling" method, students are compelled to actively use words from the text in their own speech) [6].

Establishing correct pronunciation and orthoepic norms: Expressive reading exercises reinforce students' ability to pronounce words correctly (adhering to orthoepic norms), which directly enhances the fluency of oral speech [7].

Developing logical and coherent speech: Exercises such as creating a text outline, providing complete answers to questions, and drawing conclusions based on the read text teach students to express their thoughts in a logical sequence, namely in the form of an introduction, main body, and conclusion (developing monologue speech).

Enhancing communicative abilities: Interactive methods such as text discussions, role-playing games, dramatizations, and "debate corners" foster dialogic speech, enabling students to acquire skills in asking questions, listening to others' opinions, and substantiating their own viewpoints [8-10].

Statistical analysis revealed that the oral speech indicators of students in the experimental group improved significantly compared to the control groups[11-13]. The most substantial increase was observed in the story coherence indicator - the students of the experimental group better mastered the sequence of events and the use of connecting words. Vocabulary also expanded noticeably, with children beginning to use more precise and varied words in their speech.

Discussion. A comprehensive approach to speech development is necessary in reading literacy lessons. Limiting oneself to just technically correct reading of the text does not fully accomplish the task of developing oral speech. The results indicate that for the effective development of oral speech, it is essential to focus on the following:

Integration: Incorporating acquired knowledge (for example, new words) into active speech practice through the integration of reading literacy lessons with other subjects such as native language and environmental studies.

Interactive methods: Consistent application of modern pedagogical technologies ("T-chart," "Brainstorming," role-playing games) that develop monologue and dialogue forms of speech.

Creative approach: Stimulating students' independent thinking and speech by assigning creative tasks such as altering the content of the read text, creating continuations, selecting titles, and composing stories based on pictures.

Through reading literacy, students not only read the text but also learn to use it as a model for enriching, forming, and improving their oral speech. If the teacher correctly utilizes these aspects of reading literacy, the student's learning and communicative abilities will increase significantly. Otherwise, a gap may arise between comprehending the text and expressing thoughts orally.

In conclusion, the subject of Reading Literacy is of crucial importance in developing the oral speech of primary school students. This subject helps students expand their vocabulary through working with texts, adhere to orthoepic norms, express thoughts logically and coherently (monologue speech), and actively participate in group communication (dialogue speech). These are fundamental speech competencies. Consistent application of the aforementioned methods for developing oral speech in Reading Literacy lessons creates an important foundation for increasing the intellectual potential of the younger generation and their success in school and life. Therefore, it is necessary to fully utilize the methodological and didactic

potential of Reading Literacy in developing oral speech within the educational process.

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