



## Improving Written Language Skills in Primary School Students

**Annotation:**

*This article explores the issue of addressing deficiencies in students' written language. It emphasizes the importance of selecting and correctly applying effective methods and techniques to enhance written language proficiency.*

**Keywords:**

*speech, written language, oral language, phonetics, language development, components of language.*

**Information about the authors**

**Zaxro Mamadaliyeva**  
*Teachers of Fergana State University*  
**Sultona Anvarjonova**  
*Student of Fergana State University*

### INTRODUCTION

Developing a child's speech, first and foremost, implies developing forms of communication that require the formation of language skills A.A. Leont'ev<sup>1</sup>. To date, numerous scientific works, dissertations, manuals, and articles have been created that provide practical assistance in educating and upbringing young people and simplify the learning process.

### MATERIALS AND METHODS

Speech is a fundamental tool for expressing thoughts, taking form in both oral and written communication. Thinking itself is intertwined with speech, allowing individuals to connect with one another. While oral speech relies on pauses, emphasis, intonation, and sounds to reach the listener, written speech utilizes the arrangement of letters, words, punctuation marks, grammatical structure, and sound articulation to convey meaning. Another key difference lies in how we experience these forms: oral speech is heard, while written speech is seen and read. The process of writing is complex and requires significant effort. From a grammatical perspective, written speech offers a more complete and refined expression of thought. It is a powerful tool for articulating our individual ideas. Importantly, written language develops from a foundation in oral language. While oral language emerges naturally through interaction and imitation, written language requires intentional engagement with letters, symbols, and the visual representation of sounds, words, and sentences. Speech is not merely a tool for communication; it serves as a fundamental element of human activity, drawing on linguistic tools like words, phrases, and sentences to stimulate thought. Speech facilitates communication, information sharing, personal expression, and the ability to influence others. Individuals with well-developed speech skills possess a valuable asset for navigating society. For students, speech becomes a crucial tool for navigating the learning environment. What constitutes speech development? When focusing on the student and their language skills, speech development encompasses the comprehensive and active mastery of a language, encompassing phonetic,

<sup>1</sup> A.A. Leont'ev



lexical, syntactic, and cohesive communication aspects. From a teacher's perspective, speech development involves employing methods and techniques to actively guide students in mastering the phonetic, lexical, syntactic, and cohesive aspects of their native language. This is why the curriculum for grammar and spelling incorporates elements like sounds, letters, words, sentences, and connected speech. The curriculum for native language often includes sections such as "Learning to Write and Speech Development", "Reading and Speech Development", and "Grammar, Spelling, and Speech Development".

## RESULTS

This article explores the research and recommendations on addressing deficiencies in written speech. The three-step approach proposed by L.F. Spirova and A.V. Yastrebova plays a crucial role in resolving this issue. The literature cited in the article primarily focuses on speech development. Among these, books such as "Theory and Methodology of Speech Development" (D.R. Babayeva) and "Speech Development" (Q. Shodiyeva) are significant. Moreover, the article provides insights into the psychology of a healthy lifestyle culture within families. By combining these themes, the article offers comprehensive information for readers on developing written speech and promoting a healthy lifestyle. The sources presented in the article are directed towards addressing deficiencies in written speech development and serve as a practical guide for improving children's speech and education.

## DISCUSSION

A number of requirements must be met to cultivate students' speech:

1. **Contentful Speech:** A story or essay becomes meaningful when it is built upon evidence, observations, life experiences, and information gathered from books, images, radio broadcasts, and television programs that are familiar to students. If children are encouraged to speak about unfamiliar events without sufficient preparation, their speech will be poor and lack substance. The methodology of speech development requires thorough preparation of material for stories and essays, meaning gathering, discussing, enriching, identifying the main content, and arranging it in a necessary order. Of course, the age characteristics and interests of the students are also taken into account.
2. **Logical Speech:** Students' speech should be logically correct, ideas should be presented consistently and with justification, main points should not be omitted, and there should be no unnecessary repetition or irrelevant additions. The logic of speech is determined by a good understanding of things and events. Logical errors arise from a lack of clear understanding of the content of the material and the result of choosing a topic without careful consideration. These two requirements are related to the content and structure of speech. There are also requirements related to the linguistic formation of speech.
3. **Clear Speech:** Students should learn to express evidence, observations, and impressions not only truthfully but also with the best linguistic tools (words, phrases, sentences), using specific imagery.
4. **Rich Language:** To clearly express meaning, students' speech must be rich in language, and they must be able to choose the most appropriate synonyms and various sentence structures for the context. It is important to note that high demands on language richness cannot be placed on



primary school students. However, the teacher should always strive to enrich their vocabulary during educational activities.

## CONCLUSION

Addressing Deficiencies in Written Speech Deficiencies in written speech can be linked to incorrect perception of letter shapes. In such cases, a child may confuse letters that are similar in spelling or their elements. L.F. Spirova<sup>2</sup> and A.V. Yastrebova<sup>3</sup> recommend addressing these deficiencies in written speech in primary school students through a three-step process that involves working on the entire speech system. Phonetics-Phonological Component, Shaping understanding about the formation of words from sounds. Developing phonemic hearing and analysis-synthesis skills. Eliminating pronunciation deficiencies. This stage requires developing children's attention and memory, teaching them self-control and self-checking, and training them to answer questions clearly and completely. Lexico-Grammatical Deficiencies Addressing lexico-grammatical deficiencies. Developing auditory perception. Consolidating Pronunciation and Developing Analysis Skills, Consolidating learned sounds. Incorporating them into the child's speech. Developing analysis skills. Deficiencies in written speech are considered to be one of the most complex speech disorders. Therefore, preventive measures should begin with preschool children. Developing the child's oral speech, spatial perception, memory, attention, analytical and synthesizing abilities, speech analysis, vocabulary enrichment, grammatical component development, addressing oral speech deficiencies, and developing fine motor skills - all these aspects are crucial in preventing deficiencies in written speech in young children.

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6. Journal Articles:

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<sup>2</sup> L.F. Spirova

<sup>3</sup> A.V. Yastrebova



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