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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MUNDARIJA

O'zbek bolalar folklorining etnopsixologik jihatlarini.....	10
<i>Alimbayeva Shaxlo Tursunovna</i>	
The Convergence of Educational Paradigms: Policy Borrowing, Adaptability, and Institutional Reform in Uzbekistan's Modern School System	15
<i>Lola Rakhmonovna Djurakulova, Karina Eduardovna Bushevskaya</i>	
Bo'lajak jismoniy tarbiya o'qituvchilarida valeologik kompetensiyalarni rivojlantirish	21
<i>Xudoyberdiyev G'iyosiddin Baxtiyor o'g'li, Mamatqulov Davronbek Abdig'apparovich</i>	
Autizm spektridagi buzilishlarga ega bolalar rivojlanishida STEAM ta'lim texnologiyasining pedagogik ahamiyati.....	25
<i>Ne'matova Hilola Ikrom qizi, Ahmadova Zuhra Adizovna</i>	
Ozodlikdan mahrum qilingan shaxsning jazoni ijro etish muassasasidagi moslashuvining psixologik xususiyatlari	30
<i>Saydullayeva Muxabbat Abdullayevna</i>	
Boshlang'ich sinflarda o'quvchilarning ijodiy qobiliyatini rivojlantirishning pedagogik ahamiyati.....	33
<i>Shodiyeva Gulruh Xayrullayevna, Ergasheva Farog'at</i>	
Boshlang'ich sinf o'quvchilarida gamifikatsion topshiriqlar asosida divergent fikrlashni shakllantirishning didaktik mexanizmlari.....	37
<i>Jalilov Muhammadali Abdumutalibovich, Saloydiovva Sevaraxon Mahammadsharif qizi</i>	
Darsdan tashqari mashg'ulotlarda boshlang'ich sinf o'quvchilarining ijodiy faoliyat tajribasini shakllantirish	41
<i>Sayfiddinova Muxlisa Sayfiddinovna</i>	
Harbiy xizmatchilar oilalarida inqirozlarni profilaktika qilishda ijtimoiy-psixologik xizmatlarning o'rni	45
<i>Sh. S. Kurbanova</i>	
Yosh onalarning pedagogik kompetensiyalariga oid ilmiy-nazariy yondashuvlar	49
<i>Yuldasheva Zulayxo Sadullayevna</i>	
Роль нарративно-экспозиционной терапии при работе с детьми, репатрированными из ЗОН вооружённых конфликтов	53
<i>Юлдашев Санжар Рузимуродович</i>	
Boshlang'ich sinf texnologiya darslarida zamonaviy pedagogik texnologiyalar: muammo va uning yechimlari.....	57
<i>Mamatova Karomat Ilhomjonovna</i>	
Bitiruvchi sinf o'quvchilarini kasb-hunarga yo'naltirish jarayonlarida individual yondashuvning ahamiyati ...	61
<i>Asilova Sanobar Xatamboyevna</i>	
Optika bo'limini o'qitishning didaktik asoslari.....	66
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Shomurodova Maftuna Tolibjon qizi, Rayimova Muazzam Xolbobo qizi</i>	
Bo'lajak informatika o'qituvchilarida kompyuter grafikasiga oid kompetensiyalarni rivojlantirish uchun Gamified Project-Based Learning asosidagi integrativ metodika ishlab chiqish	69
<i>D. Y. Pulatova, G'. R. Berdiyev</i>	
Psixologik savodxonlikning o'smirlar akademik savodxonligiga ta'siri.....	76
<i>Fayzullayev Mirzaodil Mirzamurodovich</i>	
Umumiy o'rta ta'lim maktablarida fizika darslarida loyihaviy ta'limni qo'llashning pedagogik asoslari	81
<i>Ismonov Turgunpulat To'liqinovich</i>	
Maktabgacha yoshdagi bolalarning tabiatga oid kompetensiyalarini rivojlantirishda mashg'ulot, ekskursiya va sayrlardan foydalanish metodikasi.....	84
<i>Maripova N. X.</i>	
Individual yondashuvga asoslangan pedagogik mexanizmlarni amaliyotga joriy etish metodikasi	88
<i>Nurova Malika Abduzairovna</i>	



Communicative Learning as a Basis for Critical Thinking Development	92
<i>Petrosyan Nelya Valerevna, Khalilova Farangiz Khoshimovna</i>	
Nikohdan oldingi hissiy-emotsional kompetentlikni rivojlantirishning ijtimoiy-psixologik omillari	97
<i>Raximova Gulxayo Alisherovna</i>	
Talabalarda chidamkorlikni rivojlantirishning ahamiyati	100
<i>Shaalimov Muxtorsha Atxamovich</i>	
Maktabgacha katta yoshdagi bolalarda ertaklar orqali tarbiya berish usullari	105
<i>X. Sh. Ochilova</i>	
Bo'lajak tarbiyachilarning ijtimoiy kompetensiyasini rivojlantirishda interfaol ta'lim texnologiyalarining samaradorligi	109
<i>Xalilova Dilnoza Furkatovna</i>	
Bo'lajak boshlang'ich sinf o'qituvchilarida kitobxonlik madaniyatini kreativ yondashuvlar asosida shakllantirish imkoniyatlari	112
<i>Xolyigitova Bahoroy Kimsanboyevna</i>	
Bo'lajak buxgalleriya hisobi va audit sohasidagi talabarning kasbiy kompetensiyalarini rivojlantirishning nazariy asoslari	117
<i>Arziyeva Visola Namozovna</i>	
Boshlang'ich ta'lim mazmunini tizimlashtirishning didaktik va aksiologik tamoyillari	121
<i>Shabbazova Dilfuza Ruzikulovna</i>	
Munis Xorazmiy devonining o'rganilishi va uning tarixiy-etimologik tahlili	125
<i>Sharopova Durdona Azim qizi</i>	
Raqamli texnologiyalar asosida pedagogik kompetensiyalarni takomillashtirish asoslari	129
<i>Tashmatova Gulzoda</i>	
Maktabgacha ta'limda steam yondashuvining didaktik imkoniyatlari	133
<i>To'xtaboyeva Maftunaxon G'aniyevna</i>	
Raqamli pedagogikaning zamonaviy ta'lim rivojlanishidagi o'rni	137
<i>Tojiyeva Asila Abdimannon qizi, Pardayeva Ra'no Eshboyevna</i>	
Talabalar jamoasida uchraydigan nizoli vaziyatlarning diagnostik tahlili	142
<i>Vaxobova Muxtabar Nurmuhimmat qizi</i>	
Kreativ yondashuv asosida talabalarning kasbiy sifatlarini shakllantirish	146
<i>Xolmatova Gulhayo Ulug'bekovna</i>	
Maktabgacha yoshdagi bolalar tarbiyasining psixologik asoslari	151
<i>Xurvaliyeva Tarmiza Latipovna</i>	
Umumta'lim maktab direktorlarining boshqaruv samaradorligini oshirishda media va axborot savodxonligini rivojlantirish modelini takomillashtirish	156
<i>Abdulxakimova Ziyoda Latibjon qizi</i>	
Boshlang'ich sinf o'quvchilarining darsda muammoli STEAM loyihalarini yaratish ko'nikmalarini rivojlantirish	161
<i>M. S. Achilova</i>	
Optik tushunchalarni shakllantirish metodikasi	165
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Cho'liyeva Sofiya Sobirjon qizi, Shog'dorova Moxinur Bobomurot qizi</i>	
PHET simulyatsiyalari yordamida optikani o'rgatish	169
<i>Avulova Zamira Tursunmurodovna, Nomozova Dilnoza Mamarajab qizi, Toshmirzayeva Buvioysha Panji qizi, Ruziyeva Jasmina Sirojiddin qizi</i>	
Boshlang'ich sinf o'quvchilari ijodiy fikrlashini o'ziga xos jihatlari	173
<i>Gafurova Shoxista Erali qizi</i>	
O'zbekiston hududlarida yengil atletika infratuzilmasi va sportchilar tayyorlash tizimini tashkiliy-boshqaruv asoslari	178
<i>Hakimova Mushtariybonu Hamidovna, Tursunpolatova Ziyoda Jahongir qizi</i>	
O'zbekistonda mustaqil fikrlash muammosi bo'yicha olib borilgan tadqiqotlar tahlili	181
<i>Tursunova Dilbar Zafarovna</i>	

MUNDARIJA СОДЕРЖАНИЕ CONTENTS	Methodology for Developing Competencies in Primary Education and the Communicative Analysis of Oral Speech..... 184 Turumbetova Aygul Yusupbaevna
	Bo'lajak boshlang'ich sinf o'qituvchilarini "Tarbiya" darslarida o'quvchilarning mantiqiy fikrlash qobiliyatini rivojlantirishga o'rgatish metodikasi 189 Ummatkulova Sayyora Shovkatovna
	Boshlang'ich sinflarda matematika ta'limini tashkil etish 191 Saydullayeva Shabbona Ashraf qizi, Axtamqul Azamqulov, Anvar Yusupov
	Metakognitiv xabardorlik ko'rsatgichlarining ta'lim shakliga bog'liqligi..... 195 Ermatova Robiya Bekjonali qizi
	The Integration of Artificial Intelligence Technologies in Esp Instruction: Enhancing Professional Communicative Competence in Higher Education 199 Ismailova Shaira Ferdausovna
	Intercultural Communicative Competence in English Language Teaching: Preparing Global Learners 204 Maqsudova Gulnoz Olimovna
	Teaching Reading Through Multimodal Texts: Enhancing Comprehension and Engagement in EFL Classrooms 208 Norboyeva Shahnoza Jo'rabek qizi
	Digital Technologies and Cognitive Competence Development in English Language Teaching 212 Sharipova Muhabbat Erkinovna
	Raqamli ta'lim muhitida sun'iy intellektga asoslangan elektron o'quv resurslarini loyihalashning konseptual-pedagogik asoslari va didaktik muammolar tahlili..... 216 Shirinov Feruzjon Shuxratovich, Raxmonov Ziyodillo Xusanovich
	Boshlang'ich ta'limda timss mezonlari: kontekstli muammolarga yondashuv 222 Yo'ldoshev Farhodjon Baxtiyor o'g'li
	O'qituvchilarning qadriyatlari va stressga barqarorlik o'rtasidagi o'zaro bog'liqlikning psixologik tahlili 227 Yuldashova Dilafuz Shavkatovna
	Bo'lajak o'qituvchilarning kasbiy kompetensiyasini shakllantirish pedagogik muammo sifatida 229 Safarova Madina Azamat qizi
	Социально-психологические особенности отношения студентов к использованию искусственного интеллекта chatgpt в образовательной деятельности..... 233 Аскарлова Гулрух Оринбасаровна
	Диалог культур в произведениях русскоязычных писателей Узбекистана XXI века 239 Чернова Татьяна Алексеевна, Отакулов Фолиб
	Русский язык как пространство межкультурной коммуникации в литературе Узбекистана 242 Чернова Татьяна Алексеевна, Имамов Жавлонбек, Абдурахмонов Элбек

METHODOLOGY FOR DEVELOPING COMPETENCIES IN PRIMARY EDUCATION AND THE COMMUNICATIVE ANALYSIS OF ORAL SPEECH

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Abstract: This article analyzes the theoretical and methodological foundations of applying communicative approaches to the development of primary school students' oral speech. The effectiveness of a specialized competency-based methodology grounded in communicative principles is highlighted.

Within educational programs based on pedagogical methodology, communicative approaches emphasize the connection between speech activity and real-life communication, positioning the learner as an active participant in the educational process. The findings indicate that students' communicative development serves as an effective methodological foundation for enriching vocabulary, improving expressiveness, and strengthening the communicative orientation of oral speech in primary education.

The proposed pedagogical methodology enhances student engagement, supports the effective organization of the learning process, contributes to worldview formation, and improves educational quality. Furthermore, the article presents important theoretical and practical conclusions regarding the improvement of methodologies for developing key competencies through practical tasks in primary education.

Key words: primary education, competency-based approach, oral speech, communicative analysis, pedagogical approaches, pedagogical methods, educational effectiveness, worldview formation.

Annotatsiya: Mazkur maqolada boshlang'ich sinf o'quvchilarining og'zaki nutqini rivojlantirishda kommunikativ yondashuvlardan foydalanishning nazariy va metodik asoslari tahlil qilingan. Kompetensiyalarni shakllantirishga yo'naltirilgan maxsus metodika asosida kommunikativ yondashuvning samaradorligi yoritilgan.

Pedagogik metodologiyaga asoslangan ta'lim dasturlarida kommunikativ yondashuvlar nutq faoliyatini real hayotiy muloqot bilan bog'lashni asosiy omil sifatida belgilab, o'quvchini ta'lim jarayonining faol subyekti sifatida namoyon etadi. Tadqiqot natijalari shuni ko'rsatadiki, o'quvchilarning kommunikativ rivojlanishini ta'minlash boshlang'ich sinflarda og'zaki nutqning lug'aviy boyligini, ifodaliligini va kommunikativ yo'nalganligini oshirishning samarali metodik asosi hisoblanadi.

Taklif etilgan pedagogik metodika o'quvchilarning ta'lim jarayonidagi faolligini kuchaytirish, o'quv faoliyatini samarali tashkil etish, dunyoqarashini shakllantirish hamda ta'lim sifatini oshirishga xizmat qiladi. Shuningdek, maqolada boshlang'ich ta'limda amaliy topshiriqlar orqali tayanch kompetensiyalarni rivojlantirish metodikasini takomillashtirishning nazariy va amaliy jihatlari bo'yicha muhim xulosalar bayon etilgan.

Kalit so'zlar: boshlang'ich ta'lim, kompetensiyaviy yondashuv, og'zaki nutq, kommunikativ tahlil, pedagogik yondashuvlar, pedagogik metodlar, ta'lim samaradorligi, dunyoqarashni shakllantirish.



Аннотация: В данной статье проанализированы теоретические и методические основы использования коммуникативного подхода в развитии устной речи учащихся начальных классов. Освещена эффективность специальной методики, направленной на формирование компетенций на основе коммуникативного подхода. В образовательных программах, основанных на педагогической методологии, коммуникативный подход рассматривается как средство связи речевой деятельности с реальной коммуникацией, а ученик выступает активным субъектом образовательного процесса.

Результаты исследования показывают, что коммуникативное развитие учащихся является эффективной методической основой для обогащения словарного запаса, повышения выразительности и коммуникативной направленности устной речи младших школьников. Предлагаемая педагогическая методика способствует повышению активности учащихся, эффективной организации учебного процесса, формированию мировоззрения и улучшению качества образования.

Кроме того, в статье представлены важные выводы относительно теоретических и практических аспектов совершенствования методики формирования ключевых компетенций посредством практических заданий в начальном образовании.

Ключевые слова: начальное образование, компетентностный подход, устная речь, коммуникативный анализ, педагогические подходы, педагогические методы, эффективность образования, формирование мировоззрения.

INTRODUCTION

The primary education stage is a crucial period for a child's mental, social, moral, and psychological development. It is at this stage that students acquire vital life and communication skills, such as perceiving the environment, expressing their thoughts, interacting with others, asking questions, providing answers, and recounting what they have heard and read.

Oral communication is inextricably linked to a child's cognitive activity, thinking, memory, imagination, worldview, emotional experiences, and social skills, serving as a primary tool not only in native language lessons but also in the process of mastering all subjects. Therefore, developing the oral communication skills of primary school students is one of the main focuses of modern pedagogy and methodology.

In traditional education, oral skills were primarily developed through retelling texts, answering questions, or expressively reciting memorized poems. While such pedagogical approaches are effective to a certain extent, they require supplementary methods to more broadly cultivate a student's ability to reason freely, think independently, justify their point of view, and use language purposefully in various communication situations.

Modern education, in contrast, aims to shape the child not as a passive recipient of ready-made knowledge, but as an active participant in communication. From this perspective, a communicative approach serves as one of the most effective methodological foundations for developing oral communication. The primary education system is a critical stage that determines the intellectual potential of any society.

It is during this period that students develop an interest in acquiring knowledge, a positive attitude toward learning, and the fundamental skills necessary for subsequent stages of education. Modern educational concepts prioritize not only the transfer of theoretical knowledge but also the development of core competencies that students can apply in real-life situations. In this regard, improving the methodology for properly planning and implementing practical tasks in the primary education process is one of the most pressing pedagogical challenges of our time.

The competency-based approach aims to activate student participation in the educational process, stimulate their independent thinking, and foster the ability to apply acquired knowledge in real life. According to this pedagogical approach, the student is viewed not merely as a passive recipient of knowledge, but as an active participant in the learning process. This is especially important for primary school students, as their psychological characteristics necessitate learning through activity. For this reason, practical tasks are recognized as one of the primary tools for developing competencies^[1].

LITERATURE REVIEW ON THE TOPIC

The essence of the communicative approach is that the process of language learning and speech development is linked to the needs of real communication. The student uses speech not merely to speak, but to express an opinion, ask a question, argue, explain, comment, express an attitude, and collaborate. In this approach, speech activity transcends the confines of artificial exercises and harmonizes with real-life situations, educational problems, creative tasks, and social interactions.

As a result, the student's speech becomes richer in content, more logically coherent, and more emotionally and expressively natural, and it is oriented toward fulfilling communicative tasks. The purpose of this research is

to identify the theoretical and methodological foundations of the communicative approach in developing the oral speech of primary school students and to illuminate its pedagogical potential within the educational process.

The scientific significance of the study is that the issue of oral speech development is interpreted not just as a linguistic or grammatical process, but also as a communicative, psychological, didactic, and socio-pedagogical one. In pedagogical research, the didactic importance of practical assignments at the primary education stage is particularly emphasized.

Proponents of activity-oriented learning theory (in this context, it is appropriate to discuss the analysis results of L.S. Vygotsky, J. Piaget, and other psychologist scholars) have substantiated that students' cognitive processes develop effectively through activity^[2]. According to their views, for young students, the process of acquiring knowledge occurs through practical actions, play activities, and solving problem-based situations.

Therefore, in primary education, practical tasks are regarded as the primary means of forming core competencies. Scientific sources also clearly define the composition of core competencies, which include communicative competence, information literacy competence, socially active civic competence, and personal development competence.

Researchers highly rate the effectiveness of interactive methods, group work, project-based activities, and problem-based learning technologies in developing these competencies. These pedagogical approaches place the student at the center of the educational process and aim to develop them as an active, independent thinker capable of applying their knowledge in practice. The core essence of competency-based approaches is that the student must be able to independently apply their acquired knowledge in various situations, solve problems, and adapt to social life^[3].

RESEARCH METHODOLOGY

The study utilized methods such as the theoretical analysis of pedagogical, psychological, and linguo-methodological sources; observation of speech activity in the primary education process; comparative study of communicative task content; generalization; and methodological modeling. During the theoretical analysis, the meanings of concepts such as oral speech, speech activity, communicative competence, and dialogic and monologic speech were examined based on scientific sources.

Furthermore, the objectives, principles, and practical application possibilities of the communicative approach in primary education were methodologically analyzed. Another crucial aspect of the competency-based approach is its assessment system. While traditional education primarily assesses a student's knowledge level, this approach also takes into account their proactivity, independence, creativity, and problem-solving abilities. This, in turn, fosters self-assessment and self-analysis skills in students.

The effective implementation of the competency-based approach in primary education demands a high level of professional skill from the teacher. The teacher must plan lessons appropriately, consider the age and individual characteristics of the students, and be able to spark their interest. Additionally, the use of modern pedagogical technologies and digital tools further enhances educational effectiveness.

Practical tasks help consolidate knowledge by engaging students in real or near-real situations. Such tasks develop not only students' knowledge but also their skills and qualifications. For instance, instead of solving simple mathematical problems, a student begins to understand calculations in a practical sense by performing tasks related to daily life^[4]. This reinforces their knowledge and enables them to apply it in real-life situations. In primary education, core competencies include communicative competence, information literacy, social and civic competence, and personal development competence.

The role of practical tasks in developing these competencies is invaluable. For example, tasks based on group work cultivate communicative skills, while tasks aimed at resolving problematic situations develop critical and logical thinking. To organize practical tasks effectively, they must be designed in accordance with the students' age and individual characteristics.

Since primary school students are more inclined to learn through visual, play-based, and kinesthetic activities, it is important to design tasks accordingly. Tasks enriched with game elements increase students' interest and encourage their active participation. At the same time, tasks should be structured to progress in complexity from simple to more advanced levels.

ANALYSIS AND RESULTS

During the observation process, attention was focused on aspects such as the verbal activity of primary school students during lessons, the quality of their answers to questions, their level of independent expression, their communication etiquette when working in pairs and groups, and their consistency in storytelling and retelling.



The analysis revealed several issues in the oral speech of some students, including the need to expand their vocabulary, the simplicity of their sentence structures, a need for additional skills in substantiating their ideas, the brevity and uniformity of their answers, and the need to further develop initiative in communication. It was determined that lessons organized based on a communicative approach have significant methodological potential for improving these aspects.

In methodological modeling, the process of developing oral speech was interpreted in three interconnected stages. In the first stage, the student's need for communication and verbal motivation are formed. In the second stage, the student is taught to express opinions, ask questions, elaborate on answers, reason, and provide feedback in specific communicative situations. In the third stage, the student's speech is developed to be independent, coherent, creative, and situationally appropriate.

These stages are organically linked and serve to transform verbal activity from simple repetition into conscious communication^[5]. The research results showed that a communicative approach to developing the oral speech of primary school students produces a number of significant pedagogical benefits. First and foremost, this approach encourages students to think actively. In a simple question-and-answer session or when retelling a prepared text, students often strive to find the answer the teacher expects.

However, in tasks based on a communicative situation, they choose their own opinion, look for a way to express it, respond to their interlocutor's opinion, and attempt to complete the verbal task. In this process, linguistic knowledge becomes organically linked with practical speech needs. The communicative approach is considered particularly effective in developing the dialogic form of oral speech.

Primary school students are naturally inclined to communicate, but their skills in holding a conversation, taking turns speaking, listening to their interlocutor's opinion, asking questions correctly, and continuing an answer require special pedagogical guidance. Through dialogic tasks, students learn to listen to each other's opinions, clarify answers, express agreement or disagreement in a civil manner, and select words and phrases appropriate to the speech situation.

This supports not only language learning but also the socialization process. The communicative approach is also important in the development of monologic speech. When students are required not just to recite a text from memory, but to express independent thoughts about an event they observed, a story they read, a picture they saw, a task they completed, or a personal impression, their thinking and speech are simultaneously activated. In this process, the student first plans their thoughts, distinguishes between primary and secondary information, connects sentences in a logical sequence, selects words appropriate for the purpose, and pays attention to the impact of their speech.

The communicative approach enriches monologic speech with a real-life context, elevating it from mechanical retelling to the level of creative expression. Research shows that situational tasks play a crucial role in developing oral speech. Such assignments make speech more natural, expand the student's imagination, activate their vocabulary, and teach them to express thoughts appropriate to the situation. Most importantly, students begin to feel the impact of their speech on the listener. In lessons organized around a communicative approach, the role of the teacher also changes.

They are not merely a person who imparts knowledge and evaluates answers, but a facilitator who organizes, guides, and encourages communication, creating a comfortable speech environment. Instead of immediately correcting a student's mistake, the teacher should encourage them to continue their thought, gently suggest the correct expression, involve other students in the conversation, and create a supportive psychological environment for speech activity.

This approach helps students build the confidence to speak without hesitation, express their thoughts freely, and engage in communication. Applying a communicative approach to developing the oral speech of primary school students significantly enriches the content and form of the pedagogical process. The main advantage of this approach is that it connects the student's speech to a genuine communicative need. Speech is not only a child's external activity but also a reflection of their internal thought process.

According to Lev Vygotsky's views on thought and speech, speech is inextricably linked to a child's cognitive activity; through words, a child not only expresses their thoughts but also forms them. From this perspective, the development of oral speech should be carried out in conjunction with the development of the child's thinking, perception, and social experience^[6]. The communicative approach also aligns with the principles of student-centered learning.

Each student's speech experience, family environment, vocabulary, emotional state, and level of engagement in communication differ. Therefore, a teacher should not expect all students to respond at the same pace or in the same manner. Instead, they should gradually increase the complexity of speech tasks, taking into account the individual abilities of each child. For students who are less proficient in the language, supportive materials such as keywords, pictures, sample questions, sentence starters, or pair work can be helpful.

More verbally active students can be engaged in more complex tasks, such as creating a story independently, participating in debates, or summarizing a group's opinion. Another important aspect to consider

is that the communicative approach does not disregard grammatical and lexical knowledge, but rather subordinates them to practical speech tasks. A student masters parts of speech, sentence components, or spelling rules more deeply not by memorizing them in isolation, but by applying them correctly and appropriately in speech.

For example, when studying adjectives, students describe an object; when studying verbs, they explain an action; and when studying conjunctions, they express the relationship between ideas. This ensures that the linguistic material is connected with communicative content. The speech environment in the classroom is also of decisive importance in developing oral speech. If only the teacher speaks during the lesson while students remain passive listeners or give only short answers, communicative competence will not be sufficiently developed.

It is essential to create enough time and opportunities during the lesson for students to exchange ideas, ask questions, work in pairs, defend their group's opinions, and justify their answers. In such an environment, students perceive speech not as a means to get a grade, but as a tool for exchanging ideas, collaborating, and expressing themselves. The effectiveness of the communicative approach also depends on the content of the tasks.

For primary school students, tasks should be age-appropriate, realistic, interesting, emotionally relatable, and creative. Overly complex or artificial scenarios can diminish a child's speech activity. When each mistake in a student's speech is seen not as a negative mark but as a methodological opportunity for further development, the child will not be afraid to speak and will gradually strive to improve their communication^[7].

Developing oral communication in primary school students is a vital component of the educational process, inextricably linked to a child's knowledge, social engagement, learning motivation, and personal growth. A communicative approach offers extensive methodological opportunities for organizing this process effectively. Based on these pedagogical approaches, the student is shaped not as a passive repeater of ready-made knowledge, but as an active participant who expresses opinions, asks questions, conveys attitudes, engages in conversation, and solves communicative tasks.

Research findings indicate that the communicative approach serves to harmoniously develop both dialogic and monologic forms of oral speech. While dialogic tasks foster students' listening, responding, and questioning skills, as well as a culture of communication, monologic tasks develop their ability to express thoughts independently, coherently, and logically. Situational exercises, role-playing games, problem-based questions, storytelling, and creative conversations increase a student's verbal activity and provide opportunities to apply pedagogical units in practice^[8].

CONCLUSION AND RECOMMENDATIONS

In conclusion, organizing the development of oral skills in primary education based on a communicative approach is of great pedagogical importance for forming students' linguistic competence, expanding their vocabulary, strengthening coherence of thought, and preparing them for social interaction. In the future, it is advisable to develop a system of communicative tasks designed for each grade level, refine the criteria for assessing oral skills, and create methodological models integrated with digital educational tools. Furthermore, it is crucial to enhance the professional competence of primary school teachers in communicative methods and ensure the effective use of interactive techniques and innovative pedagogical technologies during lessons. This will cultivate in students the ability to think freely, reason independently, demonstrate verbal engagement, and actively participate in the learning process.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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