

IMPROVING THE PEDAGOGICAL SYSTEM FOR FORMING SPEECH COMPETENCIES IN PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the issues of improving the pedagogical system for forming the speech competencies of primary school students. The content, components, and stages of speech competence formation were analyzed, and existing practical problems were identified. A model of the system is proposed, including the components of purpose, content, method, assessment, and cooperation. The effectiveness of the communicative-activity approach, the integration of types of speech activity, and innovative technologies is demonstrated based on experimental results. The research results confirm that positive changes have been observed in students' vocabulary, narrative consistency, and communication skills. The proposed approach serves to improve the quality of education. Specific practical recommendations and evaluation criteria have also been developed, and the conditions for implementation have been substantiated. The article is intended for primary school teachers, methodologists, and researchers.

Key words: speech competence, primary education, pedagogical system, communicative approach, speech development, vocabulary, assessment criteria, integration.

Introduction

Modern education aims not only to equip a student with knowledge but also to raise them as individuals capable of freely applying their knowledge in life situations. Speech competence is a central component of this goal: a child's ability to clearly express their thoughts, listen to others, read the text intelligently, and express it in writing is the foundation for mastering all subjects. Since primary school age is a period of intensive speech development, it is at this stage that the foundation laid determines the student's further learning and social success. However, in practice, problems remain, such as limited vocabulary, inability to consistently express thoughts, and violation of literary norms in oral speech. The purpose of the article is to theoretically substantiate the pedagogical system for forming the speech competencies of primary school students, analyze its current state, and propose an improved model. The relevance of the topic is also determined by state policy in the field of education, that is, standards and programs aimed at developing students' competencies. Therefore, designing speech competence as an integrated system is an important scientific and practical task. Alongside the theoretical analysis, the article also presents the results of practical experience.

The concept of competence in pedagogy refers to the application of knowledge, skills, and abilities in a real situation in harmony with personal values. Speech competence, on the other hand, is the student's ability to select language units appropriate to the speech situation and to express their thoughts correctly, fluently, and effectively depending on the purpose and participants of the



communication. This concept encompasses not only grammatical knowledge but also the practice of applying knowledge in communication.

Speech competence is usually divided into four components. The linguistic component includes vocabulary, grammatical correctness, and pronunciation norms. The communicative component refers to the ability to engage in communication, maintain conversation, and maintain a culture of listening. The text work component encompasses text understanding, retelling, and creating one's own text. The cultural and moral component represents adherence to speech etiquette and rules of conduct. These components develop not in isolation from each other, but as a unified system that interacts with each other.

Speech activity is divided into four types: listening and reading are receptive activities, while speaking and writing are productive activities. In primary school, these types are formed simultaneously; therefore, teaching them in an interconnected rather than separate manner increases the effectiveness of education. For example, if a student answers questions based on the text they have heard, retells it, and writes a short written statement, the four types of activities are reinforced in one sequence.

A pedagogical system is understood as a set of interconnected and unified components subordinated to a single goal. The system for forming speech competence consists of components such as goal, content, methods and tools, organizational forms, assessment, and family-school cooperation. The advantage of the systems approach is that it provides a consistent, observable, and controlled process rather than a set of separate exercises.

Age characteristics also require special attention. In children aged 7–10, oral speech is more developed than written speech, and thinking relies more on concrete images. Therefore, tools such as games, drawings, stories, and dramatization are particularly effective in enhancing speech activity. In the first years of education (grades 1–2), primary attention is paid to sound culture and simple sentence formation, while in grades 3–4, it is focused on text creation, coherent presentation, and discussion skills.

The formation of speech competence can be observed in three stages: the reproductive stage (repetition according to a sample), the partial research stage (application of a sample with changes), and the creative stage (creation of an independent text). When designing the system, it is necessary to ensure that the student is consistently guided through these stages.

The study was organized in three stages. At the definitive stage, the level of students' speech development was diagnosed, a survey was conducted among teachers, and the lesson process was monitored. At the formative stage, the proposed system was implemented over the course of one and a half academic years. At the final stage, the results were compared and analyzed.

Two groups of students in grades 3-4 participated in the study: 60 students in the experimental group and 60 students in the control group. In the experimental group, an improved system was used, while in the control group, the lesson was conducted using the traditional method. The hypothesis of the study is as follows: if the formation of speech competence is organized on the basis of an integrated system including the components of purpose, content, method, assessment, and cooperation, students' vocabulary, narrative consistency, and communication culture will rise to a higher level compared to the control group. The level of speech competence was assessed based on the criteria presented in Table 1. Each criterion was determined on a scale of 1 to 4, where 1 point indicates a low level and 4 points a high level.

Table 1. Criteria for assessing speech competence

Criterion	Indicators	Related component
Content completeness	Relevance to the topic, full disclosure of the idea	Text processing
Consistency	Sequence of thoughts, logical connection	Text processing
Lexicon	The use of synonyms, phraseological units, and thematic words	Linguistic
Grammatical correctness	Sentence structure, form formation	Linguistic
Pronunciation and fluency	Sound clarity, speed, tone	Linguistic
Communication culture	Listening, asking questions, speaking etiquette	Communicative, cultural and moral

The results of the determinative stage showed that students' speech development was uneven across components. Table 2 presents the baseline level of the experimental and control groups.

Table 2. Determining stage: level of speech competence, % (sample information)

Group	Upper	Medium	Low
Experiment (n=60)	18,3	46,7	35,0
Control (n=60)	20,0	48,3	31,7

The table shows that in both groups, one-third of the students are at the low level, while the high level is characteristic of about one-fifth of the students. The difference between the groups is insignificant, which provides grounds for comparison at the beginning of the experiment.

In the observed lessons, the predominance of the teacher's speech is clearly felt: most of the lesson time is spent on the teacher's explanations and questions, while the student mainly gives short, one-sentence answers. Speech development exercises are often conducted at the end of the lesson, when there is time left, and are reduced to written work. Work on the dictionary is carried out randomly, rather than as a separate topic.

The results of the survey conducted among teachers (40 teachers) are presented in Table 3.

Table 3. Teacher Survey Results (Sample Data)

Confirmation	Positive response, %
Speech development exercises are planned systematically.	35
Pair and group work is regularly used in the lesson.	28
Specific evaluation criteria are used.	22
Regular work is carried out with parents on speech development.	15
Digital resources are used in speech training	30

The survey shows that the use of clear evaluation criteria and cooperation with the family remain the most vulnerable areas. This situation confirms the need to improve the system of assessment and support of speech competence. Furthermore, the majority of teachers view speech development not as a separate methodological system, but as part of the native language lesson, which hinders a systematic approach.

According to the results of the analysis, the main problems can be summarized as follows: first, there is insufficient coherence between types of speech activity; second, the age and individual characteristics of the student are not taken into account; third, assessment is mainly aimed at finding mistakes and does not serve to monitor growth; fourth, family opportunities are not used in creating a speech environment.

4. The model of the improved pedagogical system.

Based on the results of the analysis, a six-component model for the formation of speech competence was developed. The model is presented in Table 4.

Table 4. Components of the pedagogical system model

Component	Content	Expected result
Purpose	Setting clear, measurable goals for each component of speech competence	A clear direction for both teacher and student
Content	Thematic dictionary, types of texts, speech situations, materials reflecting national values	Rich and coherent speech material
Methods and tools	Communicative exercises, role-playing, project, digital resources	High speech activity
Organizational forms	Pair, group, teamwork, extracurricular activities	Communication experience expansion
Evaluation	Criteria, rubric, portfolio, self-assessment and peer assessment	Growth tracking and timely correction
Collaboration	Recommendations for parents, family reading, speech tasks	Harmonization of the school and family speech environment

The first principle of the model is the communicative-activity approach. The lesson is based on real communication situations: the student becomes the subject of speech in situations such as a conversation in a store, acquaintance, request, offer. Such situations awaken the child's speech needs and ensure the transition from the mechanical memorization of language units to their meaningful use.

The second principle is the integration of types of speech activity. Work on each topic begins with listening and understanding and continues with speaking, reading, and writing. For example, on the topic "My Family," the student listens to a short text, answers questions, reads the text in a role-playing manner, and then writes a three-to-four-sentence narrative about their family.

The third principle is systematic work on the dictionary. A thematic dictionary is allocated for each week: the meaning of a word is explained, synonyms and antonyms are found, and the word is used in a sentence and small text. Proverbs, sayings, riddles, and fairy tales enrich this process with national spiritual values and increase a child's respect for their native language.

The fourth principle is a differentiated approach. For students with low speech development, keywords, sentence beginnings, and illustrated plans are provided; for advanced students, more complex tasks are performed, such as independent text creation and argumentation in a discussion. In this way, every child achieves success within their capabilities.

The fifth principle is the developmental nature of assessment. Evaluation is focused on showing progress, not punishing mistakes. A speech development portfolio is maintained for each student: it includes audio recordings, presentations, and self-assessment sheets. The student is compared with their previous result, which strengthens internal motivation.

The sixth principle is cooperation with the family. Parents are given brief recommendations on how to read a book with the child at home, discuss the events of the day, and answer the child's questions in full sentences. The culture of speech in a family environment strengthens the results of work at school.

5. Effective methods and technologies

The following methods and technologies have proven their worth in implementing the system. The brainstorming method activates the words the child knows about the topic and summarizes the vocabulary. In the cluster method, concepts are grouped around the central word, which helps the child branch out and articulate their thoughts coherently. The Venn diagram is used to compare two objects or images, that is, to form comparative speech. The "Insert" technique teaches you to control comprehension during the reading process, that is, to distinguish what you know and what you learn newly.

In storytelling technology, students construct a story based on a series of pictures or keywords, learning to distinguish between the beginning, the development of events, and the end. Dramatization and role-playing games develop such means of oral speech as tone, facial expressions, and gestures, and also involve shy children in communication. In project technology, for example, in the "Class Newspaper" or "Little Book" project, students work in a group, create their own texts, and present them.

Digital resources are also an important tool in the formation of speech competence. Audio fairy tales, short cartoons, and interactive tasks develop listening comprehension skills, while the student's ability to record and re-listen to their own voice allows them to work on pronunciation and fluency. At the same time, digital tools must be age-appropriate, time-limited, and subordinate to a specific speech goal.

To demonstrate the role of methods in the lesson, Table 5 presents a sample structure for the native language lesson.

Table 5. Lesson structure aimed at speech development (45 minutes)

Lesson stage	Speech activity	Method	Time, min.
Speech warming	Speech	Quick-talk, brainstorming	5
Read text	Listening comprehension	Audio text, Q&A	8
Work on the dictionary	Speaking, reading	Cluster, synonym selection	7
Practical speech exercise	Speech	Pair talk, role play	10
Independent presentation	Write	Keyword presentation	8
Presentation and evaluation	Speaking, listening	Self and peer evaluation	7

In the table structure, more than half of the lesson (24 minutes) is dedicated to the student's oral speech. This differs from a traditional lesson structure in which the teacher's speech is dominant.

The effectiveness of the system also depends on the speech culture and methodological training of the teacher. Therefore, during the experiment, seminars and collaborative lesson analyses were organized for teachers, during which lesson video recordings were discussed and the proportion of teacher speech, the quality of questions, and the length of student answers were analyzed. Such a professional community was an important factor in changing the teacher's working style.

6. Experimental results.

At the final stage, the speech competence of the students was re-diagnosed. Table 6 presents the average scores for the criteria.

Table 6. Mean scores by criteria, scale 1-4 (sample information)

Criterion	Experiment (beginning)	Experiment (end)	Control (at the beginning)	Check (at the end)
Content completeness	2,4	3,3	2,5	2,8
Consistency	2,2	3,2	2,3	2,6
Lexicon	2,1	3,3	2,2	2,5

Criterion	Experiment (beginning)	Experiment (end)	Control (at the beginning)	Control (at the end)
Grammatical correctness	2,5	3,2	2,6	2,9
Pronunciation and fluency	2,6	3,3	2,7	3,0
Communication culture	2,3	3,4	2,4	2,7

According to the data, the score for all criteria in the experimental group increased significantly: the largest increase was observed in the criteria of vocabulary (from 2.1 to 3.3, i.e., 1.2 points) and communication culture (from 2.3 to 3.4, i.e., 1.1 points). The smallest increase was in the criteria of grammatical correctness and pronunciation (0.7 points). There is also an increase in the control group, but it is much smaller, amounting to about 0.3 points for each criterion.

Figure 1 shows a comparison of the final results by criteria.

Tajriba guruhi barcha mezonlarda nazoratdan yuqori ball oldi (1–4 shkala)

Tajriba

Nazorat

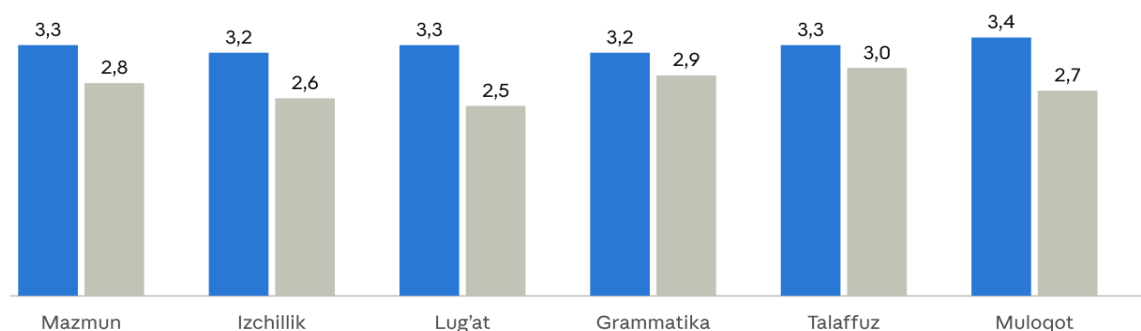


Figure 1 · Based on Table 6 (sample data)

The superiority of the experimental group is clearly visible in the criteria of vocabulary, consistency and communication, that is, the proposed system had the strongest impact in these areas.

Figure 2 shows the monthly dynamics of the average score.

Tajriba guruhida o'rtacha ball tezroq o'sdi (1-4 shkala)

■ Tajriba ■ Nazorat

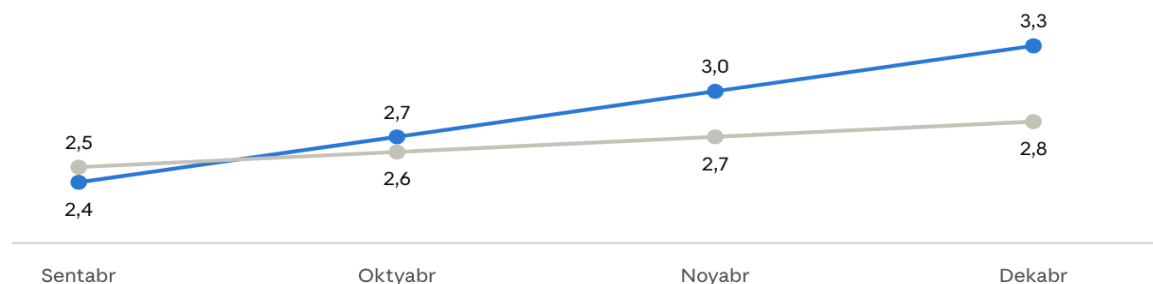


Figure 2 · Monthly average scores (sample data)

Growth in the experimental group was stable and rapid, while in the control group, it was slow.

The level distribution has also changed. In the experimental group, the share of students with a high level increased from 18.3% to 41.7%, while the low level decreased from 35.0% to 15.0%. In the control group, the high level varied from 20.0% to 23.3%, and the low level from 31.7% to 26.7%.

The results can be interpreted as follows. Firstly, the increase in the student's speech activity in class yielded the most pronounced results in terms of vocabulary and communication culture. Secondly, the integration of types of speech activity has improved the consistency of text composition. Third, developmental assessment helped students see and correct their mistakes. The relatively slow growth in grammatical accuracy and pronunciation criteria indicates that these skills require long-term, regular practice.

The study showed that improving the pedagogical system for forming the speech competencies of primary school students requires a comprehensive review of the components of goal, content, method, organizational form, assessment, and cooperation. The following conclusions can be drawn. Firstly, speech competence is formed as a unity of linguistic, communicative, textual, and cultural-ethical components. Secondly, in existing practice, the main problem remains the predominance of teacher speech, unsystematic exercises, and the lack of clear evaluation criteria. Third, the communicative-activity approach, the integration of types of speech activity, differentiated tasks, and portfolio-based assessment enhance the richness, consistency, and culture of the student's speech. Fourthly, the implementation of the system depends on the teacher's



methodological training and cooperation with the family. In the future, it is advisable to test the system in other classes and subjects, as well as to conduct long-term observations.

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