



DEVELOPING SPEECH SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH TEXT CREATION BASED ON PICTURES

Lobar Alisherovna Yusupbayeva

Ajiniyoz Nukus State Pedagogical Institute

Primary Education Student

Abstract:

This article highlights the effectiveness of text creation based on pictures in developing the speech skills of primary school students. Picture-based assignments help expand children's imagination, enrich their vocabulary, and foster creative thinking abilities.

Keywords: Primary school, text creation based on pictures, speech development, thinking, pedagogical competence.

Introduction

The "Law on Education" of the Republic of Uzbekistan [1] and the "Concept of Native Language in Uzbek Schools" [2] introduce innovations that emphasize teacher-student collaboration in primary education, fostering independent learning, applying acquired knowledge, and enhancing speech culture.

In primary school native language lessons, students develop writing skills alongside thinking, creativity, innovation, and speech development.

Speech is a crucial social tool necessary for all aspects of human life. Through speech, individuals attain intellectual growth and find their place in society. People use language as a means of expressing their thoughts. Before verbalizing their thoughts, they first think about them internally. This is called inner speech, which is neither spoken nor written—it is a "thought-out" speech directed at oneself. External speech, on the other hand, is expressed through sounds or written symbols, intended for communication with others. While the physiological nature of both internal and external speech is the same, the difference lies in articulation—external speech involves sound production or writing, whereas internal speech occurs silently. In school, students develop both their external and internal speech



skills. They learn to read silently, comprehend materials internally, solve tasks independently, and prepare oral and written expressions of their thoughts.

Depending on the mode of expression, speech can be oral or written. Oral speech differs from written speech in the following ways: oral speech is vocalized, while written speech is represented graphically. In oral speech, auditory perception is dominant, whereas written speech relies on visual and motor (hand movement) perception. Both oral and written speech serve as communication tools, but oral speech occurs in direct interaction, while written speech can be used independently of an immediate setting or interlocutor. Oral speech is often dialogical, while written speech is typically monological. Written speech requires logical consistency, complete expression of ideas, and avoidance of redundancy, making it more complex and abstract.

Speech shapes thought, and thought, in turn, forms speech. "Speech and thinking are closely interconnected. Without speech, there is no thought; without linguistic material, thought cannot be expressed" [3].

Speech development begins in the family and continues in primary school, where students' speech is enriched, and their oral and written literacy is enhanced. One of the key methods for developing students' speech is text creation. Composing texts is a creative activity that significantly contributes to developing students' thinking. This process places great responsibility on primary school students. Initially, they practice reading sentences, creating short texts, and later learning to write compositions. Texts vary in types, including those related to linguistic phenomena, literary texts, scientific texts, and symbolic texts. Each text type has its own characteristics, and primary school teachers must systematically teach students how to work with texts.

Developing students' speech through texts begins in first grade with picture-based exercises. Teachers use textbook illustrations to ask students questions, allowing them to assess students' speech, character, behavior in group settings, and other traits. One of the simplest methods for speech development is text creation based on pictures. This process is introduced from the first grade and is integrated with writing skills. Initially, students focus on textbook illustrations, formulating one or two ideas based on their perception of the images. Some students may struggle to articulate their thoughts verbally, in which case they are encouraged to express

themselves in writing. Students who cannot speak fluently may still be able to communicate effectively through writing.

In primary school language lessons, structured exercises help develop students' text creation skills. These exercises include:

- Teaching students to create texts and use them in oral and written speech;
- Identifying effective methods for working with texts in each lesson;
- Gradually introducing different text types in a systematic manner;
- Sharing experiences and proposing recommendations for text-based learning;
- Developing reading and writing skills through text work;
- Teaching students to write structured compositions with grammatical tasks;
- Introducing descriptive elements in compositions, among other techniques.

Primary school speech development often incorporates methods such as description, storytelling, and discussion. Although these approaches do not have strict boundaries, each possesses unique characteristics [4].

When teaching students to create texts based on pictures, the teacher's pedagogical competence plays a crucial role. The teacher must ask clear, precise, and logical questions related to the image, such as:

-What do you see in the picture?



-What season do you think is depicted in the picture?

-What is the girl holding in her hand?

-What kind of birds do you think are flying in the sky?

-What holiday does this picture remind you of?

By guiding students through such questions, teachers help them form detailed and coherent narratives, fostering

both their speech and critical thinking skills.

We can construct the text as follows:

Spring has arrived. The surroundings are decorated with flowers and lush green grass. Birds are flying in the sky. The family went out for a walk. Everyone was in a festive mood.

It is important to consider that in the first grade, students are initially taught to create simple texts consisting of 4-5 sentences.



When fostering students' creative thinking through text creation based on pictures, the type of image provided plays a crucial role. For example, creating a text based on illustrations of fairy tale or cartoon characters they have seen and heard about may be easier for them. This is because they already have prior knowledge of the subject and have formed

opinions about the characters depicted in the image.

Since the tale of "Sholg'om" is already familiar to students, they can describe the picture with 6 or 7 sentences even before the teacher asks, *"What is depicted in the picture?"*

Students initially narrate the tale in a disconnected manner. Therefore, the teacher must guide them in forming a coherent and connected speech.

In conclusion, based on the ideas mentioned above, creating a text based on a picture in native language lessons not only enhances students' creative thinking skills but also helps them develop proper speech formation abilities. This method contributes to improving students' fluency and coherence in both oral and written speech.

Practical experience shows that while composing texts based on pictures, students' imagination improves, their vocabulary expands, and their logical thinking develops. Therefore, it is recommended to widely use this method in the educational process.

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