Using Coherent Speech Types to Develop the Thinking of Primary School Students

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Abstract: This article examines the effectiveness of using coherent speech types in developing the thinking of primary school students

Keywords: coherent speech, vocabulary, thinking, speech culture, perfection.

The President of the Republic of Uzbekistan, Shavkat Mirziyoyev, said in his speech about raising the younger generation as perfect individuals: "The upbringing of the younger generation has always been of important and urgent significance at all times. However, in the XXI century in which we live, this issue is indeed becoming a matter of life and death." [9] From these words of our President, we can see the serious attention being paid to the issue of raising the younger generation.

Regarding the skill of coherent speech, N. B. Adizova in her book "Methods of Teaching the Native Language" defines coherent speech as follows: "Speech that is aimed at fulfilling the need to express thoughts, representing a complete topic, constructed based on logical and grammatical rules, and divided into independent, complete, and interrelated meaningful parts is called coherent speech." [1:73] Coherent speech differs from the concept of simple speech by the fact that it represents a complete thought and is expressed concisely based on logical and grammatical rules. Additionally, it is advisable to use the genres of storytelling and texts to develop coherent speech skills in primary school students.

Increasing students' vocabulary serves to develop their oral and written speech. We consider the following methods effective for increasing the vocabulary of primary school students:

Comparing and explaining word meanings

Observing words: Observation, like comparison, is a widely used intellectual activity method. Assignments based on observation effectively influence the development of students' thinking activities.

Dividing words into significant parts based on certain characteristics: Grouping is an intellectual activity method that plays an important role in increasing children's vocabulary during native language lessons.

Independently compiling a list of words in a specific group: To enhance students' vocabulary, they can be assigned to create lists of words belonging to specific groups. [10:315]

If these methods are used to increase students' vocabulary, the results will be as expected. We believe that organizing native language lessons in which students can break down the words they write or read into meaningful parts, find synonyms, and construct sentences using antonyms will help develop their coherent speech skills.

When we look at the process of developing children's coherent speech skills from a mathematical perspective, "requiring clear expression of thoughts, consciously repeating the conditions of a problem, independently creating problems, and working on the skill of explaining the solution through questions cultivates the culture of retelling, essay writing, and discussion in students" [8:297]. The importance of mathematics in developing children's coherent speech skills is significant, as it helps develop students' skills in creating texts and retelling in native language lessons. Activities related to solving problems, especially exercises
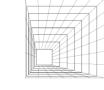
in teaching problem creation, help students' thinking systems to grow as they acquire coherent speech skills. When creating problems, students first think about expressing the content of the problem using internal speech, bring it to their imagination, and then, based on logical sequence, express the problem or story through external speech. Speech based on thinking develops coherent speech and serves to grow critical thinking and reasoning in children.

Psychologists have found that "the vocabulary of two-year-old children reaches 250-400 words, and by the time children reach seven years old, their vocabulary reaches 3000-3500 words. The vocabulary of children who are constantly in conversation with people around them reaches 285 words at the age of two and 2050 words at the age of three. As children's vocabulary increases, the semantic aspect of their speech also develops" [5:252]. During the early stages of speech development, children often mispronounce words and cannot articulate letters correctly. Over time, as their vocabulary increases and they frequently articulate words, their speech becomes more fluent. As speech processes grow, children's thinking also expands. Speech is the product of thinking.

Researchers L. P. Fedorenko and G. A. Fomicheva propose a methodologically important idea: "Teaching a child to speak means training the organs of speech with language material, facilitating the understanding of the meanings of linguistic signs, lexical and grammatical signs (training the intellect), teaching the expression of assessments of reality with the help of lexical and grammatical signs (training emotions and feelings), and helping to remember literary norms" [2:24]. Psychologists suggest that regulating a child's speech during the learning process and standardizing lexical and grammatical signs in speech processes are important. This aligns with identifying and diagnosing the child's abilities based on their inner experiences and developing their speech accordingly.

Primary school students acquire the following skills through independent practice in developing coherent speech:

1. Understanding the topic, defining its boundaries, and covering it relatively fully.
2. Subordinating the composition to the main idea. Children's work expresses certain ideas (perceiving the wonderful depiction of nature, taking pride in their happy life, loving work and hardworking people).
3. Gathering material relevant to the topic for stories and essays.
4. Organizing the material, placing it in the appropriate sequence, creating a text plan, and writing based on that plan.
5. Correctly expressing thoughts according to literary language norms.
6. Constructing texts orally and in writing, completing all preparatory work.
7. Improving the written text. [6:257]

Using the above seven types of skills in native language lessons through retelling stories and texts will develop students' coherent speech skills. This approach helps students read expressively, understand the content of texts correctly, acquire speech skills, and logically develop their thinking processes.

The study of children's speech occupies a central place in the works of the famous linguist A. N. Gvozdev. Gvozdev conducted scientific research on the methodology of developing children's speech. Over the course of his studies, he thoroughly mastered the field's knowledge and applied several of his works on speech development in practice, providing information in these works.

Gvozdev's observations on children's speech lexicon are based on seven years of continuous observation of his son's speech, recorded in diaries [4:94]. Information on this is compiled in his fundamental research on children's speech issues. Gvozdev evaluated the development of children's speech as a significant phenomenon and conducted research over many years.

Interestingly, his profession also influenced his son. Gvozdev's son studied observations on children's speech lexicon over the years and compiled his research into a book.

"Students in grades 3-4 demonstrate superiority over students in grades 1-2 in terms of the scope of reasoning, richness of evidence in their explanations. This can be attributed to their broader life experiences and relatively higher intellectual capabilities" [7:85]. Developing students' speech means instilling them with concrete skills. The initial step into school and subsequent development of speech, intellectual, and moral perspectives evolve as they progress from grade to grade, advancing morally and intellectually. Their speech activities also become more refined over time.

"The development of children's thinking and the expansion of their imagination are related to the emergence of speech" [11:348]. The development of speech processes in primary school students is crucial, as it broadens their thinking abilities and intellectual horizons. Correctly expressed speech lays the foundation for students to reach their potential and grow into a well-rounded generation.

In conclusion, the formation of coherent speech skills in primary school students results in the expansion of their intellectual output and broadens their worldviews. Properly developed speech not only reflects students' knowledge potential but also plays a significant role in their personal development.

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