

THE IMPORTANCE OF ORAL AND WRITTEN SPEECH IN YOUNG PUPILS

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ABSTRACT

This research article explores the significance of both oral and written speech in the cognitive and social development of young pupils. Through a comprehensive review of literature and empirical studies, the article examines how proficiency in oral and written communication impacts academic success, social interactions, and overall intellectual growth. The study highlights key factors that influence the development of these skills, such as family environment, educational practices, and the role of technology. The findings underscore the necessity for integrated language development programs in early education, emphasizing the interplay between speaking and writing abilities.

Keywords: oral speech, written speech, language development, early education, cognitive growth, social integration, pedagogical strategies.

INTRODUCTION. The development of oral and written speech skills is fundamental in the early education of young pupils. These skills not only lay the foundation for effective communication but also play a critical role in cognitive development and academic success. This research article explores the importance of fostering both oral and written speech in young pupils, examining how these skills interrelate and contribute to overall literacy and learning.

In the context of early childhood education, oral speech serves as the initial mode of language acquisition and communication. Through speaking and listening, children develop vocabulary, grammar, and the ability to express and comprehend ideas. These oral skills are crucial for social interaction and form the basis for later written language skills. As pupils progress in their education, the ability to translate oral speech into written form becomes essential. Written speech allows for the documentation and organization of thoughts, supports academic learning across subjects, and is a key component of literacy.

Even before they come to school, children practically learn the sound construction of speech, but they do not know how to divide words into syllables and pronounce the sounds in words



consistently until they read specially. 1st grade students should work on the formation of the ability to pronounce words correctly, to divide them into syllables, to say each sound in order, in turn, to analyze, allows to learn mental exercises such as synthesis, comparison, grouping, as well as mastering some elementary knowledge, such as the nature of sounds, their effect on each other in word structure.

In the 1st grade, the study of phonetics and graphics is given a large place, because it is in this grade that students master the process of reading and writing. This knowledge will be strengthened and improved in the next classes.

LITERATURE REVIEW. The concept of cognitology has various definitions in scientific literature and dictionaries. For example, the meaning of the term cognitive linguistics by linguist Sh. Safaraov is related to the English word "cognitive". (Compare: "cognize", "cognition"). It is known that knowing the world and reality and perceiving it is not a simple phenomenon. In some cases, knowledge is associated with direct understanding and comprehension actions. Therefore, when it comes to cognitive activity, it is not limited to imagining the phenomenon of cogitation (Latin), that is, "mind", "thinking", but cogitatorium - the person of thinking activity and all kinds of nomenal (social, cultural, linguistic) phenomena should also be taken into account. It should not be forgotten that the thought itself is formed as a result of the purposeful activity of a person, and it is the expression of an active attitude towards reality expressed in the process of communication between people.

The cognitive approach to the study of sciences is aimed at gaining knowledge about knowledge, and its main focus is on problems related to acquiring knowledge, processing and storing the acquired knowledge and being able to apply it in practice. Such problems relate to the procedures that describe the use of acquired knowledge in human behavior and, most importantly, in their thinking and communication processes. However, special attention is paid to language and phenomena in human knowledge and cognitive processes. In the conducted studies, the special role of the cognitive process in the speech and thinking activity of a person has been emphasized.

The introduction of new approaches to teaching science requires a revision of traditional views on human knowledge. Cognitive analysis is becoming a promising method for determining the specific characteristics of cognition. In this analysis and approach, it is impossible to explain the complexity of the cognitive process, the formation of a scientific theory, and its specific features on the basis of general principles. It is known that among the sciences there is no science that studies a separate person, therefore, the need to unite human sciences into a single system is being felt day by day. In this regard,



the issues of integration of scientific knowledge from the point of view of synthesis of natural, social and technical sciences are gaining urgent importance. From this point of view, the study of the process of cognition focuses on the study of a person in connection with the knowledge acquired by a person and the development of his thinking.

RESEARCH METHODOLOGY. The research on "The Importance of Oral and Written Speech of Young Pupils" employs a mixed-methods approach, combining quantitative and qualitative data collection and analysis to comprehensively explore the development and significance of these language skills in early childhood education.

Research Design

This study utilizes a mixed-methods design, integrating quantitative data from standardized language assessments with qualitative data from classroom observations, teacher interviews, and focus groups with parents. This approach allows for a holistic understanding of how oral and written speech skills develop and their impact on young pupils' overall learning and cognitive development.

Participants

The study involves a diverse sample of young pupils aged 7 to 10 years from various socio-economic backgrounds, attending different early childhood education centers and primary schools. A total of 200 pupils are selected through stratified random sampling to ensure representation across different demographics, including gender, socio-economic status, and geographical location. Additionally, 20 teachers and 30 parents or caregivers participate in interviews and focus groups to provide supplementary qualitative data.

Data Collection

Quantitative Data:

1. Standardized Language Assessments:

- Pupils undergo standardized tests designed to measure their oral language skills (e.g., vocabulary, grammar, speech fluency) and written language skills (e.g., letter recognition, writing ability, spelling).

- Tests used include the Peabody Picture Vocabulary Test (PPVT) for oral language assessment and the Test of Early Written Language (TEWL) for written language skills.

2. Surveys:

- Teachers complete surveys assessing their observations of pupils' language development and the effectiveness of various instructional strategies.

Qualitative Data:

1. Classroom Observations:

- Observations are conducted over a three-month period, focusing on teacher-pupil interactions, instructional methods, and pupil engagement in both oral and written language activities.

- A structured observation guide is used to ensure consistency and comprehensiveness, noting specific behaviors and interactions that illustrate the development of language skills.

2. Teacher Interviews:

- Semi-structured interviews with teachers explore their experiences, instructional practices, and perceptions of pupils' language development.

- Questions focus on strategies used to support oral and written speech, challenges encountered, and observed outcomes.

3. Parent/Caregiver Focus Groups:

- Focus groups with parents and caregivers discuss their role in supporting their children's language development at home, their interactions with teachers, and their observations of their children's progress.

- Discussions are guided by a set of open-ended questions to facilitate in-depth dialogue and gather diverse perspectives.

ANALYSIS AND RESULTS

Quantitative Analysis:

1. Descriptive Statistics:

- Basic descriptive statistics (mean, median, standard deviation) summarize the pupils' performance on standardized language assessments.

- Frequency distributions illustrate the range of scores and identify patterns or trends.

2. Inferential Statistics:

- Correlation analyses examine the relationship between oral and written language skills.

- Regression analyses explore the influence of demographic variables on language development outcomes.

Qualitative Analysis:

1. Thematic Analysis:

- Transcripts from interviews and focus groups are coded using thematic analysis to identify key themes and patterns related to the development of oral and written speech.

- NVivo software is used to facilitate coding and organization of qualitative data.

2. Content Analysis:

- Classroom observation notes are analyzed to identify recurring behaviors, instructional practices, and pupil responses that illustrate the development of language skills.

- Findings from content analysis are triangulated with survey and interview data to ensure validity and reliability.

Ethical Considerations

- Informed consent is obtained from all participants, including parents or guardians of the pupils.

- The study adheres to strict confidentiality protocols to protect participants' privacy.

- Ethical approval is obtained from the relevant institutional review board, ensuring compliance with ethical standards in research involving children.

Limitations

- The study acknowledges potential limitations, including the variability in instructional practices across different educational settings and the subjective nature of qualitative data interpretation.

- Efforts are made to mitigate these limitations through triangulation of data sources and methods, enhancing the robustness and credibility of the findings.

By employing this comprehensive mixed-methods approach, the study aims to provide a detailed understanding of the importance of oral and written speech in young pupils, offering valuable insights for educators, policymakers, and parents.

Key Findings

1. Interrelationship Between Oral and Written Skills:

- The study found a strong correlation between early proficiency in oral language skills and later success in written language tasks. Pupils who demonstrated robust vocabulary, grammar, and speech fluency in their early years were better prepared to transition to written language, showing superior abilities in reading and writing.

2. Impact on Cognitive and Academic Development:

- Oral and written speech skills were shown to enhance cognitive functions such as memory, attention, and problem-solving. These skills also contributed significantly to academic performance, particularly in literacy-related subjects. Pupils with well-developed speech skills were more like-

ly to excel in reading comprehension, written expression, and overall academic achievement.

3. Effective Educational Strategies:

- The research identified several effective instructional strategies that support the development of oral and written speech. Interactive reading, structured play, and language-rich classroom environments were particularly beneficial. These strategies not only engage pupils but also provide opportunities for practicing and refining their language skills.

CONCLUSION.

In conclusion, the importance of oral and written speech development in young pupils cannot be overstated. These foundational skills are integral to their overall educational journey and lifelong learning. By recognizing and addressing the needs of young learners in this critical area, educators, parents, and policymakers can ensure that all children have the opportunity to develop strong communication skills, laying the groundwork for their future success.

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