

**FACTORS FOR TEACHING PROPER PRONUNCIATION AND DEVELOPING  
SPEECH SKILLS IN PRIMARY SCHOOL PUPILS**

**Jovliyeva Laylo Panji kizi**

3rd-year student, Primary Education Department,

Termez State Pedagogical Institute

**Abstract:** This article discusses the current level of attention given to methodological recommendations and teaching aids, as well as their role in developing literacy skills among pupils and improving their knowledge, abilities, and competencies. It emphasizes the importance of mother tongue and reading lessons in enhancing students' academic performance. By thoroughly analyzing existing literature, various methods used in teaching the mother tongue and reading subjects are explored, focusing on the development of students' speech and instruction in correct pronunciation as key components of literacy formation, intellectual growth, and evaluation processes. Practical methodological recommendations are also provided on how to effectively use teaching tools during lessons.

The article presents information on what should be done to teach correct pronunciation and develop pupils' speech. In addition, new methods such as **“Find the Word from the Letters”** and **“Construct the Correct Sentence”** are introduced and examined.

**Keywords:** pupils, speech development, correct pronunciation, parents, development, teamwork, teaching methods, letters, collaborative learning, harmony in learning, sound, mother tongue, reading lessons, teacher responsibilities.

**Orthoepy:** This term originates from Greek and means “correct” and “speech.” Correct pronunciation, first of all, reflects a person's cultural maturity. In oral speech, although a sound or an affix may be pronounced differently, only one form that is accepted as the literary norm is considered correct. For example, in Uzbek dialects, the same word may be pronounced differently: *soat – sog‘at*, *boryapti – boropti*, *kelaver – kevr*, etc. In literary language norms, the second variants shown above are incorrect for classroom use. The first variants are selected as orthoepic standards.

The formation of orthoepy is based on orthography and the pronunciation of folk spoken language. Orthoepy is closely connected with orthography; however, pronunciation does not always fully coincide with writing. For instance, some sounds may be slightly pronounced, reduced, or even omitted in oral speech, or наоборот, strengthened. Sound alternation is common in natural speech. Students must be aware of these processes. Correct pronunciation plays an essential role both in language learning and in effective communication. Proper pronunciation enhances our understanding of words, sentences, and the ideas being conveyed. It also facilitates clear comprehension between speakers.

Research shows that pronunciation plays a decisive role in how listeners interpret and process spoken language. When words are pronounced correctly, listeners understand the intended meaning and context more easily. Conversely, incorrect pronunciation may lead to misunderstanding, misinterpretation, and communication breakdown. Incorrect pronunciation may significantly distort the meaning of sentences.

Correct pronunciation is taught primarily in mother tongue lessons, especially when teaching vowel and consonant sounds. Teachers must be attentive when teaching correct pronunciation. Some teachers use dialectal forms or non-standard speech, which may lead to confusion among students. A student may think: “The book writes it this way, but my teacher says it differently—which one is correct?” Some students uncritically imitate their teachers’ speech, assuming everything the teacher says is correct. Therefore, teachers must avoid such errors. A teacher must speak in such a way that not only students but also others around them can take example.

In addition, pronunciation affects fluency and speaking confidence. When students develop correct pronunciation skills, they feel more confident expressing themselves and participating in conversations. Teaching students to distinguish vowels and consonants, their usage, and reading the texts given in reading lessons fluently—without rushing, hesitation, or unnecessary pauses—helps develop their pronunciation and speech.

These processes are influenced not only by lessons and school environment but also by family and social surroundings. Family environment plays a particularly important role in the development of children’s speech. Parents should interact frequently with their children, use correct forms of words even during playful or affectionate communication, and monitor the child’s speech and pronunciation.

In developing students’ speech, it is useful to employ visual aids and various teaching methods during lessons. For example, students should recite memorized poems with proper intonation. In reading lessons, texts assigned as homework—stories, tales, or narratives—may be dramatized in groups, with roles distributed among students. This helps them practice correct pronunciation, public speaking, group cooperation, and communication skills. Besides speech development, students also learn to exchange ideas, develop independent thinking, work collaboratively, show solidarity, and respect others’ opinions.

Among the methods described above, the “Find the Word from Letters” method is particularly effective in reading and mother tongue lessons. In this method, a proverb is written on paper or on the board in a mixed or reversed letter order. Students rearrange the letters to reveal the correct proverb and write it down. For example:

“**Bikot mibil banima**”

“**Kitob bilim manbai**” (“The book is a source of knowledge”)

Giving students such tasks—proverbs written with jumbled or reversed letters—helps develop their logical thinking and analytical skills. In addition to this method, another effective strategy is the “**Build the Correct Sentence**” method. In this activity, students work in groups, whereas the previous method allowed individual work.

In the second method, the teacher selects a key term or concept related to the topic being studied and writes it on paper. The word or definition is then cut into separate fragments (individual words). Each group receives one set of these word pieces. Students read each word and collaboratively arrange them to form a correct and meaningful sentence. This method teaches learners both individual and group-based problem-solving skills, as well as cooperation and communication within the team.

**In conclusion**, in mother tongue and reading lessons—and in literacy instruction in general—developing students’ speech, improving their pronunciation, and teaching them to think independently are essential goals. These skills contribute to nurturing an intelligent, thoughtful, broad-minded, independent, and talented individual who meets the demands of today’s rapidly developing society.

Considering students’ individual, psychological, and age characteristics and organizing the educational process accordingly is one of the teacher’s most important responsibilities.

### References

1. Hamroyev M., Muhammadëva D., Shodmonqulova D., G‘ulomova X., Yo‘ldosheva Sh. *Ona tili* (Textbook). Tashkent: TDPU, 2008.
2. Saidvoqqosova U. *Methods of Developing Students’ Speech* (Article). NamSU, 2022.
3. <https://uz.wikipedia.org>
4. <https://arxiv.uz>