



DEVELOPING ORAL AND WRITTEN SPEECH IN PRIMARY SCHOOL STUDENTS THROUGH STORYTELLING

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Abstract: This article explores the role, content, and practical outcomes of using storytelling as a method to enhance the oral and written speech of primary school students. Oral and written speech are fundamental aspects of communication, critical thinking, expression, and creative engagement. The paper emphasizes the necessity of considering the students' age, psychological characteristics, and individual abilities when implementing storytelling activities to develop their speech skills.

Keywords: Oral speech, written speech, storytelling, primary education, creative thinking, communication skills, speech activities

Introduction

In primary education, the development of students' speech is crucial for their success in subsequent educational stages, social integration, and the ability to express thoughts clearly. Oral and written speech serve as primary tools for students to articulate their ideas logically, grammatically, and stylistically correctly. Storytelling exercises, in particular, enhance children's imagination, memory retention, observational skills, and their ability to express thoughts coherently. Contemporary pedagogical approaches aim to cultivate children not only as listeners but also as active creators, with a strong focus on developing oral and written speech.

Role of storytelling in developing oral speech

Oral speech is a child's primary means of communication with the external world. Through storytelling exercises, primary school students learn to reflect on their lives, emotions, and observations. These activities develop the following skills:

- Expressing thoughts in logical sequence
- Understanding cause-and-effect relationships
- Maintaining coherence and clarity in speech
- Describing events they have heard or seen

In lessons, students are encouraged to create oral stories based on images, given words, or by continuing a partially told story. For example, the "Create a Story from a Picture" exercise enhances their observation skills, expressiveness, and vocabulary.

Developing written speech and creative thinking

Written speech involves articulating thoughts in written form, requiring coherence, grammatical accuracy, and stylistic clarity. Writing stories allows students to independently structure their ideas, develop compositions, and create characters. Such activities foster creative writing skills.

Effective methods for developing written storytelling include:

- Writing stories based on a set of words
- Constructing narratives from a sequence of images
- Completing unfinished stories (creative endings)
- Writing letters to characters to express thoughts

These methods help students not only write grammatically correct texts but also develop artistic

thinking, figurative expression, and appropriate style, thereby enhancing their reading, memory, structural thinking, and analytical skills.

Differentiated approach in storytelling

Not all students assimilate oral and written speech at the same pace or level. Therefore, storytelling exercises should consider individual needs, knowledge levels, and vocabulary. For instance, some students may find it easier to create stories from images, while others might prefer using a set of words. This approach enhances students' independent thinking, self-confidence, and creativity.

Utilizing modern technologies

The storytelling process should not be limited to traditional methods. Interactive boards, slides, audio stories, and animated videos can motivate students to engage in storytelling. For example, showing a short video and asking students to continue the story encourages their imagination and verbal expression skills. Additionally, sharing and discussing students' stories in groups fosters social communication skills, listening culture, and critical thinking abilities.

Storytelling exercises can be organized in various formats: using images, word collections, continuing a narrative, or starting from given opening sentences. Especially in working with young students, visual materials such as pictures, pictograms, comics, and cartoon frames are highly effective. These tools stimulate children's imagination, encourage active thinking, help them understand real-life events, and express their personal responses. Storytelling also provides a means for expressing emotional states. Students can include small events from their own lives, enrich them creatively, and apply new vocabulary they've learned.

Storytelling is not limited to language classes; it can be integrated with other subjects. For instance, in science lessons, students can write a story about a natural observation, or in math, they can create a narrative based on objects they count. This interdisciplinary approach fosters independent thinking across various domains and develops analytical and deductive reasoning skills. Storytelling activities also contribute to students' communication culture, teaching them to listen respectfully and value others' opinions.

The teacher's role in this process is crucial. Rather than directly instructing students, teachers should guide them through questions, prompting thoughts, and giving motivational feedback to encourage independent language activity. Since speech development levels vary among students, the teacher must design personalized tasks based on each student's potential. This allows every child to express themselves freely, experience success, and enjoy the learning process.

It is also important to integrate storytelling with modern technology. Using multimedia tools, audio stories, animation, or short clips can significantly increase student motivation. Visual and auditory stimuli activate students' attention, memory, and imagination. Students can write stories based on short videos or retell stories after listening to them. This joint development of oral and auditory skills contributes to overall language competence.

Oral speech is a child's primary tool for interacting with the outside world. In primary school, storytelling tasks help students articulate their experiences, emotions, and observations. These activities cultivate essential speech competencies, such as expressing thoughts in logical order, understanding cause-effect relationships, ensuring coherence and clarity in speech, and confidently retelling seen or heard events. Through storytelling, students develop active vocabulary, sentence construction skills, and verbal fluency. In classroom practice, students are encouraged to compose stories based on different techniques such as describing a picture or sequence of images, composing a story using a set of key words, completing a narrative based on a given beginning or ending, and participating in oral chain storytelling where students take turns adding to the story. These approaches not only support the development of speech but also encourage listening, imagination, and interactive thinking. Teachers enhance this process by using guiding questions, modeling fluent and expressive speech, and giving constructive feedback to deepen the narrative.

Written speech, in contrast, requires organizing thoughts into a grammatically accurate and stylistically appropriate text. Story writing trains students in composition structure, grammar,

narrative flow, and creativity. Effective storytelling tasks in writing include developing a narrative around a few given concepts, imagining and writing a sequence of events from visuals, writing the conclusion of a half-written story, and composing diary entries or letters from a character's perspective. To improve structure and creativity, students are often introduced to the five-part story model: introduction, problem, development, climax, and conclusion. Graphic organizers such as story maps and sequencing charts are used to support the planning and writing process, especially for younger or less experienced learners. These tools help learners maintain coherence and achieve deeper engagement with their writing.

At the final stage, students' stories are shared in class, discussed, and praised for their strengths. This builds confidence, boosts social and speech activity, and reveals each student's worldview, inner thoughts, creativity, and individuality. Thus, storytelling is not only a method of language learning, but a powerful tool for holistic child development.

Conclusion

In primary education, developing oral and written speech is vital for enhancing students' thinking, communication, independent learning, and creativity. Storytelling exercises enable students to express their oral speech clearly, coherently, and meaningfully, while written storytelling allows them to independently and artistically articulate their thoughts. It is essential to organize activities based on a differentiated approach, considering each student's individual capabilities. Purposeful use of modern technologies, along with playful and creative methods, makes this process more effective and engaging.

References

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