



METHODOLOGY FOR DEVELOPING ORAL SPEECH SKILLS OF PRIMARY SCHOOL STUDENTS THROUGH A VARIABLE APPROACH

Baltabaeva Bibinaz Moyatdinovna

Doctoral student in specialty 13.00.02 - Theory and Methodology of Education
and Upbringing (Primary Education), Nukus State Pedagogical Institute
<https://doi.org/10.5281/zenodo.17174032>

Abstract. This article explores the methodology of developing oral speech skills of primary school students through a variable approach, with specific reference to schools where instruction is conducted in the Karakalpak language. Since oral communication serves as the foundation for both academic success and social development, it is essential to design teaching strategies that combine cultural relevance, gradual progression, and communicative authenticity. Therefore, the study highlights theoretical underpinnings such as sociocultural theory, communicative competence, and task-based learning, while also proposing practical techniques including storytelling, role play, group discussions, and daily micro-routines.

Keywords: oral speech skills; variable approach; primary school students; communicative competence; Karakalpak language; mother-tongue education; formative assessment; task-based learning; cultural relevance; multilingual education

Oral speech plays a central role in the holistic development of primary school students, since it not only serves as a tool of communication but also supports thinking, socialization, and learning in other subjects. Therefore, when considering how best to foster oral skills, it becomes evident that teachers need a methodology that is flexible, engaging, and culturally responsive. In this regard, the variable approach, which involves diversifying communicative contexts, interactional formats, and task types, proves highly effective, particularly in schools where instruction is conducted in the Karakalpak language. Indeed, because Karakalpak children grow up in a multilingual environment where Uzbek, Russian, and increasingly English are present, the development of strong oral skills in their mother tongue forms the basis for both academic success and later multilingual competence.

In order to understand why the variable approach is so valuable, it is useful to turn to theoretical foundations. On the one hand, sociocultural theory highlights that language develops in interaction, and thus children learn to speak by engaging in meaningful dialogues supported by teachers and peers. On the other hand, the communicative competence framework emphasizes that knowing a language goes beyond grammar, since learners must also master

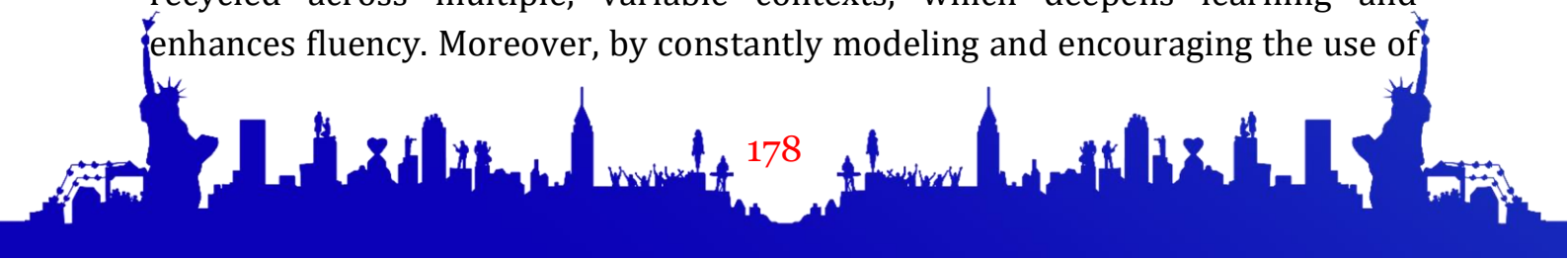




fluency, appropriateness, and interactional strategies. Moreover, task-based learning theory shows that children acquire oral proficiency more quickly when they are given opportunities to complete authentic communicative tasks rather than merely repeating isolated words. In addition, research on mother-tongue-based education underlines that primary students progress most effectively when the language of instruction is their first language, which in Karakalpak schools means strengthening Karakalpak oral skills before shifting focus to additional languages. Consequently, the variable approach, which combines interaction, communicative practice, authentic tasks, and cultural relevance, aligns perfectly with these theoretical insights [5, 876-880].

Because the methodology is rooted in such principles, its practical realization must follow a set of pedagogical guidelines. First of all, lessons should gradually increase in complexity, so that children start with simple repetition and progress towards storytelling, group discussions, and presentations. At the same time, teachers must vary the communicative context by encouraging dialogue, role play, debates, and cooperative tasks, thereby exposing learners to different forms of speech. Furthermore, it is essential to integrate cultural content, for instance by using Karakalpak folklore, poems, and everyday scenarios, since this both motivates students and connects learning with their identity. Additionally, scaffolding should be provided through prompts, visual support, and sentence frames, while over time this support should be reduced in order to foster independence. Likewise, oral work should be linked with listening, reading, and writing so that skills reinforce one another rather than develop in isolation. Finally, continuous formative feedback should guide learners, which means praising achievements while also suggesting concrete improvements. As a result, the variable approach creates a dynamic environment where oral speech development is both systematic and engaging [1, 121-147].

When applying this approach in the classroom, teachers can design activities that naturally flow into one another. For example, a lesson may begin with short question-answer routines where pupils ask each other about their daily routines; then, using the answers, they can form a simple narrative in small groups; afterwards, pairs can role play a market situation in which they use some of the same vocabulary; and finally, the whole class can discuss what choices they made and why. In this way, the same vocabulary and grammar are recycled across multiple, variable contexts, which deepens learning and enhances fluency. Moreover, by constantly modeling and encouraging the use of



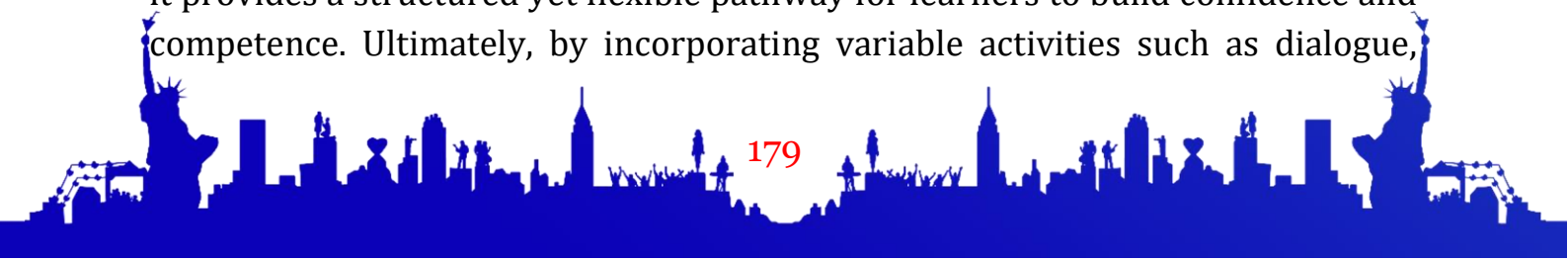


linking words such as first, then, afterwards, however, therefore, and in conclusion, teachers help students structure their speech coherently. Thus, oral practice becomes more than mechanical repetition; rather, it evolves into authentic communication shaped by real contexts [4, 110-118].

Because learning without assessment is incomplete, the methodology also integrates formative evaluation into everyday practice. Instead of treating assessment as a separate activity, teachers can observe children during tasks and record notes on fluency, coherence, and pronunciation. In addition, students can be encouraged to give each other feedback, which both develops metacognitive awareness and builds confidence. Self-reflection, too, plays a role, as learners can be guided to think about what they did well and what they could improve next time. By combining observation, peer feedback, and self-assessment, teachers obtain a full picture of each child's oral development and can plan subsequent lessons accordingly.

Nevertheless, while the approach has clear benefits, challenges inevitably arise. For instance, large classes may make it difficult to give every child enough speaking time; however, pair and group work allow many voices to be heard simultaneously. Similarly, limited instructional time may restrict practice, yet incorporating short daily routines such as five-minute partner conversations ensures regular exposure. Another challenge is teacher readiness, since not all educators may be familiar with interactive methods; therefore, professional development and peer observation are necessary to build capacity. Moreover, in a multilingual society, parents and policymakers sometimes worry about balancing Karakalpak with Uzbek and Russian; nonetheless, evidence shows that strengthening the mother tongue first actually accelerates later bilingual or multilingual learning. Consequently, the variable approach not only addresses oral skill development but also contributes to language policy goals and social cohesion.

In conclusion, developing oral speech skills of primary school students through a variable approach represents a comprehensive and effective methodology, especially in schools where Karakalpak is the language of instruction. Because it draws on sociocultural theory, communicative competence, and task-based learning, it ensures that children are engaged in authentic, meaningful communication. Moreover, because it emphasizes gradual complexity, cultural relevance, scaffolding, integration, and formative feedback, it provides a structured yet flexible pathway for learners to build confidence and competence. Ultimately, by incorporating variable activities such as dialogue,





storytelling, role play, and group discussion, and by embedding assessment and reflection into the process, teachers can ensure that oral speech skills are developed systematically. Therefore, the variable approach should be regarded not merely as a teaching technique but as a guiding philosophy that equips young learners with the communicative abilities they need for academic achievement, cultural preservation, and lifelong participation in a multilingual world.

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