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PEDAGOGICAL-PSYCHOLOGICAL METHODOLOGY OF DEVELOPING SPEECH ABILITY AND ATTENTION IN PRIMARY SCHOOL STUDENTS

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Abstract: This article aims to identify the specifics of communication between primary school students and adults and their peers, analyze its impact on their psychological and social development, and develop effective communication methods. The study also highlights how to develop children's communication skills and the role of parents and teachers in this process.

Keywords: Speech ability, attention formation, attention, attention stability, methods, developmental technologies.

Introduction

Today, the education system worldwide aims to develop individuals as well-rounded, creative thinkers with fully formed personalities. Specifically, it focuses on enabling primary school students to express their thoughts fluently, consistently, and with correct grammar. The relevance of this article lies in the fact that students' literacy levels and speech abilities are currently declining. This is attributed to children's excessive immersion in information and communication technology tools and the lack of interpersonal communication within families.

Statistical data on speech and language development: Speech and language abilities are crucial during childhood for children to express their thoughts, communicate with others, and be prepared for learning. Approximately 2.3% to 19% of children exhibit signs of delayed speech or language development (speech delay or language delay indicators), as identified in studies conducted during early childhood and school enrollment periods. According to one study, approximately 1 in 5 children (20%) have not sufficiently developed their language skills upon entering primary school, and their language abilities reduce their readiness for learning. Differences in children's speech development are quite significant, with some experiencing delays at the initial stages of speech acquisition.

These statistics indicate that the formation of speech ability begins before school enrollment, making it essential for educators and parents to devote attention to speech development.

Attention Formation and Its Importance in Education: The Relevance of Pedagogical-Psychological Methodology

The procedures for developing speech and attention are recognized worldwide. Early intervention and supporting early language environments are considered essential, as insufficient language ability negatively affects subsequent academic outcomes.

Main Body

The independence of our republic has had a positive impact on the development of the Uzbek language, which serves to express the essence of independence and improve native language education at all levels of the education system. Developing children's speech in preschool education essentially means teaching them their native language in practice. "Theory and

Technologies of Developing Children's Speech" as a pedagogical science developed within the field of pedagogy until the 1920s, then emerged as an independent discipline. "Theory and Technologies of Developing Children's Speech" as a pedagogical science, in preparing specialists who have thoroughly mastered children's speech development in preschool education, ensures the implementation of the "Ilk qadam" (First Step) foundational curriculum created through scientific research into the educational process and provides a balance between theoretical and practical aspects of knowledge and skills formation.

The content of the methodology for developing children's speech involves developing children's oral speech in preschool education, teaching children verbal communication and interaction with adults and peers. During the preschool education period, children should possess a vocabulary of 2,000–3,000 words, be able to use them productively, explain their understanding, retell what they have seen and remembered, compose meaningful stories based on pictures, and narrate them. The methodology teaches composing stories using key words. Additionally, it ensures the development of practical intelligence, including speech expressiveness, correct and clear pronunciation of speech sounds, proper use of grammatical forms of the language in speech, listening to and understanding literary works, remembering necessary parts and retelling them, distinguishing characters' speech in works, and figurative narration.

In psychology, word meaning is also defined as a generalization or concept. "Word meaning, from a psychological perspective, is precisely the generalized concept itself. We have the right to consider word meaning as a phenomenon of thought" (L.S. Vygotsky). Therefore, the process of vocabulary acquisition is inextricably linked with concepts and possesses the following distinctive characteristics:

Characteristic I – the content of children's vocabulary. Due to visual-active and figurative thinking, a child assimilates objects, phenomena, qualities, properties, and relationships that are visually presented or accessible for their activities, which are broadly reflected in children's vocabulary. The absence or distortion of meaning of words denoting relatively abstract concepts in a preschool-age child's vocabulary is also explained by this.

Characteristic II – gradual mastery of word meaning and content-essence. Since concept-based thinking has not yet been formed in a preschool-age child, the meanings of words they have acquired may not be comprehensible at a certain age stage.

Developing speech abilities in primary grades is currently viewed as an urgent issue. Communication ability helps children freely express their thoughts, listen to others, work collaboratively, and establish proper social relationships. To achieve this, the following activities need to be organized:

Group and pair work – through group work, students exchange ideas, learn to listen, and express their thoughts without fear.

Role-playing games – by staging various life situations, children learn communication culture and artistic speech.

Question and answer sessions – simple questions teach students to justify their thoughts, listen to others' opinions, and conduct civilized discussions.

From a psychological perspective, the communication ability of primary school students is related to the child's personal development, emotional state, and social experience. Children at this age learn to express their thoughts, manage their emotions, and understand others through communication with adults and peers.

Psychological foundations: First, creating a trustworthy environment – students actively communicate in places where they feel free. Positive reinforcement – praise and support increase a

child's self-confidence. Active listening skills – attentively listening to the interlocutor and trying to understand their thoughts is the foundation of effective communication. Developing emotional intelligence – understanding and managing emotions helps children establish healthy social relationships.

Psychological Methods for Developing Communication:

Psychological trainings – communicative skills are formed through acquaintance exercises, communication games, and team assignments.

Role-playing games – develop free thinking, emotional expression, and adaptation to social situations in children.

Fairy tale therapy – positive communication skills and moral behavior are formed through the example of fairy tale characters.

Art therapy – drawing, music, and creative activities help children freely express their emotions.

The educational process organized on a psychological approach effectively develops the communication abilities of primary school students. The support of teachers and parents, a positive psychological environment, and modern pedagogical methods serve to shape the child as a free, active, and cultured communicator.

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