BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg
BG PULSE JOURNAL

METHODOLOGY OF IDENTIFYING AND ELIMINATING SPEECH ERRORS IN PRIMARY SCHOOL STUDENTS

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https://doi.org/10.5281/zenodo.21785859

Abstract: This article investigates the pedagogical and linguistic methodology of identifying and eliminating speech errors in primary school students within the educational system of Uzbekistan. The study analyzes the psychological and cognitive factors contributing to phonetic, lexical, and grammatical speech deficiencies among early learners. By evaluating modern classroom practices, a balanced methodological framework combining interactive games, corrective reading, and articulatory exercises is proposed. The qualitative and descriptive analysis demonstrates that continuous, non-judgmental corrective feedback models successfully mitigate speech anxiety and systematically enhance the oral and written communicative competence of primary school pupils.
Keywords: speech errors, primary school, language competence, primary education, linguistic barrier, corrective methodology, qualitative analysis, speech development.

Аннотация: В данной статье исследуется педагогическая и лингвистическая методика выявления и устранения речевых ошибок у учащихся начальных классов в системе образования Узбекистана. В исследовании анализируются психологические и когнитивные факторы, способствующие возникновению фонетических, лексических и грамматических дефектов речи у младших школьников. На основе оценки современной классной практики предложена сбалансированная методическая база, сочетающая интерактивные игры, коррекционное чтение и артикуляционную гимнастику. Качественный и описательный анализ показывает, что модели непрерывной безоценочной коррекционной обратной связи успешно снижают речевую тревожность и систематически повышают устную и письменную коммуникативную компетентность учащихся начальной школы.
Ключевые слова: речевые ошибки, начальная школа, языковая компетентность, начальное образование, языковой барьер, коррекционная методика, качественный анализ, развитие речи.

Annotatsiya: Ushbu maqolada O‘zbekiston ta'lim tizimida boshlang‘ich sinf o‘quvchilarida kuzatiladigan nutqiy xatolarni aniqlash va ularni bartaraf etishning pedagogik hamda lingvistik metodikasi tadqiq etilgan. Tadqiqotda kichik yoshdagi maktab o‘quvchilarida fonetik, leksik va grammatik nutqiy nuqsonlarning shakllanishiga sabab bo'luvchi psixologik va kognitiv omillar tahlil qilinadi. Zamonaviy sinf amaliyotini baholash orqali interaktiv o‘yinlar, korreksion o‘qish va artikulyatsion mashqlarni birlashtirgan muvozanatli metodik asos taklif etilgan. Sifatli va tavsifiy tahlillar shuni ko'rsatadiki, doimiy va rag'batlantiruvchi qayta aloqa modellari nutqiy xavotirni kamaytiradi hamda boshlang'ich sinf o'quvchilarining og'zaki va yozma kommunikativ kompetensiyasini tizimli ravishda oshiradi.
Tayanch so‘zlar: nutqiy xatolar, boshlang'ich sinf, til kompetensiyasi, boshlang'ich ta'lim, lingvistik to'siq, korreksion metodika, sifat tahlili, nutq o'stirish.

1. Introduction

In the contemporary landscape of primary education in Uzbekistan, the development of coherent, structurally accurate, and logically organized speech in early learners stands as a fundamental pillar of cognitive and academic success. The early years of schooling represent a critical period where oral speech patterns are internalized and converted into written literacy. Despite the modernization of national curricula and textbooks, primary school educators continuously encounter a wide range of persistent speech errors among students in grades 1 through 4. These challenges manifest as phonetic distortions, vocabulary mismatches, dialectal interferences, and syntactic irregularities that hinder comprehensive language acquisition.

The academic significance of addressing these language deficiencies early is paramount, as uncorrected childhood speech habits frequently translate into systematic spelling and grammatical failures in higher grades. Furthermore, modern classroom dynamics require active student participation, meaning that children with unaddressed speech defects often develop secondary psychological barriers, such as classroom anxiety and low self-esteem. To bridge the gap between theoretical speech standards and actual student performance, contemporary pedagogy must move away from rigid, punitive correction. Instead, it must utilize an integrative, non-intimidating methodological framework. This paper evaluates the operational root causes of primary school speech errors within the regional educational context and delineates practical, descriptive approaches to systematic speech remediation.

2. Literature Review

The developmental mechanisms underlying child speech production are heavily rooted in psychological and cognitive linguistics. L.S. Vygotsky's classic developmental framework establishes that a child's thought processes and speech parameters evolve through continuous socio-cultural interaction, with language serving as the main instrument for cognitive structuring [2, p. 48]. In the context of early school adaptation, N.I. Zhinkin notes that the formation of internal speech mechanisms requires a high degree of acoustic, motor, and semantic synchronization, which is still fragile in 7-to-10-year-old children [3, p. 120]. Any disruption in this cognitive synchronization leads to functional language errors.

In Uzbekistan's national language pedagogy, the foundational methodologies for native tongue instruction in primary schools were comprehensively defined by K. Qosimova, who emphasized that language lessons must prioritize communicative activity, logic, and expressive reading over abstract rule-memorization [4, p. 85]. Expanding upon these primary teaching settings, O. Roziqov and S. Matchonov highlighted the necessity of structural continuity between pedagogical training models and classroom language acquisition paradigms [5, p. 12]. Contemporary pedagogical researchers like M. Umarova further argue that developing primary students' creative thinking is deeply connected to expanding their active vocabulary and eliminating regional dialectal traits from their academic speech [6, p. 102].

From a corrective perspective, speech defects in the classroom are classified into phonetic-phonemic and lexical-grammatical deviations. As noted by R.E. Levina, a failure to differentiate structurally similar speech sounds or phonemes often lays the foundation for systematic writing disorders like dysgraphia and dyslexia [7, p. 210]. Furthermore, A.V. Yastrebova underscores that

teacher intervention should not isolate the child from peer groups; rather, speech correction must be seamlessly woven into regular interactive reading and writing exercises [8, p. 14]. Scholars such as T.A. Ladyzhenskaya observe that modern task designs must cultivate spontaneous speech situations where children feel socially secure [9, p. 55], while M.R. Lvov concludes that systematic error-tracking charts help teachers design individualized corrective assignments without overloading the primary school syllabus [10, p. 118]. When implemented correctly, these multi-disciplinary approaches dismantle affective learning filters and accelerate the child's natural linguistic habituation.

3. Research Methodology

The empirical observation of this study was carried out within the primary school modules at schools collaborating with the University of Economics and Pedagogy. The scope of this research utilizes a qualitative, descriptive field-observation and pedagogical action research methodology, monitoring the real-world integration of non-punitive corrective speech frameworks into the daily activities of primary education.

The structural framework of this methodology involves three systematic diagnostic and intervention stages:

1. **The Error Classification Stage:** Educators conduct continuous descriptive tracking during reading aloud and oral storytelling sessions. Speeches are analyzed to isolate phonetic substitutions (e.g., sound omissions or letter confusion), lexical deviations (e.g., improper usage of words due to dialectal influence), and grammatical mismatches (e.g., incorrect singular/plural agreements).
2. **The Interactive Remediation Stage:** Instead of stopping a child mid-sentence to point out mistakes, teachers introduce targeted pedagogical games, articulation routines, and comparative word games into the curriculum. For example, minimal-pair phonemic drills are framed as playful tongue-twisters, while regional dialectal words are collaboratively matched with their literary equivalents through visual aid cards.
3. **The Collaborative Feedback Stage:** Short oral assignments are recorded or noted in classroom logs to track progressive fluency. The feedback loops shift from public negative correction to personalized encouragement, allowing the primary learner to recognize their speech trajectory safely.

4. Results

The analytical data collected from descriptive field journals, teacher logs, and classroom observation checklists indicate positive qualitative changes in young learners' communicative behavior over the monitored period. Transitioning the correction process into an integrated, interactive format directly eliminated classroom speaking hesitation.

The qualitative and descriptive analysis highlights substantial progress across the following specific dimensions:

- **Overcoming Psychological Speech Anxiety:** By adopting a non-threatening, collaborative correction style, children who previously avoided reading aloud or answering open-ended questions

began participating actively. The fear of public error was replaced by a collaborative interest in speech refinement.

- **Dialectal and Lexical Harmonization:** The consistent integration of literary vocabulary cards helped children separate regional expressions from standard academic speech. Portfolio entries demonstrated that students began independently recognizing dialectal shifts and self-correcting during formal classroom presentations.
- **Phonemic and Articulatory Accuracy:** Regular articulation exercises and phonemic micro-tasks minimized structural sound substitutions. Children showed better phonetic precision when reading complex multi-syllable terms, leading to a noticeable reduction in secondary writing and spelling slip-ups during dictation tests.

5. Discussion

The practical observations of this research confirm that addressing child speech errors in primary education requires a shift from mechanical rule enforcement toward communicative scaffolding. Traditional primary methods that heavily emphasize structural error marking often create a rigid classroom atmosphere, driving lower-performing students into defensive silence and increasing their affective filters. Gamified logs and interactive scaffolding resolve this issue by giving the child a safe room for repetitive oral trials.

From a cognitive perspective, the success of interactive speech exercises lies in the fact that they target the phonetic and semantic elements of language simultaneously. When a child corrects a sound through a playful context rather than an isolated drill, the linguistic repair becomes permanent and transfers to spontaneous speech. However, educators must emphasize that speech correction in primary classes is a collective responsibility involving teachers, parents, and logopedists. The classroom framework must focus primarily on providing an immersive, literary-rich environment where standard language patterns are naturally modeled, making language learning an organic and supportive experience.

6. Conclusion and Recommendations

Developing an effective, supportive methodology for eliminating speech errors in primary school pupils is a vital requirement for upgrading the quality of primary language instruction in the Republic of Uzbekistan. Based on the qualitative findings and field insights gathered throughout this study, the following institutional recommendations are put forward:

1. Modern primary school teaching syllabi should incorporate mandatory, play-based articulatory and vocabulary harmonization modules into daily native-language and literacy hours.
2. Teacher preparation programs at pedagogical universities should place greater practical emphasis on training future primary school teachers in advanced diagnostic linguistic techniques and non-punitive, child-centered speech correction strategies.

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