

**SPECIFIC FEATURES OF THE FORMATION OF WRITTEN SPEECH SKILLS IN  
PRIMARY STUDENTS**

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**Abstract:** This article analyzes the process of formation of written speech skills in primary school students and its psychological and pedagogical characteristics. Written speech is an important type of speech activity that forms children's thinking, ability to communicate, and the ability to express thoughts in written form. The article covers the stages of development of written speech skills, factors influencing this process, methodological approaches, and the role of the teacher. The main problems in teaching written speech and ways to overcome them are also considered. The results of the study will serve to develop effective strategies aimed at the formation of written speech at this age.

**Keywords:** primary school, written speech, speech skills, psychological and pedagogical characteristics, writing skills, student development, teaching methodology, primary education, literacy, communication competence.

As noted above, effective mastery of written speech skills requires the sufficient formation of a certain set of functions (functional basis).

Often, a normally developing student is mentally and intellectually ready to master written speech and, in particular, reading. Such a student has well-developed phonemic hearing and visual perception, and his oral speech is sufficiently formed. He is able to perform analysis and synthesis operations at the level of perception of objects and phenomena in the surrounding world.

The readiness of the reader to master the sensorimotor and psychic aspects of written speech creates the conditions for quick and easy mastery of the operations underlying reading skills.

Usually, first-graders of a general education school, whose speech is normally developed, without any difficulty switch from reading by letter to reading by syllable, which, in turn, has a great impact on the rapid formation of reading skills and understanding the meaning of words. At the same time, at this stage, students begin to form assumptions in the process of reading based on the content of the text. Speech-action patterns that arise during education are associated with this or that word, as a result, students try to read the syllable, understand the whole word, and pronounce it. The tendency to make assumptions based on the content indicates a new, higher level of understanding of the read text <sup>1</sup>.

INSadovnikova notes that a number of ontogenetic factors influence the formation of written speech <sup>2</sup>:

- Formation of oral speech mechanisms, since written speech uses ready-made oral speech mechanisms;

<sup>1</sup> Povalyaeva M. Child psychology and pedagogy. Prophylaxis and correction of written disorder: kachestvo obrazovaniya/ M. Povalyaeva - M.: Phoenix. 2006.

<sup>2</sup>Sadovnikova I.N. Narusheniya pismennoy rechi i ix preodolenie u mladshikh shkolnikov. - M.: Vlado , 2007

- The evolution of spatial differentiation, since the reading process involves replacing the spatial sequence of graphic symbols with a temporal sequence of sound complexes, while the writing process requires changing the sequence of sounds at the stage of temporal realization into a spatial sequence of graphic symbols.

The sensorimotor basis of the student's psychic development is the coordination that occurs between the eye and the hand, hearing and voice (A. Vallon,) . The formation of speech functions in ontogenesis <sup>3</sup>occurs on the basis of certain laws that determine the sequence and interdependence of all aspects of the speech system .

Auditory, visual and motor analyzers are arranged in pairs. B.G. Ananov noted that the presence of receptors in pairs, symmetry in the structure and location of the analyzers is of great importance for the organism's functioning in the surrounding world <sup>4</sup>. It is known that the left hemisphere of the brain controls the right side of the body, while the right hemisphere controls the left side of the body.

Differentiation of spatial relationships by a person occurs through the perception of his own body. The process of formation of a scheme of his own body in a student is associated with the development of the differentiating work of the cerebral cortex. Vision and manual palpation become the main means of studying spatial relationships and signs between objects in the external world. With the separation of the leading hand, manual palpation occurs under conditions of functional inequality. The emergence of functional asymmetry in the work of the analyzer system in the process of ontogenetic development indicates that the normal activity of both hemispheres is normal, and one hemisphere has a dominant role. The process of differentiation of his own body is completed when the student reaches 3-4 years of age. The morphological asymmetry of the speech zones of the cerebral cortex located in the dominant hemisphere complicates the problem of the interaction of paired analyzers that perform the functions of oral and written speech, while the formation of conditioned reflex connections of the second signaling system relies on sensorimotor coordination at the level of the first signaling system, where the formation of conditional reflex connections is not completed.

In theory, the formation of speech functions occurs on the basis of certain laws that determine the interconnection and sequence of all aspects of the speech system (phonetic aspect, lexical reserve, and grammatical structure).

The work of such researchers as A.N. Vozdev, N.X. Shvachkin, N.I. Krasnogorsky, V.I. Belchukov, A. Vallon is devoted to the study of the functional relationships of speech-motor and speech-auditory analyzers in the process of oral speech formation <sup>5</sup>. In schoolchildren, the function of the auditory analyzer is formed earlier than the function of the speech-motor analyzer: before sounds appear in speech, they must be differentiated by hearing. In the first months of a schoolchild's life, sound arises on the basis of involuntary articulation, movements of the articulatory apparatus. Later, the relationship between sound and articulation changes, and articulation arises voluntarily, corresponding to the expression of sound.

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<sup>3</sup> A. Ballon . "Psikhicheskoe razvitie rebenka" izdatelstvo "Prosveshchenie" Moscow. 2003

<sup>4</sup> B. Ananov . "Teoriya oshchushcheniy" Izdatelstvo "Peter". 2010

<sup>5</sup> Akhutina T.V. Neuropsychological approach to the diagnosis of difficult training // Problemy special psychology and psychodiagnostic treatment - M.: Izd-vo Min. obshchego i prof. obrazovaniya RF, 2008

The speech of others serves as pronunciation images for the student, but at a certain stage of speech development, the student cannot articulate some sounds. In this case, he is forced to replace this sound with an articulatory sound that is close to him and that he can pronounce. Often, this replacement is significantly different from the image being heard, which in turn serves as a reason for the search for the perfect articulatory cadence. Although auditory perception plays a leading role in this process, the path to the desired sound allows the development of the speech-motor analyzer. Until the phonemic side of speech is formed, the auditory analyzer acquires functional independence. The operations of distinguishing and pronouncing speech sounds are placed on one level of complexity.

According to R. Levin, the formation of oral speech involves the integral accumulation of experience in the areas of sound generalization and morphological analysis. The better these aspects of speech development are developed, the more prepared the student will be for mastering written speech <sup>6</sup>.

The level of development of all aspects of speech is of great importance in the formation of written speech.

In the acts of reading and writing, the spatial sequence of graphic symbols and the temporal sequence of sound complexes are transformed. The temporal and spatial aspects of speech perception and expression are closely related <sup>7</sup>.

According to A.N. Kornev, at the initial stages of learning to read using the analytical-synthetic method, the decoding process includes several operations: determining letter-sound correspondence, adding syllables to the pronunciation, and forming the sound expression of the whole word. The main difficulties are observed in the implementation of the second and third operations, and the effective implementation of the second operation ensures the proper implementation of the third operation <sup>8</sup>.

TG Yegorova divides the development of reading skills into four stages <sup>9</sup>:

A) Mastering sound-letter representation: At this stage, students gain an idea of phonemes, learn to divide syllables and words into sounds. They begin to associate the sound extracted from oral speech with its optical symbol - a letter. Comprehension of what is read occurs separately from the process of perception, and the visual image of the word does not cause associations with its meaning.

B) Reading in syllables: At this stage, students have no difficulty combining sounds into syllables, syllables become parts of a word, but a disconnect remains between perceiving and understanding the word as a whole.

V) The stage of emergence of synthetic methods of reading: At this stage, students begin to recognize simple words as a whole, not by syllables, but on the basis of phonemes and graphemes, which serve as a basis for hearing and vision, but the word order has not yet become an optically typical image. The student reads structurally complex and unfamiliar words by syllables.

S) Synthetic reading stage: Since there is no disconnect between visual perception and word meaning comprehension, the reading process is not difficult. The main focus is on

<sup>6</sup>Levina R.E. Narushenie chteniya i pisma u detey. //Chrestomatia po logopedii. - M.: Vldos , 2001

<sup>7</sup>Levina R.E. The disorder is at the child's school age. - M.: Nauka, 2004.

<sup>8</sup>Kornev A.N. Narusheniya chteniya i pisma u detey - SPb.: Rech, 2003.

<sup>9</sup>T. Egorov : "Psychology ovladeniya navykom chteniya"/ Karo, 2006.

understanding the content of the text, not on perceiving the visual image. Further improvement of the reading process is aimed at developing fluency and expressiveness.

Marshet et al. [1981] and Frith [1985] proposed the following model of the early stages of reading development<sup>10</sup>:

- a) Logographic reading
- b) Alphabetical reading
- c) Orthographic reading .

Logographic reading of the era where at the moment and in appearance past to study to teach start time and teaching to the methodology related . During this period word one whole image in appearance remembering to stay , this image subject or picture with directly right and global comparison is observed . At this stage student for the first time so- called letter The " chain " of characters is known to the content has that is , emptiness with separated every one chain part to be called a word They understand . Read . study how much early started if so , this stage that much far term and wide to the scope has will be . Marshet al. and Frith and colleagues argue that during the transition from logographic to alphabetic reading (age 5-6 in England), students move from implicit, unconscious meta-narrative representations to explicit, conscious meta-narrative skills. In the alphabetic reading stage, students decode graphic words on the basis of highly discrete, letter-sound correspondence, that is, letter-by-letter reading. Although this process sometimes resembles syllabic reading, upon closer analysis it can be observed that individual letters are first recognized, and then the operation of syllable formation is carried out. The psychological basis of the alphabetic reading stage is the mastery of sound-letter symbols, which includes the complete memorization of all graphemes of the native language and the ability to clearly and differentially compare the signs of written speech with those that distinguish the meaning of a word from others. The orthographic reading stage is characterized by the transition from the strategy of decoding letters to recognizing and decoding groups of letters. This final stage plays a key role in the formation of reading skills. It is at this stage that the student solves the most complex and important problem of learning to read - the problem of understanding information in graphic form. This stage usually lasts from 1 to 3 years for different students. Most of the difficulties in learning to read arise at the orthographic stage, and in these cases it can last 5-8 years<sup>11</sup>.

The individual characteristics of the psychological development of students and their readiness to master the process of reading and writing are of great importance. Taking into account these characteristics, a gifted teacher identifies students who require an individual approach in the educational process, which involves a specific style and pace of teaching. However, in the conditions of the program requirements of a modern school, classes with a large number of students, the teacher finds it difficult to fulfill these tasks, and students with specific characteristics in the perception and processing of information, which are clearly manifested in relation to other students, are left with their own difficulties, and later these problems can lead to persistent learning difficulties.

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<sup>10</sup> Neuropsychological diagnosis, obsledovanie pisma i chteniya mladshikh shkolnikov / Pod editor. T.V. Akhutinoy , O.B. Inshakova. M.: V. Sekachev, 2008.

<sup>11</sup> Povarova, I. A. Logopedia: narusheniya pismennoy rechi u mladshikh shkolnikov : uchebnoe posobie dlya vuzov / I. A. Povarova, V. A. Goncharova. — 2nd izd. — Moscow: Izdatelstvo Yurayt , 2023.

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