

METHODS FOR DEVELOPING THE LINGUISTIC COMPETENCE OF PRIMARY SCHOOL STUDENTS THROUGH AN AXIOLOGICAL APPROACH

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Abstract

This article highlights the scientific-methodological foundations and practical methods of forming speech literacy in primary school students based on an axiological approach. During the study, the pedagogical conditions required to develop students' oral speech in reading literacy classes are analyzed. Furthermore, the educational potentials of innovative methods such as "What if..." and "All in one line", which serve to expand students' creative and critical thinking, as well as their aesthetic and moral worldview, are demonstrated through practical examples.

Keywords

Primary education, speech literacy, axiological approach, reading literacy, creative thinking, "What if..." method, "All in one line" method, moral and ethical values.

In today's rapidly changing world, it is becoming clear that possessing knowledge within the confines of just one or two academic subjects is insufficient. Therefore, within the framework of our research, it is advisable to implement a mechanism that shifts the focus of the primary literary education process from merely producing a knowledgeable student to nurturing one who is verbally literate, creative, and a worthy successor to our values. Verbal literacy, as a characteristic, is complex; it represents both the process and the result of a person's development of their own individuality. In our view, it is a universal ability that enables one to navigate successfully and adapt creatively in the changing conditions of life.

The frequently mentioned oral verbal literacy of primary school students consists of the ability to tell and create riddles, select a title for a text that has been read or listened to, compose a literary text based on a given situation (plan, diagram, picture), and retell a text from the perspective of a different narrator. In our opinion, efforts to develop verbal literacy in reading literacy classes should be organized in accordance with the following general pedagogical conditions:

- 1) providing students with the opportunity to choose their preferred types of speech activities;
- 2) encouraging students to demonstrate creativity in their cognitive activities;
- 3) guiding them toward independence of thought rather than seeking help from adults;
- 4) emphasizing the teacher's role in developing students' learning motivation;
- 5) taking an individual approach to students, considering their needs, interests, inclinations, and abilities;
- 6) using game-based teaching methods and techniques as a necessary condition for maintaining and developing students' cognitive activity.

In our view, work on developing the oral creativity of primary school students, which is closely linked to their verbal literacy, should be conducted both in the classroom and in extracurricular activities throughout the entire period of organizing reading literacy lessons. It is advisable to select the tasks offered to students taking into account their age and personal characteristics. Primary school students are naive realists, distinguished by their trust and impressionability. They may perceive the plot of a literary work in a fragmented way; therefore, one of the important tasks facing the teacher is to "immerse" the child in the world reflected in the work. This can be accomplished through the following tasks:

- 1) having students describe how they would act in a given situation;
- 2) having them imagine themselves as a character from a work (a clumsy bear cub, a cunning fox, a mysterious pond, etc.);
- 3) thinking about what they would say on behalf of the characters;
- 4) altering the story by adding descriptions of the sky, a garden, hills and plains, a lake, etc.;
- 5) attempting to portray a character with negative habits in a positive light and creating how the plot of the work would change as a result.

In reading literacy classes, using the following tasks to develop verbal literacy based on an axiological approach serves to help students find words, use them appropriately, and connect them, while also increasing their interest in the academic subject:

The "What if..." method. This method involves tasking students with continuing or concluding a work in a different spirit by proposing ideas such as: a) imagining what might happen if the characters or objects in the work came to life; b) how the plot would end if the children in fairy tales or stories did not lie, but only told the truth; d) what course of action could be taken for the intentions of malevolent characters to spontaneously turn toward goodness; e) what would happen if the life depicted in fairy tales were transferred to real life. The concept of

introducing elements like a magic cap, a magic jug, a magic wand, and the water of immortality into the work and using them for noble purposes is also proposed.

This method can be used creatively in the 3rd grade with the text "The Aral Sea" from the book "What Do You Know About Water?." This created an environment for students to express their ideas on water conservation and replenishing the sea, that is, it facilitated the generation of ideas. Questions provided for mastering the text, such as "What are your thoughts on the future of the Aral Sea?" and "In your opinion, what will it look like?," also help to enrich such imaginings.

When using the "What if..." method, the teacher asks students to express their imaginary dreams through dialogues. Entrusting the teacher's role to the students themselves in a paired format allows them to work on self-improvement and provides an opportunity to freely express their opinions in front of a group.

1. If you were to meet Apam-Napat (the god of all waters in ancient Zoroastrian beliefs and the "Avesta"), what would you ask for on behalf of the Aral Sea?

2. "If you were asked to help the Aral Sea, what could you offer?"

3. "If the opportunity to restore the ancient Aral Sea was given only to you, what would you change?" etc.

This method also helps students learn about the aspirations and beliefs of the people by studying legends and tales about water from their grandparents or parents. In the process of expressing their thoughts, they engage their imagination and demonstrate their ability for creative expression.

The "Everything on One Line" method. The teacher suggests a topic for the students' creative reflection. Then, it is explained to the students that they must arrange them in a sequence of color, taste, smell, image (appearance), sound, and experiences (emotions). For example, in an artistic timeline on the theme "Morning," the natural phenomena that shape people's daily lifestyle and their characteristic features are arranged:

"Morning is the beginning of the day. At this time, the air is clean and cool. Birds sing, and flowers bloom. The day's tasks are planned. People head off to their work." This text sequentially describes the natural start of the day, the awakening of nature, and people beginning their work activities. It also expresses that for all of humanity, the fulfillment of their morning aspirations is closely tied to the work they do. This method should also be used in the 3rd grade when composing a text for the topic "A Tale About Useful Melon and Gourd Crops," using the example of a conversation involving the sun, river, fresh air; fruits, vegetables, and delicious dishes made from them; and the melon and gourd crops themselves.

The characteristics of the vegetables are presented in harmony with their tone of speech, which reveals the flaws in their nature through their words:

Potato: – "I am the noblest of all the melon and gourd crops!" said the potato. "I give a full day's worth of energy, more than the others!"

Red Carrot: – "Do you know how many vitamins I have? It is very beneficial for the eyes. The eyesight of those who consume a lot of carrots never weakens, and they will see well even in old age."

Pumpkin: – "There are other useful crops as well. I help people fight autumn illnesses on cold days. I have Vitamin C too!"

Bell Pepper: – "I am entirely made of vitamins. More than lemons and oranges! I am a remedy for colds and a cure for the body!"

Cabbage: – "And I am the most useful of all melon and gourd crops! There is nothing that I don't have! You can eat me cooked or raw, and the vitamins are not lost. And my taste is beyond compare! You can make such a delicious soup from me."

Onion: – "Have you heard the saying, 'A cure for a thousand ailments'? That's about me. This means I can heal a person from many diseases. Generally, I am added to all dishes. Without me, they have no flavor."

From the dialogue above, the negative human traits such as boastfulness, selfishness, and conceit are identified as having been transferred to the vegetables. Here, the qualities understood from their speech are brought together on a single line. At this point, the teacher asking the students to imagine what kind of characters these vegetables would be as people also develops their skills in describing the characteristics of an object.

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