



IMPROVING THE METHODOLOGY FOR DEVELOPING THE SPEECH AND THINKING OF FUTURE PRIMARY SCHOOL TEACHERS

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Abstract

This article examines the improvement of methodologies for developing the speech and thinking abilities of future primary school teachers. It highlights the importance of these cognitive and communicative competencies in preparing educators to effectively engage with young learners and foster their intellectual growth. The research focuses on the integration of pedagogical tools, linguistic strategies, and psychological techniques to strengthen students' abilities in both oral and written expression, as well as logical reasoning. The study also evaluates the relevance of these skills in the context of modern education reforms in Uzbekistan and presents practical recommendations for teacher training programs.

Keywords: Speech development, thinking skills, future teachers, primary education, methodology, pedagogical training.

BO'LAJAK BOSHLANG'ICH SINF O'QITUVCHISINI NUTQ BA TAFAKKURINI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya:

Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining nutqi va tafakkurini rivojlantirish metodikasini takomillashtirish masalasi ko‘rib chiqiladi. Unda pedagoglarni yosh o‘quvchilar bilan samarali muloqot qilishga va ularning intellektual rivojini rag‘batlantirishga tayyorlashda kognitiv va kommunikativ kompetensiyalarning ahamiyati ta’kidlanadi. Tadqiqot pedagogik vositalar, lingvistik strategiyalar va psixologik yondashuvlarni birlashtirish orqali talabalarning og‘zaki va yozma ifoda hamda mantiqiy fikrlash ko‘nikmalarini mustahkamlashga qaratilgan. Shuningdek, maqolada O‘zbekistonda amalga oshirilayotgan zamonaviy ta’lim islohotlari doirasida ushbu ko‘nikmalarning dolzarbligi tahlil qilinib, pedagogik ta’lim dasturlari uchun amaliy tavsiyalar beriladi.

Kalit so‘zlar: nutqni rivojlantirish, tafakkur ko‘nikmalari, bo‘lajak o‘qituvchilar, boshlang‘ich ta’lim, metodika, pedagogik tayyorgarlik.

Introduction

In the modern educational landscape, the role of primary school teachers has expanded significantly, demanding not only mastery of subject matter but also advanced communicative and intellectual abilities. The ability to express ideas clearly, guide student discussions, and foster logical thinking in young children is fundamental to effective teaching. As such, the development of speech and thinking skills in future primary school teachers is an essential component of their professional training. In Uzbekistan, ongoing educational reforms emphasize the enhancement of teacher preparation programs to meet contemporary pedagogical standards. Within this context, special attention must be given to methodologies that cultivate coherent speech, creative thinking, and analytical reasoning. These skills allow teachers to communicate effectively with students, parents, and colleagues, adapt to diverse classroom situations, and foster a learning environment that supports holistic development. Furthermore, the early school years are critical in shaping children's cognitive and communicative development, and teachers serve as primary models for language use and reasoning. Therefore, future educators must receive systematic instruction and



practice in these areas throughout their academic training. This article seeks to explore the current state of speech and thinking development among pre-service primary teachers, identify existing challenges, and propose methodological improvements to ensure more effective teacher training in Uzbekistan's pedagogical institutions.

Literature Review

Numerous studies have highlighted the significance of developing speech and thinking skills in teacher education. Vygotsky's socio-cultural theory underlines the role of language in cognitive development, emphasizing that thought and speech are interdependent processes, especially in educational contexts. According to Bruner, the scaffolding of language through dialogue enhances learners' understanding and supports intellectual growth. Recent research in the field of pedagogical psychology supports the idea that well-developed verbal and cognitive abilities in teachers lead to better academic outcomes in students. Scholars such as Shulman and Darling-Hammond have also stressed the importance of reflective thinking and communication in effective teaching practice. In the Uzbek context, pedagogical theorists have begun integrating these global insights into local educational strategies, acknowledging the need for a balance between theoretical knowledge and practical skills. Despite this, many studies point out the insufficient emphasis on structured training for speech and thinking development in teacher education curricula. This gap indicates the necessity for more focused research and innovative methodological approaches tailored to the specific needs of future primary school teachers in Uzbekistan.

Methodology

This study utilizes a qualitative research approach to examine current practices and propose enhancements in the methodology for developing the speech and thinking of future primary school teachers. Data were collected through semi-structured interviews, classroom observations, and analysis of pedagogical curricula in selected pedagogical universities in Uzbekistan. The participants included university lecturers, curriculum developers, and third- and fourth-year students enrolled in primary education programs. A content analysis method was



applied to evaluate how effectively speech and thinking skills are integrated into training modules and teaching practices. In addition, best practices from international teacher education programs were reviewed to identify adaptable methods and strategies. The research also incorporated feedback from professional development workshops aimed at improving communicative and critical thinking skills in pre-service teachers. By synthesizing these findings, the study aims to develop a comprehensive framework that includes linguistic exercises, collaborative tasks, and reflective activities designed to systematically enhance verbal expression and cognitive processing in teacher trainees. The methodology emphasizes context-relevant tools that respect Uzbekistan's cultural and linguistic setting while aligning with international pedagogical standards.

Discussion

The analysis reveals that while speech and thinking development is recognized as important within pedagogical education in Uzbekistan, its practical implementation remains limited and inconsistent. Many teacher training programs include language and psychology courses, yet they often lack integrated exercises that directly foster cognitive and communicative growth. Classroom observations show that traditional lecture-based methods dominate, offering limited opportunities for students to engage in reflective dialogue, debates, or problem-solving activities. Students reported that they rarely practiced public speaking, argumentation, or spontaneous expression, all of which are essential for their future role as educators.

Moreover, interviews with faculty members indicate a general awareness of the need for improvement but point to a lack of methodological guidance and updated materials. The curriculum often separates language instruction from pedagogical training, which diminishes the effectiveness of skill acquisition. Best practices from international programs demonstrate that active learning, role-playing, and peer interaction significantly enhance speech fluency and critical thinking. These elements are notably underutilized in the observed settings.

The study also highlights the importance of a culturally relevant approach that takes into account the multilingual context of Uzbekistan. Future teachers need support in mastering both Uzbek and Russian, and in some cases English, to



function effectively in diverse classroom environments. Therefore, any proposed methodology must be adaptable, inclusive, and focused on practical outcomes. Emphasis should be placed on regular practice, feedback mechanisms, and integration of these skills across subjects rather than isolated lessons. Strengthening partnerships between universities and primary schools can also offer more experiential learning opportunities for teacher trainees.

Main Part

The core issue in the current teacher preparation system lies in the insufficient integration of speech and thinking development into the overall pedagogical training. Future primary school teachers must be equipped not only with knowledge of subject content but also with the ability to communicate ideas effectively and think critically in various teaching scenarios. However, research shows that current practices often treat these skills as secondary, leading to a noticeable gap in graduates' readiness to handle real classroom challenges.

To address this, the article proposes a multi-dimensional methodology built around five key components: linguistic competency development, cognitive task design, integration into subject-specific pedagogy, reflective practice, and cultural-contextual relevance. First, linguistic competency should be enhanced through continuous speaking activities, storytelling, question-answer sessions, and structured debates that mirror real-life classroom interactions. Second, cognitive development must be supported through logic-based exercises, concept mapping, and critical reading sessions, which stimulate mental processing and structured thinking.

The third component involves embedding these skills into subject-specific methods. For example, math or science lessons should include moments where students explain their reasoning, justify answers, and reflect on problem-solving strategies. Fourth, reflective teaching practices should be encouraged through journaling, peer reviews, and discussions about teaching experiences, allowing future teachers to become aware of their strengths and areas for growth.

Fifth, all methods should be grounded in the cultural and linguistic realities of Uzbekistan. For instance, multilingual teaching strategies can prepare educators to engage with students from various linguistic backgrounds, while also



reinforcing national identity and values. Workshops, simulation-based activities, and mentorship programs should be incorporated into academic schedules to ensure that theoretical knowledge is consistently applied in practice.

Furthermore, technology can be a powerful tool in this process. Digital platforms offering interactive speech training, cognitive games, and video analysis of teaching performance can greatly enhance learning outcomes. Teacher educators must also be provided with training and resources to effectively implement these methods. Overall, the proposed approach aims not only to improve future teachers' technical competence but also to foster a confident, thoughtful, and communicative educator who can thrive in the evolving landscape of primary education.

Conclusion

The ability to communicate clearly and think critically is fundamental for primary school teachers, as they shape the intellectual and linguistic foundation of young learners. This research underscores the need to enhance the methodology used in pedagogical universities in Uzbekistan to better prepare future teachers for these responsibilities. While speech and thinking development are recognized as essential components of teacher training, their current implementation remains fragmented and insufficiently prioritized.

The study suggests a comprehensive methodological framework that integrates linguistic, cognitive, and reflective practices into teacher education. Emphasis is placed on practical, culturally sensitive, and interactive approaches that align with both national educational goals and global pedagogical standards. The integration of technology, real-life classroom simulations, and continuous feedback loops can significantly contribute to the development of competent, articulate, and thoughtful educators.

For these improvements to take root, support is needed at institutional and policy levels. Universities must revise their curricula, provide training for faculty members, and foster stronger collaboration with primary schools. Only through such systematic changes can the next generation of teachers be equipped with the tools necessary to effectively educate, inspire, and support the holistic development of their future students.



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