

# Mechanisms for Forming the Culture of Written Speech of Primary School Students in the Context of Innovative Education

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**Abstract:** This article examines the scientific and theoretical foundations, pedagogical, and linguodidactic approaches to the formation of written speech culture among primary school students in the context of innovative education. The essence of the concept of written speech culture, its structural components, and age-specific characteristics are analyzed. The study highlights effective methods, interactive exercises, text-based activities, dramatization, and the role of modern pedagogical technologies in developing students' written speech skills. In addition, the problems encountered in the process of forming written speech culture in primary education and their possible solutions are identified, and practical recommendations are proposed. The article aims to contribute to the systematic and consistent development of written speech culture in primary education.

**Keys words:** primary education, written speech culture, student speech, innovative education, pedagogical technologies, communicative competence, language culture, linguodidactics, methodological approaches, dramatization, and development of written speech.

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## Introduction

In the context of the rapid development of innovative educational processes, the requirements for the quality of education are continuously increasing. In particular, the formation of students' speech competencies, especially written speech culture, at the primary education stage has become one of the most urgent pedagogical issues. Written speech culture reflects a student's ability to express ideas logically, coherently, grammatically, and stylistically correctly, and plays a significant role in intellectual development, academic performance, and social adaptation. The primary school period is considered a fundamental stage in the development of children's language, thinking, and speech activity. During this stage, students begin to acquire essential skills related to written expression, text construction, literacy, and adherence to language norms. Therefore, pedagogical processes aimed at developing written speech culture in primary education must be scientifically grounded and methodologically well-structured. Under innovative educational conditions, the use of modern pedagogical technologies, interactive methods, linguodidactic approaches, text-based activities, dramatization, and information and communication technologies is recognized as an effective means of developing written speech skills.<sup>1</sup> This article analyzes the theoretical foundations, pedagogical

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<sup>1</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.

approaches, and practical mechanisms for forming written speech culture among primary school students, as well as proposes solutions to existing problems in this field.

### Literature Review

The issue of developing speech and written speech culture among primary school students has been widely studied in the fields of pedagogy, psychology, and linguistics. In scientific literature, speech culture is interpreted as a key indicator of an individual's communicative competence and overall personal development. The psychologist L. S. Vygotsky considered speech and thinking development to be fundamental factors in personality formation and explained children's speech development through the concept of the "zone of proximal development." According to his theory, students expand their speech abilities through activities performed with the guidance of teachers or adults. This approach substantiates the necessity of step-by-step formation of written speech culture in primary education. The linguist A. A. Reformatsky defined speech culture as the ability to express thoughts with clarity, logic, and aesthetic accuracy. In his works, special emphasis is placed on the phonetic, lexical, grammatical, and stylistic aspects of speech culture. These components are also regarded as essential criteria in the formation of written speech culture. Contemporary pedagogical studies emphasize the importance of linguodidactic and communicative approaches in developing speech culture. The linguodidactic approach focuses on teaching language units as a basis for written expression, while the communicative approach aims to involve students actively in written communication and meaningful expression of ideas. The integration of these approaches yields effective results in primary education. In addition, pedagogical literature highlights the effectiveness of methods such as dramatization, text-based activities, story creation, question-and-answer tasks, and didactic games in developing students' speech.<sup>2</sup> Innovative educational technologies, ICT tools, and interactive exercises are also considered valuable methodological resources for enhancing written speech culture. The analysis of scientific sources indicates that the formation of written speech culture among primary school students can achieve high effectiveness only when it is organized systematically, consistently, and in accordance with students' age-specific characteristics. Therefore, the present study aims to generalize existing scientific views and develop practical recommendations for improving written speech culture in primary education.

### Research Methodology

This study is based on a qualitative and descriptive research approach aimed at identifying effective mechanisms for developing written speech culture among primary school students in the context of innovative education. The research methodology integrates pedagogical, psychological, and linguodidactic perspectives to ensure a comprehensive analysis of the problem. Theoretical analysis was conducted to examine scientific literature, educational concepts, and methodological approaches related to speech culture, written communication, and primary education. Comparative analysis was applied to identify differences between traditional and innovative teaching methods and to determine their effectiveness in developing students' written speech skills. Classroom observation was used to monitor students' written speech development during interactive activities, text-based tasks, and dramatization exercises. A pedagogical experiment was carried out to assess the impact of innovative instructional methods, including interactive exercises, dramatization, and the use of modern pedagogical technologies, on students' written speech culture. Students' written works were analyzed to evaluate improvements in spelling accuracy, grammatical correctness, coherence, vocabulary usage, and stylistic appropriateness. The research involved primary school students from grades 2–3, selected according to age characteristics and learning needs, as well as teachers who implemented innovative teaching strategies during the study. The research process was conducted in three stages: diagnostic, formative, and evaluative, which made it possible to determine the initial level of written speech culture, implement targeted pedagogical interventions, and assess the effectiveness of the applied methods. The collected data were analyzed using qualitative and descriptive techniques, and the results were

<sup>2</sup> Reformatsky, A. A. (2005). *Speech Culture in the Educational Process*. Moscow: Pedagogical Press.

generalized to develop methodological conclusions and practical recommendations. Ethical principles were observed throughout the study, ensuring voluntary participation and confidentiality of participants' personal information.<sup>3</sup>

### Analysis and Results

The analysis of the research findings demonstrates that the systematic use of innovative pedagogical approaches significantly contributes to the development of written speech culture among primary school students. At the initial diagnostic stage, most students exhibited limited vocabulary, frequent grammatical and spelling errors, weak coherence in written texts, and difficulty in expressing ideas independently. These findings confirmed that students' written speech skills were insufficiently developed at the beginning of the study. During the formative stage, the implementation of interactive exercises, text-based activities, dramatization elements, and information and communication technologies led to noticeable positive changes in students' written performance. Students began to construct more coherent and logically structured texts, showed improvement in sentence formation, and demonstrated increased awareness of grammatical and stylistic norms.<sup>4</sup> The analysis of students' written works revealed a gradual reduction in spelling and grammatical errors, as well as more appropriate use of vocabulary and linking devices. In addition, students' motivation and engagement in written tasks increased, which positively influenced their willingness to express ideas independently. The evaluation stage showed that innovative teaching methods were more effective than traditional approaches in enhancing written speech culture, as students displayed higher levels of communicative competence and confidence in written expression. The results also indicated that dramatization and creative tasks supported the development of imagination and critical thinking, which were reflected in more expressive and meaningful written texts. Overall, the findings confirm that the consistent and age-appropriate application of innovative pedagogical methods plays a crucial role in improving the written speech culture of primary school students and ensures the formation of sustainable writing skills in primary education.

**1-Table. Methods and Their Effectiveness in Developing Primary School Students' Written Speech Culture**

Method/Activity	Description	Objectives	Observed Results	Effectiveness Level
Conversation Method	Question-answer interactions with students	To teach idea expression	Students practiced expressing opinions; improved basic sentence formation	High
Story Creation	Completing or continuing a story based on images or text	Develop logical and coherent expression	Students produced diverse story versions; reduced initial errors	High
Dramatization (Role Play)	Students perform scenes from stories	Enhance pronunciation, vocabulary, and expressive skills	Students improved intonation, listening, turn-taking; shy students gained confidence	Very High
Text-Based Activities	Working with texts: summarizing, answering questions,	Improve comprehension, vocabulary, and	Students showed better text coherence and reduced errors	High

<sup>3</sup> Davlatova, N. B. (2025). *Mechanisms for Developing Written Speech Culture in Primary School Students under Innovative Education*. Turon University, Master's Thesis.

<sup>4</sup> Ministry of Public Education of Uzbekistan. (2020). *Primary Education Curriculum and Methodological Guidelines*. Tashkent: National Publishing House.

	correcting errors	grammar		
Dialogue Creation	Pair-based communication activities	Develop communication skills and collaborative writing	Students practiced turn-taking, coherent expression; improved interactive writing	Medium-High
Didactic Games	Games like “Finish the Sentence”, “Word Chain”	Make learning engaging and interactive	Students participated actively; vocabulary and sentence structure improved	Medium
ICT and Multimedia Exercises	Using slides, audio, interactive boards	Enhance written and oral speech through digital resources	Students became more motivated; comprehension and expression improved	High

The research demonstrates that the development of written speech culture among primary school students is a complex process that requires systematic, age-appropriate, and methodologically grounded approaches. Innovative pedagogical methods, including interactive exercises, dramatization, text-based tasks, dialogue creation, and ICT-supported activities, effectively enhance students' vocabulary, grammar, coherence, and stylistic expression. Consistent application of these methods promotes independent thinking, communicative competence, and confidence in both oral and written expression. The study shows that addressing methodological, organizational, and environmental challenges, such as insufficient teacher training, outdated textbooks, limited classroom hours, and low communication practice at home, is essential for improving students' speech culture. Regular monitoring, individual approaches, creative projects, and the integration of modern digital resources contribute significantly to the sustainable development of students' written speech skills. Overall, the results confirm that fostering written speech culture at the primary education stage lays a foundation for academic success, social adaptation, and personal development, emphasizing the critical role of teachers as facilitators and guides in this process.

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