

Methodology For Developing Speech And Creative Thinking In Primary School Pupils Through Text-Based Work In An Innovative Learning Environment

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ABSTRACT

The article examines the development of speech competencies—particularly coherent speech—among primary school pupils in an innovative learning environment, as well as the formation of independent and creative thinking through text-based work. As the methodological basis of the study, the didactic potential of working with texts (reading with comprehension, retelling and selective retelling, outlining, and creative text transformation) is systematized, and ways to strengthen pupils’ reasoning skills through problem-based questions and creative tasks—based on the “idea–evidence–conclusion” chain—are substantiated. The article also interprets staged lesson organization (engagement–comprehension–analysis–creative product–reflection) and criteria-based assessment (comprehension, coherent speech, argumentation, creative solution) as effective tools for identifying pupils’ developmental dynamics. The findings provide practical recommendations for primary school teachers on organizing text work in mother tongue and reading literacy lessons using innovative methods, engaging pupils in active participation, and assessing outcomes based on clear criteria.

Keywords: Primary education, text, reading literacy, speech development, coherent speech, independent thinking, creative thinking, innovative learning environment, criteria-based assessment.

INTRODUCTION

In today’s education system, one of the priority tasks is not only to ensure that primary school pupils become literate, but also to nurture them as individuals who think independently, can justify ideas logically, and are able to propose new ideas. In particular, in mother tongue and reading literacy lessons, it is important to engage pupils not merely in reading a text aloud, but in understanding it, analyzing it, evaluating it, finding alternative solutions, and creatively reconstructing it. For this reason, text-based work methodology in modern conditions is regarded as a key pedagogical direction that ensures pupils’ speech, thinking, and creative development as a unified system.

An innovative learning environment is understood as a set of methods that increase pupils’ activity during lessons, strengthen cooperation, create problem situations, systematically apply creative tasks, and enable criteria-

based assessment of outcomes. In such an environment, the teacher performs more of a guiding, motivating, and facilitating role than simply “delivering” knowledge; the pupil, as the central subject of the lesson, actively responds to the text content, asks questions, provides evidence, draws conclusions, and produces a creative product.

The educational significance of working with texts in primary education lies in the fact that a text enriches pupils’ vocabulary, strengthens sentence-building skills, develops coherent speech, forms logical consistency, and teaches fluent expression of ideas. In particular, problem-based questions built on a text—such as “Why?”, “How?”, and “What would happen if...?”—broaden pupils’ thinking horizons and lead them toward independent and creative thinking. As a result, pupils do not limit themselves to understanding the text content, but enrich it through their life experience, imagination, and individual

approach.²

On the basis of these methodological approaches, it becomes possible to design and apply practical tasks, an exercise bank, and assessment criteria aimed at developing pupils' speech, improving coherent speech, and strengthening independent thinking through text-based work. The proposed recommendations provide primary school teachers with methodological support in organizing lessons according to modern requirements, engaging pupils in active participation, and assessing results based on clear criteria. Key concepts in this topic include the notions of pupil, primary education, text, speech, coherent speech, independent thinking, and ability.

The methodology of developing pupils' speech through text-based work in primary education begins with correctly understanding the educational and upbringing potential of working with a text. This is because the primary education stage is decisive for a pupil's speech development: it is during this period that vocabulary, sentence construction skills, and the ability to present ideas coherently are formed. Text-based methodology functions as a key didactic tool that teaches pupils to apply language units in practice, understand what they read, process meaning, and express their ideas orally and in written form.

Working with a text produces results in two directions at the same time: on the one hand, reading literacy (reading with comprehension, identifying key meaning, drawing conclusions) is strengthened; on the other hand, speech development (word choice, sentence building, coherent speech) grows systematically. In this process, the text is not only a ready-made source of knowledge for the pupil, but also a "stimulating factor" that encourages thinking, responding to problems, asking questions, and reasoning. In addition, activities such as question-and-answer discussions based on the text, retelling, outlining, expressive reading, explanatory vocabulary work, and creative tasks develop pupils' oral and written speech in a consistent manner.

From the upbringing perspective, a text shapes pupils' social and moral concepts: values such as good and evil, friendship, diligence, manners, attitudes toward nature, and loyalty to the homeland are conveyed to children through text content in a simple and understandable form. The educational influence usually arises naturally—not through coercion, but through analyzing characters' actions, the sequence of events, and the outcomes.

Text work in primary school is organized in various forms. Depending on pupils' age characteristics, language readiness, and lesson objectives, such types as reading with comprehension, retelling, selective retelling, presenting content based on an outline, and creative transformation are applied step by step. When these types are implemented consistently, the pupil first understands the content, then processes it and presents it in an organized manner, and finally enriches it through a creative approach; as a result, the natural development of speech is ensured.

Text work based on an innovative approach is aimed not at keeping the pupil a passive listener, but at ensuring active participation. In this approach, the text is not an object explained by the teacher, but a "field of activity" that the pupil independently analyzes, draws conclusions from, and creatively reconstructs. In the lesson, problem situations ("Is the character's decision correct?", "What would you do in his/her place?"), creative tasks (an alternative ending, telling the story from the character's perspective, changing the genre), pair and group work, and game elements lead pupils toward expressing ideas with justification.

Speech is the process of expressing a person's thoughts through language means in oral or written form. In primary education, developing speech serves as a foundation for pupils' thinking, communication culture, and reading literacy. Key directions of speech development include expanding vocabulary, building grammatically correct sentences, presenting ideas in logical sequence, and developing oral and written speech in harmony.

Coherent speech is the pupil's ability to present ideas consistently, logically connected, and as a meaningful whole. Its development is achieved through outlining, linking sentences using key words, identifying cause-and-effect relationships, and drawing conclusions. In this process, the teacher's guiding role—providing supports such as opening phrases and linking devices—increases methodological effectiveness.

Working with texts also contributes to developing pupils' independent and creative thinking. Independent thinking is the pupil's ability to express a personal attitude based on the text content, draw conclusions, and propose alternative solutions. To develop this ability, methods such as problem-based questions, creating an alternative ending, evaluating a character's actions, changing the genre, and writing a creative conclusion move the pupil beyond "ready-made answers" and help them become accustomed

to reasoning through the “idea + evidence + conclusion” chain.

Creative thinking is expressed through unconventional approaches, generating new ideas, and finding solutions appropriate to a situation. Creative tasks based on a text (finding a new title, imagining events in a different setting, continuing the story) develop imagination, flexibility, and originality. At the same time, it is important that the creative solution aligns with the text meaning and is logically justified.

Organizing a lesson in an innovative learning environment is built on pupil activity, ensuring cooperation, and orienting work toward a creative product. The teacher, acting as a facilitator, guides through questions and structures the process purposefully. Assessment is not limited to a simple “right–wrong” check, but is carried out through criteria-based evaluation of text comprehension, coherent speech, argumentation, and creative solutions. This approach shows the dynamics of pupil development and helps plan individualized instruction.

In conclusion, when text work is combined in an innovative environment with problem-based questions, creative tasks, cooperation, reflection, and criteria-based assessment, pupils’ speech and thinking development is ensured in a comprehensive way. As a result, the pupil understands the text content deeply, expresses ideas fluently in coherent speech, identifies cause-and-effect relationships, draws independent conclusions, and reaches a level where they can create a creative product (a new title, an alternative ending, a dialogue, a letter, or a short scene).

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