

**A VARIABLE APPROACH TO DEVELOPING ORAL SPEECH SKILLS IN PRIMARY SCHOOL STUDENTS****Baltabaeva Bibinaz Moyatdinovna**

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**Abstract:** *The development of oral speech skills in primary school students is a crucial component of language learning that significantly impacts their academic success and social development. This paper explores a variable approach to teaching oral speech, emphasizing differentiated instruction tailored to students' individual linguistic abilities, learning preferences, and socio-cultural backgrounds. By integrating flexible strategies such as visual aids, role-playing, storytelling, and group activities, teachers can foster a communicative classroom environment where all students actively participate in the learning process. The methodology also incorporates a gradual progression from guided speaking tasks to independent speech production. Practical examples illustrate how varying instruction by language proficiency level can result in more effective engagement and learning outcomes. This approach is especially relevant in multilingual or diverse classrooms, where students' exposure to language may differ significantly. The paper concludes that the variable approach enhances not only verbal fluency and vocabulary acquisition but also students' confidence, creativity, and willingness to communicate.*

**Key Words:** *variable approach, oral speech skills, primary school, differentiated instruction, communicative competence, interactive learning*

In the early years of education, oral speech development plays a foundational role in a child's learning journey. The ability to express oneself clearly and confidently through spoken language is essential for participation in classroom activities, building social relationships, and developing literacy skills. For many

children, especially in multilingual or culturally diverse regions, entering school brings varied levels of language readiness. This diversity poses a challenge for educators who must meet the needs of students with differing abilities and backgrounds.

Traditional "one-size-fits-all" approaches often fail to address this variation effectively. In contrast, a **variable approach** to language instruction allows teachers to adapt their methods based on the learners' specific strengths, weaknesses, interests, and learning styles. It promotes **differentiated instruction**, where tasks, materials, groupings, and levels of support are tailored to individual needs. This approach is grounded in theories such as Vygotsky's sociocultural learning, which emphasizes the role of interaction and scaffolding in language development.[1]

By integrating diverse teaching strategies — such as role-playing, storytelling, visual prompts, and interactive group work — the variable approach enhances engagement and supports a broader range of learners. It allows for a more inclusive and student-centered classroom environment, where learners are gradually guided from simple speech reproduction to more complex and independent communication. This paper presents a practical methodology for applying the variable approach to develop oral speech skills in primary school students. It discusses key principles, teaching strategies, assessment tools, and concrete classroom examples that demonstrate how differentiation can lead to more effective and meaningful language learning outcomes.

The variable approach operates on the principle that students have different learning needs and should be given opportunities to develop oral speech skills through varied and flexible strategies. The classroom becomes a dynamic environment where learning is scaffolded and personalized.

One of the core strategies is **differentiated speech tasks**. For example, in a unit on "My Family," beginners might match family member names with pictures

and repeat model sentences (“This is my mother”), while more advanced students describe their family members in full sentences or short presentations.[2]

Teachers can **group students by language proficiency**:

- **Group A (Basic)** practices repetition, naming, and matching tasks.
- **Group B (Intermediate)** answers guided questions like “How old is your sister?”
- **Group C (Advanced)** engages in role-playing: “Introduce your family to a friend.”

This structure ensures that each student is challenged appropriately while participating meaningfully in the same thematic content. **Storytelling** is another effective tool. A teacher might read a Karakalpak folk tale aloud. After listening, students retell the story using picture cards. Beginners retell by naming characters and actions; advanced learners summarize the plot or express opinions about characters. **Role-plays** allow children to simulate real-life conversations — visiting a market, asking for help, greeting someone — which builds vocabulary and speaking confidence in authentic contexts. These scenarios are adjusted by difficulty to fit each group. **Visual and auditory aids**, like flashcards, songs, and dialogue videos, support comprehension and pronunciation practice. For multilingual classrooms, code-switching activities can also help students draw connections between known and new vocabulary.

Teachers assess progress using **formative techniques** like observation checklists and rubrics. Oral portfolios — including audio recordings and student reflections — help monitor development over time and showcase individual growth. By varying support levels, grouping methods, and task complexity, the variable approach ensures all students progress in their oral language development.

The development of oral speech skills is a vital part of early education, directly influencing students’ academic performance, social integration, and self-expression. In primary classrooms, where students arrive with varying linguistic backgrounds

and abilities, a one-size-fits-all method often leads to uneven outcomes and disengagement.[3] In contrast, the **variable approach** offers a flexible, inclusive, and student-centered framework for teaching oral communication. Through differentiation by language level, interest, and learning style, this method ensures that all students have access to meaningful speech development activities. By incorporating diverse strategies such as storytelling, role-playing, visual aids, and cooperative learning, teachers can create a rich, interactive environment where students are encouraged to express themselves, practice speaking, and engage in authentic communication. The use of scaffolded instruction — moving from guided to independent speaking — supports learners at every stage. Moreover, continuous assessment through observation, peer feedback, and speech portfolios provides educators with valuable insights into student progress and helps identify areas for targeted support.

Importantly, this approach is especially effective in multilingual or culturally diverse contexts, such as schools where instruction is in minority languages like Karakalpak. It respects linguistic diversity and cultural relevance while fostering a sense of identity and confidence in young learners. In conclusion, the variable approach to developing oral speech skills in primary school students is both practical and pedagogically sound. It enhances not only language proficiency but also motivation, engagement, and communication competence. By meeting students where they are and guiding them forward with care and creativity, educators can lay the groundwork for lifelong language learning and expression.

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