

RESEARCH ARTICLE

The Role of Differentiated Education Technology in Developing the Speech Competence of Primary School Students

Rasulova Nozigul

Chief specialist of the Education Quality Control Department at Andijan Regional Center for Pedagogical Excellence, Uzbekistan

VOLUME: Vol.06 Issue03 2026

PAGE: 132-138

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

The development of speech competence in primary school students is one of the central aims of contemporary language education, since speech serves not only as a means of communication but also as an instrument of thinking, learning, and social interaction. In the context of primary education, the formation of coherent oral and written speech requires pedagogical approaches that take into account the diversity of students' abilities, learning pace, motivation, and individual language experience. Differentiated education technology offers significant opportunities for organizing the teaching process in a way that supports each learner's linguistic growth and communicative development. This article examines the role of differentiated education technology in developing the speech competence of primary school students on the basis of pedagogical and methodological analysis. The study explores the conceptual relationship between differentiated instruction and speech development, identifies the main pedagogical conditions for effective implementation, and reveals the influence of differentiated tasks on students' oral expression, vocabulary enrichment, sentence construction, text production, and dialogic interaction. The article is based on the analysis of pedagogical, psychological, and methodological literature related to primary education, speech competence, learner-centered instruction, and differentiated teaching. The results of the study show that differentiated education technology positively influences the quality of speech development by creating a flexible instructional environment in which learners are able to perform language tasks according to their needs and potential. Differentiation strengthens student engagement, reduces communication anxiety, increases participation in speech activities, and supports the gradual transition from reproductive to productive and creative speech. The findings confirm that differentiated education technology is not merely a methodological variation but an important pedagogical mechanism for ensuring effective development of speech competence in the primary grades. The article concludes that its successful implementation depends on diagnostic assessment, flexible task design, teacher methodological competence, and the integration of communicative and developmental principles into language teaching practice.

KEYWORDS

differentiated education technology, speech competence, primary school students, mother tongue education, communicative development, differentiated instruction, oral speech, written speech, learner-centered teaching, language methodology.

INTRODUCTION

The modernization of school education is increasingly oriented toward the comprehensive development of the learner's personality, intellectual potential, and communicative abilities. In this process, speech competence occupies a central place, especially at the primary school stage, when children actively acquire the basic skills of oral and written expression, enrich their vocabulary, master grammatical structures, and learn to use language appropriately in different communicative situations. Speech competence is not limited to the ability to pronounce words correctly or construct grammatically accurate sentences. It includes the capacity to express thoughts clearly, understand others, participate in dialogue, create coherent texts, and use language as a tool for cognition and social interaction. Therefore, the development of speech competence is one of the key objectives of primary language education.

In real classroom practice, however, the process of speech development does not occur uniformly among all students. Primary school learners differ in their vocabulary range, level of speech culture, reading experience, pronunciation accuracy, speed of comprehension, ability to formulate thoughts, and confidence in verbal communication. Some children are able to participate actively in oral interaction, retell texts in detail, and compose meaningful statements with relative ease. Others face difficulties in selecting words, maintaining coherence, constructing sentences, or overcoming hesitation in front of peers. These differences are natural, but they create pedagogical challenges that cannot be effectively addressed through uniform instruction alone.

Differentiated education technology has emerged as one of the most relevant responses to this challenge. Its essence lies in organizing the teaching process in a way that respects the diversity of learners and provides them with tasks, methods, and forms of support appropriate to their abilities, needs, and developmental level. In the context of speech development, differentiated education technology allows the teacher to adapt communicative exercises, language tasks, visual aids, interaction formats, and feedback strategies to the actual readiness of students. Such an approach ensures that every learner is involved in speech activity and has an opportunity to progress.

The relevance of this topic is determined by the need to improve the methodological foundations of speech development in primary education under conditions of learner

diversity. Although speech competence has long been recognized as a crucial outcome of language teaching, there remains a need for a more systematic understanding of how differentiated education technology contributes to its formation. Many methodological works focus either on speech development as an isolated process or on differentiation as a general pedagogical principle, but fewer studies examine their interconnection within the primary school classroom.

This article aims to analyze the role of differentiated education technology in developing the speech competence of primary school students and to identify the pedagogical and methodological conditions that make this process effective. The article proceeds from the assumption that speech competence develops most successfully when instruction is communicative, developmentally oriented, and differentiated according to the learners' individual characteristics.

The study is based on theoretical methods of pedagogical research. A comprehensive analysis of scientific literature in pedagogy, developmental psychology, language methodology, and educational technology was conducted in order to clarify the essence of speech competence and determine the role of differentiated instruction in its development. The method of conceptual analysis was used to examine the main categories relevant to the study, including speech competence, differentiation, learner-centered education, communicative activity, and primary school language instruction.

Comparative analysis made it possible to identify differences and common features in scholarly approaches to speech development and differentiated teaching. Systematic analysis was employed to reveal the interrelationship between students' individual characteristics, instructional conditions, and expected learning outcomes in the field of speech competence. The methods of synthesis and pedagogical interpretation were used to generalize theoretical positions and adapt them to the context of primary school education.

The methodological focus of the study was directed toward the pedagogical mechanisms through which differentiated education technology influences speech development. These mechanisms include the use of diagnostic assessment, flexible grouping, task variation, differentiated scaffolding, and adaptive communicative practice. The study does not report a classroom experiment; instead, it provides a scientifically

grounded theoretical interpretation of differentiated speech development based on existing pedagogical knowledge and methodological logic.

The analysis of pedagogical and methodological sources shows that differentiated education technology plays a substantial role in the development of speech competence among primary school students. Its effectiveness is connected with the fact that speech competence itself is a complex and multidimensional formation. It includes phonetic accuracy, lexical richness, grammatical correctness, coherence of expression, communicative appropriateness, and the ability to understand and produce oral and written texts. These components do not develop simultaneously or at the same pace in all students. Consequently, a uniform approach to language teaching often fails to support the speech growth of every learner. Differentiated education technology addresses this problem by creating instructional conditions in which speech development becomes accessible, meaningful, and developmentally appropriate for children with different abilities.

One of the major results of the analysis is the recognition that differentiated technology contributes to speech competence by ensuring the accessibility of communicative tasks. In primary school, students' participation in speech activity depends greatly on whether the task corresponds to their current linguistic and cognitive level. When tasks are too difficult, students may become silent, insecure, or mechanically dependent on the teacher's prompts. When tasks are too simple, they do not stimulate verbal growth or creative expression. Differentiated instruction resolves this contradiction by offering various forms of engagement with the same communicative objective. For instance, when teaching students to describe a picture, one group may receive guiding questions and a word bank, another may be provided with sentence starters, while more advanced learners may be encouraged to produce a free and extended description. In each case, students are involved in meaningful speech activity, but the level of support is adjusted.

The study also shows that differentiated education technology facilitates the transition from passive speech reception to active speech production. In many classrooms, weaker learners tend to remain passive observers during oral work because they are unsure of their answers or afraid of making mistakes. Differentiated tasks reduce this barrier by creating intermediate stages between comprehension and independent

production. Such stages may include repetition with transformation, completion of partially structured utterances, collaborative sentence building, guided retelling, or short-response dialogue. These forms of scaffolded participation gradually prepare students for more independent and coherent speech. As a result, even those learners who initially hesitate to speak can become more active and confident participants in communicative interaction.

A further result of the analysis concerns the role of differentiation in vocabulary development, which is one of the core components of speech competence. The richness and appropriateness of a student's vocabulary directly influence the quality of oral and written expression. In primary school, students often differ significantly in their lexical reserve because of variations in family language environment, reading habits, and prior communicative experience. Differentiated education technology makes it possible to enrich vocabulary more effectively by offering tasks that correspond to different levels of lexical readiness. For some students, vocabulary work may involve identifying and naming objects, actions, and qualities with visual support. For others, it may include selecting synonyms, using newly learned words in context, or integrating them into short narratives. In this way, differentiation supports not only the memorization of words but also their active use in speech.

The results indicate that sentence construction and grammatical development also benefit from differentiated technology. Speech competence requires the ability to organize words into meaningful and grammatically correct utterances. However, students' readiness for such work varies widely. Some children can independently construct complex sentences or connect ideas logically, while others struggle with basic word order, agreement, or sentence completion. Differentiated instruction allows the teacher to organize grammatical and syntactic work progressively. Learners with less developed skills may work on structured models, substitution drills, and visual schemes, whereas more advanced learners may transform sentences, expand them with details, or compose short texts using target structures. Such differentiation ensures that grammatical work is directly connected with communicative practice and serves the development of speech rather than becoming an isolated mechanical exercise.

The analysis further reveals that differentiated education technology is especially valuable in developing coherent

speech. Coherent speech involves the ability to build logically connected oral or written statements with a clear beginning, development, and conclusion. This is one of the most difficult aspects of speech competence for primary school students because it requires planning, sequencing, lexical choice, grammatical control, and awareness of the listener or reader. Differentiated instruction supports coherent speech development by varying the degree of independence expected from learners. At an initial stage, some students may rely on picture sequences, key words, or plan outlines. At a more advanced stage, they may produce retellings, descriptions, or short creative stories with reduced support. Stronger learners may be asked to compare events, express attitudes, or elaborate on reasons and consequences. Such variation allows all students to practice coherent expression at their own developmental level while gradually moving toward greater independence.

Another important result is connected with the emotional and motivational influence of differentiated education technology. Speech activity is closely related to students' emotional state. Children who fear criticism or repeated failure often avoid speaking, even if they understand the material. This problem is particularly visible in dialogic speech, reading aloud, retelling, and classroom discussion. Differentiated teaching creates a psychologically safer environment because it offers realistic challenges and allows learners to experience success. When tasks correspond to students' capabilities, they are more willing to participate, take initiative, and express their thoughts. This positive emotional experience strengthens internal motivation and contributes to the formation of communicative confidence, which is an essential element of speech competence.

The study also shows that differentiated technology enhances dialogic interaction in the classroom. Speech competence is not limited to monologic expression such as retelling or narration; it also includes the ability to ask questions, respond appropriately, clarify meaning, and maintain conversation. In primary school, dialogic speech is often underdeveloped because classroom communication is dominated by teacher questions and short student answers. Differentiated education technology can transform this pattern by organizing pair work, role-based interaction, question-and-answer tasks, and cooperative speech exercises adapted to students' communicative readiness. Less confident learners may work with model dialogues or cue cards, while more advanced

students may participate in open-ended exchanges or situation-based communication. Such differentiation expands the communicative roles available to students and promotes more natural speech interaction.

The results also point to the significance of formative and diagnostic assessment in the development of speech competence through differentiated technology. Effective differentiation requires the teacher to understand students' actual speech abilities, typical difficulties, and areas of potential growth. This includes observing pronunciation, vocabulary use, coherence, grammatical accuracy, fluency, and communicative responsiveness. On the basis of such diagnosis, the teacher can select appropriate tasks, forms of support, and feedback strategies. In this process, assessment is not used merely to assign marks but to guide instruction and help students progress. Diagnostic observation therefore becomes an integral part of differentiated speech development.

The analysis confirms that the teacher's professional competence is one of the decisive conditions for successful implementation. Differentiated education technology requires the teacher to combine methodological planning with psychological sensitivity and communicative flexibility. In speech development lessons, the teacher must know how to formulate tasks at different levels of difficulty, how to provide support without suppressing independence, how to organize interaction among students with varying abilities, and how to evaluate speech performance fairly. When these conditions are present, differentiated education technology becomes a powerful means of developing speech competence in the primary grades.

The results of the study suggest that differentiated education technology should be considered an essential component of modern primary language education rather than an optional methodological supplement. This conclusion is grounded in the very nature of speech competence. Speech develops through practice, interaction, and gradual mastery of increasingly complex communicative tasks. Since children enter the classroom with unequal linguistic experience and different psychological readiness for communication, the path toward speech competence cannot be identical for all learners. A pedagogical system that ignores these differences risks producing formal participation rather than authentic communicative development.

In this regard, the role of differentiated technology may be

interpreted from both pedagogical and developmental perspectives. Pedagogically, it helps align educational tasks with learner readiness and thus ensures more effective mastery of language material. Developmentally, it creates the conditions for gradual growth by positioning each learner within an achievable but challenging zone of speech activity. This idea corresponds to the broader logic of developmental education, according to which learning should not merely reflect existing abilities but stimulate new forms of thinking and expression. Differentiated technology serves precisely this function by bridging the gap between current capacity and emerging competence.

At the same time, it is important to emphasize that differentiation in speech development should not be confused with rigid separation of students into fixed ability groups. Such an approach can have negative psychological and pedagogical consequences if it labels children too early or restricts their opportunities for growth. The developmental meaning of differentiation lies in flexibility. Support should be temporary and responsive, and communicative demands should change as students progress. A learner who today needs visual prompts for oral description may tomorrow be able to produce an independent narrative. Therefore, differentiation is most effective when it is dynamic, diagnostic, and growth-oriented.

The discussion also reveals that differentiated education technology has special value in multilingual and socially diverse educational contexts. Students' speech competence is shaped not only by school instruction but also by family communication patterns, cultural environment, access to books, and previous preschool experience. In such circumstances, differentiated teaching becomes a tool of educational justice, because it enables the school to respond to differences without lowering expectations. Rather than treating learner diversity as a problem, differentiation transforms it into a methodological starting point for organizing meaningful instruction. In mother tongue education, this is especially significant, since language is deeply connected with identity, thought, and participation in school life.

Another important issue concerns the relation between differentiated technology and communicative methodology. Speech competence develops most effectively when language tasks are purposeful and context-based. If differentiation is reduced to varying the quantity of mechanical exercises, its educational potential remains limited. The true strength of

differentiated education technology lies in its integration with communicative teaching principles. This means that tasks should remain oriented toward expression of meaning, interaction, interpretation, and text creation. Even when support is differentiated, the communicative nature of speech activity should be preserved. For example, sentence-building tasks should lead toward meaningful utterance, vocabulary tasks should prepare students for real expression, and retelling exercises should develop understanding and communicative organization rather than rote repetition.

The role of the teacher deserves particular attention in this discussion. No technology, however well designed, functions independently of pedagogical mastery. The teacher is the one who interprets the needs of the students, creates differentiated tasks, regulates interaction, and provides encouragement. In the development of speech competence, the teacher's language behavior also serves as a model. Clear speech, supportive feedback, attentive listening, and thoughtful prompting all influence how students learn to speak and communicate. Thus, differentiated education technology should be understood not as a mechanical scheme but as a pedagogically mediated process shaped by the teacher's competence.

The discussion further shows that differentiated speech development is closely linked with students' self-perception. When children feel that classroom communication is accessible to them, they are more likely to perceive themselves as capable speakers and active participants in learning. This self-perception has long-term significance, because early communicative success influences later academic participation, writing ability, reading engagement, and social interaction. Therefore, the role of differentiated education technology extends beyond the immediate mastery of speech tasks. It contributes to the formation of a confident linguistic personality capable of expressing ideas and participating meaningfully in educational communication.

For these reasons, the implementation of differentiated technology in speech development should be regarded as a strategic direction in primary education. Its pedagogical value lies in uniting accessibility with challenge, support with independence, and communicative freedom with methodological organization. Such a synthesis responds to the needs of contemporary schooling and supports the comprehensive development of the child.

The study has shown that differentiated education technology

plays a significant role in developing the speech competence of primary school students. Its importance is determined by the diversity of learners' speech abilities, communicative experience, cognitive pace, and emotional readiness for language activity. In the context of primary education, where speech competence forms the basis for further academic learning and social interaction, differentiated instruction becomes a necessary pedagogical means of ensuring effective and inclusive development.

The analysis confirms that differentiated technology supports speech competence by making communicative tasks more accessible, encouraging active participation, enriching vocabulary, improving sentence construction, and fostering coherent oral and written expression. It also contributes to students' motivation, emotional comfort, and confidence in communication. These effects are especially important in the primary grades, where speech development is inseparably connected with personality formation and adaptation to school learning.

The study also establishes that the effectiveness of differentiated education technology depends on several conditions. These include diagnostic understanding of students' abilities, flexible selection of tasks, developmental scaffolding, communicative orientation of teaching, and high teacher methodological competence. Differentiation should remain dynamic and growth-oriented, helping students move from supported performance to more independent and creative speech activity.

CONCLUSION

In conclusion, differentiated education technology should be regarded as a scientifically grounded and pedagogically justified approach to speech development in primary school. It allows the teacher to respond to learner diversity without sacrificing curricular goals and creates favorable conditions for the formation of speech competence as an essential component of the child's overall development. Further research may be directed toward the design of classroom models for differentiated speech instruction, the development of assessment tools for speech competence, and the integration of digital resources into differentiated communicative teaching.

REFERENCES

1. Асмолов А. Г. Психология личности: культурно-историческое понимание развития человека. –

Москва: Смысл, 2007. – 528 с.

2. Беспалько В. П. Слабеющие педагогической технологии. – Москва: Педагогика, 1989. – 192 с.
3. Божович Л. И. Личность и ее формирование в детском возрасте. – Санкт-Петербург: Питер, 2008. – 400 с.
4. Выготский Л. С. Мышление и речь. – Москва: Лабиринт, 1999. – 352 с.
5. Давыдов В. В. Теория развивающего обучения. – Москва: ИНТОР, 1996. – 544 с.
6. Зимняя И. А. Педагогическая психология. – Москва: Логос, 2004. – 384 с.
7. Леонтьев А. А. Основы психолингвистики. – Москва: Смысл, 2003. – 287 с.
8. Леонтьев А. Н. Деятельность. Сознание. Личность. – Москва: Смысл; Академия, 2005. – 352 с.
9. Львов М. Р. Методика развития речи младших школьников. – Москва: Академия, 2000. – 240 с.
10. Подласый И. П. Педагогика. Новый курс: в 2 кн. Кн. 1: Общие основы. Процесс обучения. – Москва: ВЛАДОС, 2006. – 576 с.
11. Рубинштейн С. Л. Основы общей психологии. – Санкт-Петербург: Питер, 2002. – 720 с.
12. Селевко Г. К. Современные образовательные технологии. – Москва: Народное образование, 1998. – 256 с.
13. Талызина Н. Ф. Педагогическая психология. – Москва: Академия, 2001. – 288 с.
14. Ушинский К. Д. Родное слово. – Москва: Просвещение, 1983. – 320 с.
15. Эльконин Д. Б. Психология обучения младшего школьника. – Москва: Академия, 2007. – 384 с.
16. Bruner J. The Process of Education. – Cambridge, MA: Harvard University Press, 1977. – 97 p.
17. Halliday M. A. K. Spoken and Written Language. – Oxford: Oxford University Press, 1989. – 96 p.
18. Snow C. E., Burns M. S., Griffin P. Preventing Reading Difficulties in Young Children. – Washington: National Academy Press, 1998. – 432 p.
19. Tomlinson C. A. The Differentiated Classroom:

Responding to the Needs of All Learners. – Alexandria,
VA: ASCD, 2014. – 187 p.

- 20.** Vygotsky L. S. Mind in Society: The Development of
Higher Psychological Processes. – Cambridge, MA:
Harvard University Press, 1978. – 159 p.