

**INNOVATIVE METHODOLOGICAL STRATEGIES IN
DEVELOPING STUDENTS' ORAL AND WRITTEN SPEECH:
HERMENEUTIC APPROACH AND SCAFFOLDING
TECHNOLOGY (ON THE EXAMPLE OF 2ND-GRADE READING
LITERACY TOPICS)**

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***Abstract:** This article illuminates the effectiveness and application technology of the hermeneutic approach and scaffolding (step-by-step support) technology in developing students' oral and written speech, based on the 2nd-grade "Reading and Language Learning" textbook. It also describes the stages of synthesizing text content with the student's personal experience ("Conceptual Binoculars") and fostering independent thinking through syntactic frames (Sentence Builders).*

***Keywords:** hermeneutic approach, scaffolding, Zone of Proximal Development, sentence builders, oral and written speech, PIRLS.*

Introduction

One of the urgent tasks of modern pedagogy and language teaching methodology is to develop students' competence to deeply understand, analyze texts, and create personal opinions through speech (oral and written), rather than just mechanical reading skills. Modern pedagogical technologies play a major role in this regard. During our research, we attempted to study the linguodidactic foundations of oral and written speech development based on the hermeneutic approach and scaffolding (step-by-step support) technology, using Chapter 2 of the "Reading and Language Learning" textbooks for primary school students (topics such

as "The Book is a Generous Friend", "The Pixies of the Flower City", and the story "Grapes") as examples.

1. Text Analysis and Development of Linguistic Thinking Based on the Hermeneutic Approach

Pedagogical hermeneutics involves moving beyond the external shell (merely the plotline) of the texts given in the textbook and synthesizing its underlying symbolic and metaphorical meanings with the student's personal life experience. The texts in Chapter 2 of the textbook possess rich linguistic and philosophical material for interpretation.

1.1. Hermeneutic Analysis of the Text "My Book is My Sun" (Miraziz A'zam)

The sentence "Some call a book a sun, some call it a sunshine... Whatever they call it, the meaning is the same" and the parallelism between natural phenomena ("it can freeze", "lost in the dark") and intellectual crisis presented in the text serve as a fundamental basis for a hermeneutic conversation. While traditional methodology asks the student "What does the sun give?", the hermeneutic strategy directs the problem inward: "If there is no book in a person's life, how can their heart 'freeze'? How does this 'coldness' manifest in relationships between people?". These types of philosophical and interpretative questions force students to express abstract concepts (knowledge, ignorance, enlightenment, spirituality) using precise conceptual words, which in turn enhances the analytical and argumentative layers of their oral speech.

1.2. Character Psycholinguistics in the Work "The Pixies of the Flower City" (Nikolay Nosov)

The dialogue between Dunno (Bilmasvoy) and Dochten (Shishajon) about "a piece of the sun breaking off and falling" is not just a humorous

plot, but a clash between a scientific worldview and subjective mythological thinking. When working on the questions from page 45 of the textbook, such as "What did Dunno compare the sun to?" and "Where does Dochten know the information about the sun from?", the hermeneutic approach guides students to analyze the speech characteristics of the characters. The student proves through verbal arguments that Dochten observes the universe through binoculars and relies on scientific facts, while Dunno is a prisoner of subjective fears. In this process, writing a short essay titled "An Open Letter to Dunno: The Difference Between Knowledge and Ignorance" holds strategic importance for developing written speech.

2. Step-by-Step Formation of Speech Competences Based on Scaffolding Technology

Scaffolding is a technology that provides temporary pedagogical bridges, supporting frames, and graphic organizers to students while performing complex speech tasks, taking into account their Zone of Proximal Development.

2.1. Written Speech Scaffolding on the Example of the Text "The Book is a Rare Treasure"

Pages 35-36 of the textbook present the history of the book's emergence (clay tablets, papyrus, bamboo, silk fabrics, paper) in chronological order. When students are assigned to create an independent text on the topic "The Evolution of the Book" based on this complex historical-social text, scaffolding technology is implemented in the following three stages:

Stage 1: Cognitive and Visual Bridge (Initial Support). The teacher creates a chronological chain model on the board: Clay tablet -> Bamboo -> Silk -> Paper -> Printing press. Key concepts extracted from the text

(e.g., pointed sticks, baking in fire, China, Johannes Gutenberg) are placed under each stage.

Stage 2: Syntactic Frames (Sentence Builders). Students are provided with syntactic constructions to form their written speech: "In ancient times, people did not know what paper was, therefore...", "In China, they initially wrote on the... plant, but later...", "Gutenberg's invention caused the price of books to...". These templates help students connect their thoughts in a logical sequence.

Stage 3: Independent Speech Product (Removing the Bridges). Becoming independent of the key words and templates, the student summarizes the acquired information and writes an analytical text on the topic "The Impact of Books on Humanity".

2.2. Social-Speech Communication Problems on the Example of the Story "Grapes" (Page 48)

The test tasks provided in Lesson 6 ("Why did the workers quarrel?", "Why didn't they understand each other?") raise the issue of language and communication culture. In developing oral speech based on this topic, the scaffolding strategy takes place through communication simulation. The teacher distributes roles to students representing workers speaking different languages and a wise man (sage) who unites them. To initiate a debate on the topic "Knowing a Language is Respect for the Nation", discourse markers such as "In my opinion...", "The reason for this is...", "In conclusion..." are provided to the students. This systemizes students' speech and prevents thoughts from becoming groundless.

3. Innovative Methodological Strategies and Their Practical Transformation

To increase the efficiency of oral and written speech development within Chapter 2, it is proposed to introduce the following integrated innovative projects and trainings into the lesson process:

3.1. "Conceptual Binoculars" Strategy (Based on the character of Dochten)

Dochten's binoculars in Lesson 5 have the property of magnifying objects and showing their internal parts. Methodologically, this detail is transformed into the "Conceptual Binoculars" strategy. Students are given imaginary binoculars and they look at the word "Book" through these binoculars.

Oral speech task: "An ordinary person sees a book merely as a collection of pages. What 'spiritual treasures' and 'sun rays' do you see inside the book through your binoculars? Describe it."

This strategy drastically increases the share of artistic imagery tools such as metaphors, epithets, and similes in students' speech, preparing the ground for creative written speech (artistic essay).

3.2. "Tiny Book — Great Thinking" Written Speech Project

Based on the interesting information about the world's tiniest books on page 34, a competition for creating tiny books is held among students. The student not only copies proverbs into the small book they made, but also writes a compact, extremely dense, and concise text on its inner pages that matches the theme "My Tiny Book". This exercise develops the skill of speech economy (expressing thoughts briefly without linguistic redundancies) in students.

Conclusion

The system of topics in Chapter 2 of the textbook serves as an immense didactic resource for enhancing students' speech and linguocognitive potential. Approaching texts from a hermeneutic

perspective teaches students to think, understand the socio-philosophical essence behind the text, and express their personal views orally. Scaffolding technology, on the other hand, acts as a pedagogical assistant ("bridge") in forming this oral and written expression systematically, logically, and in accordance with language rules. The integration of these two innovative approaches allows for raising the communicative competences of primary school students to a high level in line with the requirements of international assessment programs (PIRLS).

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