

TECHNOLOGY FOR DEVELOPING SPEAKING SKILLS IN UZBEK LANGUAGE EDUCATION

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Abstract. This study analyzes the modern pedagogical technologies for developing students' speaking (oral communication) skills in the process of Uzbek language education from scientific, theoretical, and methodological perspectives. The research highlights effective ways of forming oral speech based on the communicative approach, the competency-based education model, and interactive teaching methods. Furthermore, the study substantiates mechanisms for increasing students' speech activity through the use of role-playing games, problem-based learning, dialogic and situational exercises, multimedia tools, and digital educational resources. The necessity of considering psycholinguistic approaches, stages of cognitive development, as well as the principles of individual and differentiated instruction in the development of speaking skills is emphasized. In addition, the organizational, guiding, and facilitative functions of teachers in shaping students' communicative competence are scientifically explained. The findings indicate that the proposed technologies significantly improve students' oral speech culture, ability to express ideas freely, and participation in communication.

Keywords: communicative competence, oral speech, interactive methods, competency-based approach, linguodidactics, multimedia technologies, speaking skills.

The current language policy of our republic is aimed at enhancing the status and prestige of the Uzbek language as the state language. In particular, modern approaches to state language education are being introduced, and emphasis is being placed on developing students' listening, speaking, reading, and writing skills simultaneously through text-based learning activities. As emphasized in the statement, "We will mobilize all the strength and opportunities of our state and society so that our youth grow into independent thinkers with high intellectual and spiritual potential, capable of competing with their peers worldwide and living happy lives." This places an important responsibility on Uzbek language education: to cultivate young people who can express their thoughts freely, accurately, and competently both orally and in writing.

One of the most important aspects of teaching a second language or a state language is to first develop listening comprehension skills. Therefore, it is necessary to work consistently on listening comprehension exercises. Teachers cannot eliminate all the difficulties associated with listening comprehension; however, they can create conditions that facilitate its development.

Educational tasks and assignments have not yet been fully effective in forming students' communicative competence. In the continuous education system, monographic research related to teaching Uzbek in classes where instruction is conducted in other languages has been systematically carried out by Professor X. Muhitdinova, Doctor of Pedagogical Sciences. It should be noted that this research mainly focuses on ensuring continuity in curricula and textbooks for teaching Uzbek, particularly in Russian-medium classes. H. Mirzohidova, in her studies of teaching phonetics in Uzbek schools, discusses the advantages of explaining phonetic phenomena through comparisons with the Kyrgyz language and other related Turkic languages.

The present study develops a new system of educational tasks and methodological recommendations that make it possible to improve the speech skills of students studying in classes where instruction is conducted in other languages, particularly their speaking skills,

through Uzbek language lessons. Teachers should help make this task easier and more engaging for learners. To ensure the development of listening and speaking skills, the following three factors should be taken into account: pronunciation and intonation; the content of the materials recommended for listening; and the form of the material together with the conditions under which it is presented.

In Russian-medium classes, the development of students' speaking skills through habit-forming exercises functions as follows: First, learners are psychologically prepared for speaking. A supportive classroom environment is created, and speech activity is encouraged through simple questions, short conversations, and visual materials.

Next, students practice new words and expressions by connecting them with everyday topics. Using these words in short sentences helps expand their vocabulary and strengthen their grammatical skills. Through prepared dialogues, texts, and role-playing activities, students practice pronunciation, stress, and intonation, which reduces errors and improves speech accuracy. At the next stage, learners express short opinions based on pictures, situations, or key words, communicate their personal attitudes, and gradually develop more logical and coherent speech. Over time, they move toward freer communication through question-and-answer activities, conversations, and storytelling on everyday topics. During this process, fluency and confidence increase, and independent communication skills are formed.

Speech is the process of communication through language patterns. Oral exercises are used by students to learn phonetics, grammar, and word combinations, as well as to construct sentences based on models. Oral exercises are absolutely essential for speech development. However, they only prepare learners for communication and cannot themselves be considered actual speech.

In the educational process, the development of students' speaking skills reflects their communicative competence, ability to express ideas coherently, and overall communicative literacy. Therefore, speaking activities in the classroom can largely be organized through a system of exercises.

Interactive methods are highly effective in developing speaking skills during Uzbek language lessons. These methods ensure active student participation, encourage independent thinking, and motivate learners to express their ideas verbally. During lessons, students communicate with one another in various situations, share their opinions, and listen to the viewpoints of others. As a result, they strengthen their speaking skills and learn to speak Uzbek more fluently.

Students practice speaking in different roles through role-playing activities that simulate real-life situations. For example, situations such as shopping in a store, asking for help on the street, or talking with a friend help learners use language in practical contexts. In addition, students tell short stories on specific topics, complete creative tasks, and create poems or dialogues. These activities enrich their speech and enhance their expressive abilities.

Students also work in groups, engage in discussions on particular topics, or complete tasks collaboratively. This promotes both cooperation and communication skills. Furthermore, exercises based on pictures, audio recordings, and video materials are used to encourage oral expression. In this way, learners gain practical experience in language use, speaking becomes a habitual activity, and their communication skills are strengthened. This process can be represented in a table as follows.

The use of assessment-based tasks is highly important in developing students' speaking skills during Uzbek language lessons. Such tasks not only evaluate learners' speaking abilities

but also contribute to their further improvement. Throughout the learning process, students are encouraged to express their ideas, identify and correct their speaking errors, and gradually gain greater confidence in communication.

In conclusion, pronunciation exercises play a crucial role in the development of speaking skills in the Uzbek language. They not only teach learners how to pronounce words correctly but also help develop fluency, proper intonation, and accurate stress patterns in speech. When these exercises are carried out regularly and systematically, students become capable of speaking Uzbek confidently and effectively.

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