

**INNOVATIVE METHODS AIMED AT DEVELOPING STUDENTS' SPEECH
ACTIVITY**

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Abstract

This article analyzes innovative methods for developing students' speech activity within the higher education system. It highlights the linguistic, psychological, and pedagogical foundations of forming speech activity, and examines the role of interactive, digital, and multi-component educational technologies in enhancing speech competencies.

Keywords: Speech activity, innovative methods, communicative competence, pedagogical technologies, digital education, oral speech, written speech, speech development.

Introduction

The modern higher education system sets as its goal the preparation of highly skilled specialists who meet the demands of society and the labor market. In this process, developing students' speech activity (oral and written) acquires fundamental importance. Speech is not only a means of transmitting knowledge and ideas, but also the main indicator that determines a person's thinking ability, critical approach, and social adaptability. In the conditions of globalization, the ability to communicate effectively has become an indispensable condition for professional success.

Speech is a form of human activity that activates thinking through linguistic tools (words, phrases, sentences). Speech fulfills the functions of interpersonal communication and information transmission, as well as expressing thoughts and emotions and exerting influence. Well-developed speech serves as one of the key instruments of human activity in society.

Thought is shaped in speech, while at the same time, thought generates speech. Speech is inseparably connected with thinking. Without speech, there can be no thinking; without linguistic material, thoughts cannot be expressed. Verbal shaping of thought ensures its precision, clarity, purity, coherence, and logicity.

According to S.I. Galperin [1], students' speech is formed in the process of thinking. Thinking, in turn, develops through verbal communication with surrounding people. Linguist D. Xudoyberganova notes that the relationship between language and thinking is one of the most urgent problems in the theory of speech generation, and the connection between the speech production process and thinking is reflected in psycholinguistic schemes called "models of speech production." She points out that nearly all such models embody the conception advanced by L.S. Vygotsky: "From thought to meaning – from meaning to word" [2]. S.L. Rubinstein [3] and D.B. Elkonin [4] also emphasize that the development of thinking in learners is one of the crucial conditions of the educational process. Therefore, the requirements imposed on speech have always occupied a leading place in the education and upbringing system.

According to R.A. Yuldoshev and L.R. Mirjalolova, “By speech competence is meant the product of the sequence: knowledge → speech unit → skill → ability. Here, knowledge relates to linguistic phenomena that are used correctly or incorrectly in speech, as well as new linguistic phenomena for learners. The main focus is placed on activities aimed at correctly applying this linguistic phenomenon in practice, expressing the process of understanding, mastering, and using it in speech; initial skills gradually develop into abilities” [5].

Communicative competence encompasses a person's ability to express their ideas, thoughts, and feelings accurately, logically, and appropriately, as well as the skill to understand others' speech and respond to it adequately.

The term “communicative competence” was first introduced into scientific literature by Dell Hymes. Starting from the 1960s–1970s, competencies related to language learning began to take shape. In particular, in 1972, Dell Hymes introduced the concept of “communicative competence” into scholarly discourse. The categories of competence and competency have since been widely applied in the theory and practice of learning a language—especially a second (non-native) language—as well as in studies of management, leadership, professional activity, and communication processes.

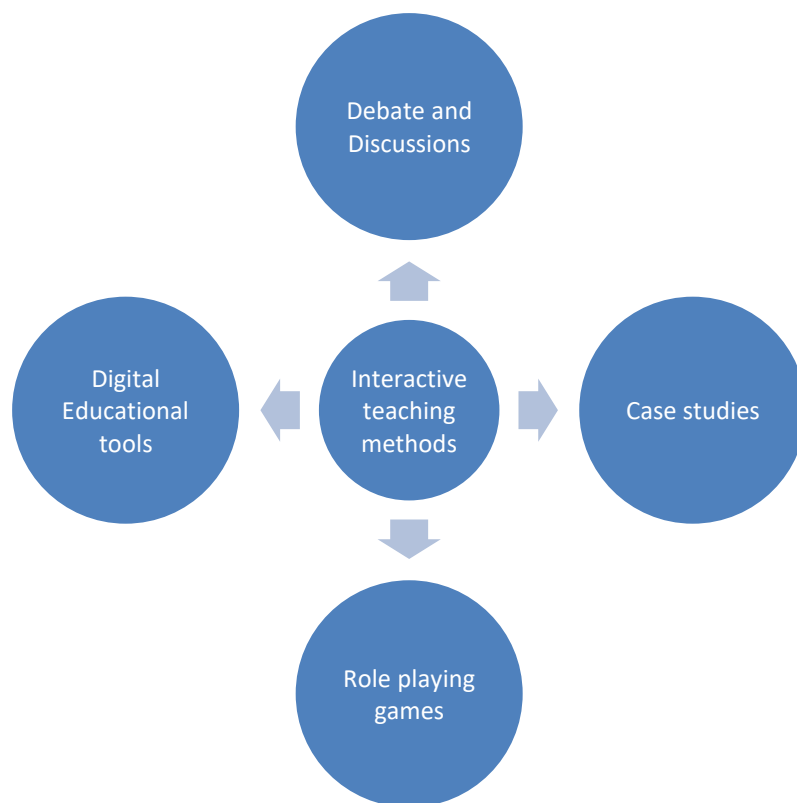
Communicative competence includes the following components

1. Linguistic competence — encompasses phonetic, lexical, grammatical, and syntactic knowledge.
2. Sociolinguistic competence — the ability to adapt speech to the social situation, purpose, and audience.
3. Discourse competence — the student's ability to comprehensively understand and create texts, involving listening, speaking, reading, and writing skills.
4. Strategic competence — the ability to use verbal and non-verbal communication strategies to overcome disruptions caused by gaps in linguistic code or other reasons.

The development of speech activity is one of the main research objects in psycholinguistics and pedagogical psychology. According to these fields, forming speech activity requires engaging students in real or simulated communicative situations. From a pedagogical perspective, the development of speech activity is based on the following principles:

- Principle of activity — activating students' speech activity and constantly encouraging them to speak and write;
 - Principle of communicative — teaching speech as the primary tool of communication and creating real communicative situations;
 - Principle of contextualization — teaching speech material in a specific context, i.e., in situations related to the subject, profession, or everyday life;
 - Principle of integration — developing all types of speech activity (listening, speaking, reading, writing) in an interconnected manner;
 - Principle of learner-center — taking into account each student's individual characteristics and needs.
- Based on these principles, developing innovative methods aimed at enhancing students' speech activity in modern education is a pressing task. Innovative methods should focus not only on imparting language knowledge but also on enabling its effective practical application, while stimulating students' creative and critical thinking.

Innovative methods transform students into active participants in the learning process, fostering independent thinking, problem-solving, and the development of communicative skills. These methods shape both oral and written speech together through practical exercises in various contexts.



Interactive methods facilitate mutual interaction, collaboration, and active idea exchange among students, creating an optimal environment for the development of speech activity.

Specifically:

- Debates and discussions enable students to defend their positions on a particular topic, provide arguments, and respond to opponents' opinions. This improves the logical structure, coherence, and persuasiveness of oral speech.
- Role-playing games and simulations involve students in performing diverse social roles through the simulation of real or hypothetical communicative situations. This fosters spontaneous speech, sociolinguistic flexibility, and non-verbal communication skills.
- Case studies task students with analyzing real-world problematic situations, proposing solutions, and substantiating them either orally or in written form. This aids in developing professional speech and the clear articulation of complex ideas.

The integration of digital education tools unlocks new opportunities for enhancing speech activity. An integrated approach that simultaneously applies multiple innovative methods is regarded as particularly effective for the all-round development of speech activity.

In conclusion, it can be stated that the development of students' speech activity is one of the priority directions in contemporary higher education. This is because the formation of speech competence

ensures students' effective mastery of knowledge, independent thinking, and the ability to express their views logically and coherently. At the same time, the development of speech activity holds crucial importance for students' professional preparation, social engagement, and successful adaptation to communicative environments.

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