



EFFECTIVE METHODS FOR DEVELOPING ORAL SPEECH IN STUDENTS

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ABSTRACT

This thesis covers effective methods for developing oral speech in students and their pedagogical foundations. The study analyzes the issues of activating students' speech activity, free expression, forming a culture of communication, and developing speech competence. Also, the effectiveness of dialogical and monological speech exercises, interactive methods, role-playing games, problem situations, debates, and didactic games in developing oral speech is substantiated. The thesis proposes mechanisms for increasing students' speech activity and directing them to independent thinking based on modern pedagogical approaches.

Introduction.

In today's modern educational process, one of the important pedagogical tasks is not only for students to acquire knowledge, but also to be able to express their thoughts freely, clearly and logically. In particular, the development of oral speech is one of the main factors determining the social activity, culture of communication and the level of thinking of a person. Therefore, the issue of developing oral speech in students is recognized as one of the relevant directions of the education system today.

The development of students' speech is inextricably linked with their thinking process, worldview and level of knowledge acquisition. If a student can express his thoughts independently and fluently, this indicates that he has a deep understanding of knowledge. On the contrary, low speech activity leads to the inability of the student to fully demonstrate his capabilities. Therefore, one of the important tasks facing the teacher is to increase speech activity in students, involve them in free communication, and consistently develop their speech competence.

Modern pedagogy requires an approach focused on the student's personality. This requires the widespread use of interactive methods, dialogical communication, debates, role-playing games, and problem situations in the lesson process. Because it is precisely such methods that encourage the student to think actively, stimulate speech activity, and form a culture of communication. Therefore, identifying and implementing effective methods for developing oral speech in students is one of the important tasks of today's education system.

The issue of developing oral speech in students is emerging as one of the urgent problems in today's education system, which has not only methodological, but also socio-

pedagogical significance. Because oral speech is one of the main indicators that determine the level of thinking, ability to communicate, speech culture and social activity of a person. The more developed a student's oral speech is in the educational process, the wider his opportunities for understanding, explaining, interpreting, evaluating and drawing conclusions will be. Therefore, the issue of developing oral speech is not only the task of the native language or literature, but is an integral pedagogical process that should be implemented across all disciplines.

The formation of oral speech is a complex psycholinguistic process, in which a number of factors are involved, such as thinking, memory, attention, imagination, the selection of language units and their logical consistency. When expressing an idea orally, a student first of all internally reflects on a specific topic, then selects appropriate language tools, harmonizes them grammatically and stylistically, and expresses them in a form understandable to the listener. Therefore, to develop oral speech, it is necessary not only to expand the vocabulary, but also to activate the student's thinking, develop logical thinking, and form the skills of behaving freely in a speech situation.

Practice shows that many students have problems with oral speech. In particular, they have difficulty expressing their thoughts independently, logically connect sentences, present arguments, defend their point of view, or engage in free communication. The main reasons for this are the dominance of the reproductive approach in lessons, insufficient attention to students' speech activity, superficial organization of question-and-answer work, and ineffective use of interactive methods. In some cases, even if a student has knowledge, he cannot fully demonstrate his potential because he is not used to expressing it orally. This also negatively affects the quality of education. From this point of view, the effective use of dialogical speech is an important methodological tool in the development of oral speech. Dialogic speech directly involves the student in communication, teaches him to think quickly, understand the interlocutor's opinion, and express his attitude. In particular, methods such as question-and-answer, conversation, small group communication, and pair work ensure the active participation of students. Dialogic exercises also form a culture of listening and responding in the student. As a result, not only the content, but also the communicative aspect of speech develops. This serves to educate the student as a person who can communicate effectively in real-life situations.

The development of monological speech is also an important component of the culture of oral speech. Monological speech requires the student to express his thoughts in a coherent, logical, substantiated and fluent manner. Exercises such as telling a story, telling the content of the text, reacting to an event, speaking on an independent topic, and making a presentation are of particular importance in the development of monological speech. This type of activity develops the student's independent thinking, speech consistency, the ability to summarize the topic and distinguish the main idea. At the same time, monological speech exercises increase the student's self-confidence, prepare him for public speaking, and increase his speech responsibility.

The role of interactive methods in the development of oral speech deserves special attention. Because the interactive approach brings the student to the center of the lesson, turns him from a passive listener into an active participant. Methods such as "Brainstorming",

“Cluster”, “B-B-B”, “Discussion”, “Debate”, “Role Playing”, “Case Study”, “INSERT” are very effective in increasing students’ verbal activity. Through these methods, the student sees the problem, discusses it, expresses his opinion, listens to the views of his peers and tries to justify his position. In this process, oral speech is naturally formed and enriched. In particular, methods based on debate strengthen students’ skills in arguing, comparing, analyzing and drawing conclusions.

Role-playing and staging methods are also effective tools for developing oral speech. Such methods involve the student in a conditional-real, rather than artificial, communicative situation. By entering into a certain image, the student learns how to speak, how to react, and what stylistic means to use in various speech situations. For example, tasks such as “waiting for a guest”, “conversation in a store”, “communication with a classmate”, “expressing an opinion on nature conservation”, “resolving a controversial situation” develop the student’s lively, emotional and purposeful speech. The advantage of role-playing is that they reduce the student’s shyness, eliminate speech barriers and create an atmosphere of free thinking. The use of problem situations in the development of oral speech is also considered one of the effective methods. A problematic question or problem task encourages the student to conduct independent observation, not to repeat a ready-made answer. For example, questions such as “Why does reading enrich human thinking?”, “What is the connection between language and thinking?”, “What should you pay attention to in order to be a good speaker?” encourage the student to express his/her opinion freely. The advantage of problem situations is that they awaken the student’s inner need, force him/her to search for an idea and substantiate it verbally. This is one of the most natural ways to develop speech. Didactic games are especially effective when working with younger and middle-aged students. Game-based activities arouse interest in students, increase emotional activity in the lesson, and naturalize speech participation. Games such as finding words, constructing sentences, continuing a story, speaking based on pictures, quick question-and-answer, “Who says the most?”, “Express in one word” help expand vocabulary, develop quick thinking, and develop fluency. In didactic games, the student is not afraid to make mistakes, because the process is based more on participation and interest than on evaluation. As a result, speech activity increases.

The methodology of working with text also plays an important role in the development of students’ oral speech. Tasks such as answering questions about the read or listened text, retelling the content of the text, identifying the main idea, describing characters, and expressing a reaction to the text develop the student’s verbal thinking. In particular, the use of illustrated texts, life events, stories reflecting national values, and examples of folk oral art increases the student’s interest in the topic and enriches the speech material. Oral analysis based on the text teaches the student to express his or her thoughts independently and serves to transfer vocabulary to active speech.

Regular work on vocabulary is also one of the necessary conditions for the development of oral speech. The more words a student knows, the more clearly and effectively he can express his thoughts. However, increasing vocabulary should not be limited to memorizing new words. It is important to use them in speech situations, work with synonyms, antonyms, homonyms and polysemous words, study idioms and proverbs, and get used to using them in everyday speech. This process expands not only the student’s vocabulary, but also the stylistic

richness of speech. At the same time, activities such as expressive reading, reciting poetry, and storytelling also increase the fluency and effectiveness of oral speech.

Another important aspect in the discussion process is that the teacher's speech model itself is of great pedagogical importance in the development of oral speech. If the teacher adheres to literary pronunciation, expresses his thoughts clearly, fluently and logically, he becomes a living example for students. Therefore, the teacher's speech during the lesson, the way he asks questions, the form of encouraging answers, the culture of communication and the style of assessment directly affect the speech formation of students. The teacher should strive to always listen to the student, create an opportunity for him to fully express his thoughts, gently correct his mistakes and encourage speech activity. Otherwise, the student may be afraid to express his opinion freely.

Also, a comfortable psychological environment is a necessary factor in the development of oral speech in students. If there is a supportive, positive, communicative environment based on mutual respect in the classroom, the student speaks more freely. An environment that is full of criticism, fear, or focused only on results reduces the student's speech activity. Therefore, it is advisable for the teacher to form the principle in the classroom that "mistakes are allowed, but opinions should be expressed." This increases students' speech courage, self-confidence, and readiness for communication.

Today, digital technologies are also creating new opportunities for the development of oral speech. Expressing opinions based on audio and video materials, recording short speeches, making presentations, online discussions, and communication tasks on interactive platforms enrich students' speech skills. In particular, organizing listening comprehension and expression exercises on various topics through multimedia tools develops students' pronunciation, listening comprehension, and quick response skills. At the same time, the digital environment also expands the student's ability to work independently. However, technology should not be used as a goal, but as a tool to develop speech.

Special attention should also be paid to the issue of evaluating the results of developing oral speech. Assessment should not be based solely on the criterion of "speaks" or "did not speak", but should include indicators such as the content of the speech, its logic, fluency, stylistic correctness, pronunciation, vocabulary, and level of independence. On this basis, the teacher can monitor the dynamics of speech development of each student and establish an individual approach. It is advisable to work separately with students with weak speech, activating them through small questions, basic words, pictorial tasks, and pair exercises. In general, effective methods for developing oral speech in students form an interconnected and complementary methodological system. Dialogic and monologic exercises, interactive methods, role-playing games, problem situations, didactic games, working with text, increasing vocabulary, creating a favorable psychological environment, and the rational use of digital tools are the main factors in the development of oral speech. When these methods are used consistently and purposefully, students are formed as individuals who think freely, can justify their point of view, and have fluent and cultured speech. In this sense, the development of oral speech is an important indicator that determines not only the subject, but also the educational and social results of education.

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