

**EFFECTIVENESS OF DIGITAL TECHNOLOGIES IN  
DEVELOPING SPEECH COMPETENCE IN NATIVE  
LANGUAGE CLASSES**

**Shodmonova Sevinch Rashidovna**  
**Termez State Pedagogical Institute**  
**Faculty of Preschool and Primary Education**  
**Student**

**S.M.Bobomurodov**  
**Philological Sciences**  
**Doctor of Philosophy (PhD), Associate**  
**Professor (acting)**  
<https://doi.org/10.5281/zenodo.19511964>

**ARTICLE INFO**

Received: 06<sup>th</sup> April 2026

Accepted: 08<sup>th</sup> April 2026

Online: 10<sup>th</sup> April 2026

**KEYWORDS**

*native language education,  
speech competence, digital  
technologies, interactive lesson,  
artificial intelligence,  
communicative competence*

**ABSTRACT**

*This article examines the methodology of using digital technologies to develop students' speech competence in native language classes and evaluates its effectiveness in the educational process. It analyzes the issues of forming students' oral and written speech through modern IT tools, artificial intelligence, and multimedia resources alongside traditional teaching methods. The article also proposes methodological recommendations for enhancing the didactic potential of the digital environment and improving the efficiency of native language teaching.*

Today, the digitalization of education has become a priority direction of state policy in our country. The "2022–2026 Development Strategy of New Uzbekistan" sets the task of widely introducing information and communication technologies in educational institutions [9].

The methodology of native language teaching must be oriented toward improving students' speech culture and helping them express their thoughts correctly and fluently. Using modern digital tools alongside traditional methods can significantly increase the effectiveness of the educational process [2].

The concept of speech competence was first introduced into scientific discourse within the framework of the theory of communicative competence. Communicative competence is defined not only as knowledge of grammatical rules, but also as the ability to use language appropriately in a social context [5].

A language learner must master four core components: grammatical, sociolinguistic, discursive, and strategic competencies.

In the Communicative Language Teaching (CLT) method, preparing the student for real communication situations is the core principle [6]. When this methodological framework is applied in native language classes, it becomes possible to comprehensively develop all types of speech activity in students — listening, speaking, reading, and writing. When teaching language based on the communicative approach, it is necessary to create a pedagogical environment in which the student becomes an active subject — demonstrating independent thinking and taking speech initiative [3].

Digital educational technologies are divided into several groups: interactive presentation software (PowerPoint, Prezi, Canva), online testing and exercise platforms (Quizlet, Kahoot, Wordwall), video and audio recording tools, and digital text analysis programs. When these tools are used in native language classes, various aspects of students' speech competence are activated [4]. The effectiveness of the educational process in a digital environment is directly linked to the teacher's pedagogical skill. Three core principles are identified in the use of digital technologies: goal-directedness, ensuring student activity, and continuous monitoring of outcomes.

Digital literacy has been defined as an inseparable component of teacher competence [8]. A modern teacher must not only know how to use technical devices but also be able to apply them pedagogically and effectively in line with educational goals. Representatives of the digital generation possess "clip thinking" characteristics — they assimilate short, concise, and visually enriched information more quickly than large volumes of text [11]. For this reason, limiting native language classes to only textbooks and chalkboards will not yield the expected results. IT technologies allow the educational process to be adapted to the cognitive needs of students

**Digital storytelling:** Giving students the opportunity to create their own stories and enrich them with text, images, and sound develops their creative abilities and oral speech. Using tools such as Animoto, Powtoon, and Storyjumper, students can create short animated films, presentations, or e-books. This process teaches them to think deeply about a topic and to express their thoughts clearly and meaningfully.

**Podcasts and webinars:** Encouraging students to create their own podcasts develops their listening and speaking skills. Gathering information on a topic, structuring it, and presenting it in an engaging and comprehensible manner — all of this serves the development of speech competence. The teacher, in turn, can organize webinars to establish live communication with students, answer their questions, and assess their speech skills in real time.

**Virtual tours and online excursions:** Organizing virtual trips to places related to literary works or historical events enriches students' imagination and provides them with material to speak, write, and share opinions about the topic. For example, if a virtual tour to the regions of Khorasan is organized during a lesson dedicated to the life and work of Alisher Navoi, this increases students' interest in the subject and enlivens their speech.

**Information analysis and critical thinking:** In the digital world, information is abundant and comes from various sources. Students' skills of detecting fake information, verifying the reliability of given data, comparing different sources, and selecting the information they need should be developed through the process of text analysis in native language classes. This, in particular, develops the competence of understanding and evaluating a text.

**Digital rights and responsibility:** Legal and ethical issues related to internet use can also be part of native language classes. Copyright and protection of personal data — explaining these topics fosters a sense of responsibility in students.

For the full development of communicative competence, a student must speak not only grammatically correctly in the language, but also in a manner appropriate to the sociocultural context. This, in turn, requires organizing native language classes in a way that closely resembles real-life situations.

For a modern teacher, technological literacy and pedagogical skill are complementary factors [1]. A four-stage system exists for applying pedagogical technologies: goal setting, selecting methods, integrating tools, and evaluating results.

In native language classes, the teacher's digital proficiency must be demonstrated in three directions: first, modeling real communication situations for students in a digital

environment; second, analyzing and correcting student speech through audio and video recordings; third, monitoring students' speech activity through online platforms [7].

Within the framework of the state education reform strategy, the following recommendations are put forward [10]: teachers must continuously improve their digital pedagogical skills; students' speech products in native language classes should be assessed by compiling them into a digital portfolio; and interactive tasks that develop students' independent speech initiative should be applied systematically.

In conclusion, information technologies are not an end in themselves for the native language teacher, but rather the most powerful tool for conveying the rich potential of the language to the younger generation. Preserving and developing the native language in a digital educational environment is a guarantee of national progress..

### References:

1. Avliyoqulov N., Musurmonova O. Pedagogical Technologies and Pedagogical Mastery. – Tashkent: TSPU named after Nizami, 2020.
2. Shodmonova Sh. Methodology of Native Language Teaching. – Tashkent: National Encyclopedia of Uzbekistan, 2018.
3. Hasanov B. Theory of Language Teaching Based on the Communicative Approach. – Tashkent, 2021.
4. Yusupova M. Digital Educational Technologies and Their Didactic Potential. – Tashkent, 2022.
5. Hymes D. Communicative Competence: Theory and Practice. – Cambridge University Press, 1972.
6. Richards J., Rodgers T. Approaches and Methods in Language Teaching. – Oxford: OUP, 2014.
7. Mishra S., Sharma R. Interactive Learning and Digital Pedagogy. – New Delhi, 2020.
8. UNESCO. ICT Competency Framework for Teachers. – Paris, 2018.
9. Decree No. PQ-60 of the President of the Republic of Uzbekistan dated January 28, 2022, "On the Development Strategy of New Uzbekistan for 2022–2026".
10. Ziyayeva D. Formation of Communicative Competence in Language Education.
11. Ergasheva M.A., Murtazayev S.A., Soyibov Sh.A. Native Language for the Digital Generation: Developing Language Competencies Through IT Teaching Technologies // Journal of New Century Innovations. – 2026. – Vol. 93, Issue 2. – P. 97.