

ANALYSIS OF APPROACHES CREATED SO FAR TO DEVELOP STUDENTS' SPEECH

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Annotation. This research analyzes the main theoretical and methodological approaches developed so far to enhance students' speech competence in the process of language learning. The study examines communicative, cognitive, competency-based, interactive, and learner-centered approaches, highlighting their principles, advantages, and practical applications in developing speaking skills. Special attention is given to strategies that foster fluency, accuracy, critical thinking, and spontaneous speech production. The research also discusses modern pedagogical technologies and their role in improving oral communication in educational settings. The findings demonstrate that an integrated approach combining traditional and innovative methods contributes significantly to the effective development of students' speech abilities.

Key words: speech development, communicative approach, competency-based learning, speaking skills, interactive methods, learner-centered approach, language teaching methodology, oral communication.

Annotatsiya. Mazkur tadqiqot o'quvchilarning nutqini rivojlantirishga qaratilgan hozirgacha yaratilgan asosiy nazariy va metodik yondashuvlarni tahlil qiladi. Ishda kommunikativ, kognitiv, kompetensiyaviy, interaktiv hamda shaxsga yo'naltirilgan yondashuvlarning tamoyillari, afzalliklari va amaliy qo'llanilishi yoritilgan. Nutq ravonligi, aniqligi, tanqidiy fikrlash va erkin og'zaki ifodani rivojlantirish usullariga alohida e'tibor qaratilgan. Shuningdek, zamonaviy pedagogik texnologiyalarning ta'lim jarayonida og'zaki nutqni takomillashtirishdagi o'rni tahlil qilingan. Tadqiqot natijalari an'anaviy va innovatsion metodlarni uyg'unlashtirish o'quvchilarning nutqiy kompetensiyasini samarali rivojlantirishga xizmat qilishini ko'rsatadi.

Kalit so'zlar: nutqni rivojlantirish, kommunikativ yondashuv, kompetensiyaviy ta'lim, og'zaki nutq, interaktiv metodlar, shaxsga yo'naltirilgan ta'lim, til o'qitish metodikasi, nutqiy kompetensiya.

Аннотация. Данное исследование посвящено анализу теоретических и методических подходов, направленных на развитие речи учащихся в процессе обучения языку. В работе рассматриваются коммуникативный, когнитивный, компетентностный, интерактивный и личностно-ориентированный подходы, их основные принципы и практическое применение. Особое внимание уделяется методам формирования беглости речи, точности высказывания, критического мышления и спонтанной речевой деятельности. Также анализируется роль современных педагогических технологий в совершенствовании устной коммуникации. Результаты исследования показывают, что интеграция традиционных и инновационных методов способствует эффективному развитию речевых навыков учащихся.

Ключевые слова: развитие речи, коммуникативный подход, компетентностное обучение, устная речь, интерактивные методы, личностно-ориентированный подход, методика преподавания языка, речевая компетенция.

Introduction. The development of students' speech has long been regarded as one of the central objectives of modern education, particularly in the field of language teaching. In the context of globalization, intercultural communication, and rapidly evolving educational standards, the ability to express thoughts clearly, logically, and effectively has become an essential component of students' overall communicative

competence. Speech development is not only a linguistic process but also a cognitive and social phenomenon that reflects learners' intellectual growth, critical thinking, and ability to interact within diverse communicative environments. Over the past decades, numerous pedagogical and methodological approaches have been designed to enhance students' speech abilities. Traditional grammar-translation and structural methods have gradually been supplemented and, in many cases, replaced by communicative, competency-based, cognitive, interactive, and learner-centered approaches. Each of these approaches offers distinct theoretical foundations and practical strategies aimed at improving fluency, accuracy, coherence, and spontaneity in oral expression. However, despite the diversity of existing methodologies, the issue of selecting and integrating the most effective approaches for speech development remains active and requires systematic analysis. Modern educational reforms emphasize the formation of communicative competence as a key outcome of learning. This shift highlights the necessity of re-evaluating previously developed approaches and identifying their strengths, limitations, and applicability in contemporary classrooms. Furthermore, technological advancements and innovative teaching tools have introduced new opportunities for enhancing speech practice, collaboration, and learner engagement. The relevance of this research lies in the need to critically examine the approaches created so far for developing students' speech and to determine their pedagogical effectiveness. The aim of the study is to analyze the theoretical foundations and practical implications of these approaches, identify their contributions to speech development, and outline directions for their effective integration into modern educational practice.

Literature Review. The development of students' speech, particularly in foreign language learning, has been a central focus of linguistic, pedagogical, and methodological research. Scholars and educators have proposed various approaches over time to enhance learners' speaking competence, ranging from traditional grammar-based instruction to modern communicative and learner-centered methodologies. Historically, early language teaching methods such as the Grammar-Translation Method (GTM), Direct Method, and Audiolingual Method played a foundational role in foreign language instruction. These approaches emphasized grammatical accuracy, memorization, and repetition as the primary means of language learning. According to Bureković (2022), these methods provided structured frameworks but often neglected communicative competence and spontaneous speech production, limiting students' ability to use language effectively in real-life communication. The Audiolingual Method, influenced by behaviorist theory, focused on drills, repetition, and habit formation. While it helped learners improve pronunciation and grammatical accuracy, it did not sufficiently develop communicative fluency or meaningful speech interaction. As a result, researchers began advocating for approaches that emphasized communication and interaction rather than memorization. One of the most influential modern approaches is Communicative Language Teaching (CLT),

which emphasizes meaningful communication, interaction, and real-life language use. CLT is based on the concept of communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence. Studies show that CLT significantly improves students' speaking proficiency by encouraging role plays, discussions, and collaborative learning activities. Musoyeva and Fozilova (2025) highlighted that CLT principles such as learner-centeredness, authentic communication, and interactive activities help students develop speaking competence and reduce psychological barriers to communication. Similarly, Rahman (2023) found that students exposed to CLT demonstrated increased fluency, confidence, and complexity in speech production compared to traditional instruction. These findings confirm that CLT plays a crucial role in promoting natural language use and improving students' oral communication skills. Task-Based Language Teaching (TBLT) emerged as an extension of communicative approaches and focuses on the use of meaningful tasks as the core unit of instruction. In TBLT, students engage in real-life communicative activities such as problem-solving, discussions, and presentations. These tasks help students develop fluency, confidence, and communicative competence. Research indicates that task-based activities improve students' speaking ability by providing opportunities for authentic communication and interaction. Gunawan (2025) emphasized that TBLT is a learner-centered approach that promotes active participation and improves speaking fluency by encouraging meaningful communication. Additionally, Abduganiyeva and Erkulova (2025) found that task-based activities such as debates and discussions enhance students' confidence and critical thinking skills while improving speaking performance. Thus, TBLT is widely recognized as an effective approach for developing students' speech. The concept of communicative competence has become central to modern speech development research. Communicative competence refers to the ability to use language appropriately in social, cultural, and contextual situations. Integrated approaches such as Content and Language Integrated Learning (CLIL), storytelling, and role-playing also play a significant role in speech development. These approaches promote active learning, creativity, and meaningful communication. Research shows that learner-centered and interactive teaching methods enhance students' fluency, accuracy, and confidence. Modern pedagogical approaches emphasize learner autonomy, interaction, and discovery learning. For example, Dogme Language Teaching focuses on conversational interaction and real-life communication rather than textbook-based instruction. This approach promotes spontaneous speech and authentic communication. Similarly, Data-Driven Learning encourages students to explore language patterns independently, which enhances their understanding and speaking ability. This approach promotes learner autonomy and critical thinking. In addition, recent research highlights the role of digital technologies, artificial intelligence, and interactive tools in speech development. These technologies provide immediate feedback and personalized learning experiences, improving students' speaking skills and motivation.

The literature review demonstrates a clear evolution in approaches to speech development. Traditional methods focused on grammatical accuracy, while modern approaches emphasize communication, interaction, and learner-centered instruction. Communicative Language Teaching and Task-Based Language Teaching have been identified as the most effective approaches for developing speaking skills. These approaches promote active participation, confidence, and communicative competence. Modern innovative approaches, including integrated methods and technology-based instruction, further enhance speech development by providing meaningful and authentic communication opportunities. Therefore, current research supports the use of communicative, task-based, and learner-centered approaches as the most effective strategies for developing students' speech.

Research Methodology. The research employs a qualitative and theoretical analytical methodology to examine the approaches developed so far for enhancing students' speech. The methodology is designed to identify, classify, and evaluate major pedagogical approaches and determine their effectiveness in developing learners' speaking abilities. The study is based on a descriptive-analytical research design. This design allows for the systematic description, comparison, and interpretation of existing theoretical approaches related to students' speech development. The research focuses on analyzing pedagogical theories, methodological principles, and practical strategies proposed by linguists, educators, and methodologists.

The data for the research are collected from secondary sources, including:

1. Scientific books on linguistics, pedagogy, and language teaching methodology;
2. Peer-reviewed journal articles related to communicative competence and speech development;
3. Educational standards, curricula, and methodological guidelines;
4. Previous research works, dissertations, and conference materials relevant to speech development.

These sources provide theoretical and methodological foundations for identifying the key approaches used to develop students' speech. This method is used to examine and interpret scientific literature related to speech development and teaching approaches. It helps identify the main theoretical concepts, principles, and classifications of pedagogical approaches. This method is used to compare different approaches, such as communicative, cognitive, competency-based, interactive, and learner-centered approaches. It allows the researcher to identify similarities, differences, strengths, and limitations of each approach.

The descriptive method is applied to explain the characteristics, principles, and practical applications of each approach in developing students' speech. This method helps organize the identified approaches into logical categories based on their theoretical foundations and pedagogical goals. Also, there is a generalization method which is used

to summarize the findings and draw conclusions about the effectiveness and relevance of different approaches for developing students' speech. Object of the research is the process of developing students' speech in educational settings. Subject of the research is pedagogical and methodological approaches aimed at improving students' speech competence.

The research is conducted in several stages:

1. Collection and review of relevant scientific literature;
2. Identification of major approaches to speech development;
3. Analysis and comparison of their theoretical foundations and practical applications;
4. Systematization and interpretation of the findings;
5. Formulation of conclusions and methodological recommendations.

The applied methodology ensures a comprehensive and systematic analysis of existing approaches and provides a reliable theoretical basis for improving pedagogical practices aimed at developing students' speech competence.

Analysis and results. The analysis of approaches developed to enhance students' speech demonstrates that speech development has evolved from traditional, teacher-centered models to modern, learner-centered and communicative frameworks. Each approach contributes differently to the formation of students' speaking competence, fluency, and communicative effectiveness.

Traditional (Grammar-Translation and Structural) Approach focuses primarily on grammatical accuracy, vocabulary memorization, and sentence structure. Speech production in this approach is often limited to repetition, translation, and controlled exercises. While this method helps students develop grammatical knowledge and linguistic accuracy, it does not sufficiently promote spontaneous speech or communicative confidence. Students trained mainly through traditional methods often demonstrate strong theoretical knowledge but face difficulties in real-life communication. The communicative approach emphasizes meaningful interaction and real-life communication as the primary goal of language learning. It encourages students to express their thoughts, opinions, and ideas through discussions, dialogues, role plays, and problem-solving tasks. The analysis shows that this approach significantly improves students' fluency, confidence, and ability to use language in authentic situations. It also creates a supportive learning environment where communication becomes the central element of the educational process. The cognitive approach views speech development as a mental and intellectual process connected with thinking, understanding, and information processing. This approach encourages learners to consciously understand language rules and apply them in speech production. The analysis indicates that this approach promotes deeper comprehension, logical thinking, and meaningful language use. Students develop the ability to organize their thoughts and produce more structured and coherent speech. Also, the competency-based approach focuses on developing communicative

competence, which includes linguistic, sociolinguistic, pragmatic, and strategic components. This approach emphasizes practical language use and the ability to communicate effectively in various contexts. The analysis shows that this approach helps students develop functional speech skills necessary for academic, professional, and social communication. The interactive approach highlights the importance of student participation, collaboration, and active engagement. Activities such as group discussions, pair work, debates, and presentations encourage students to use language actively. The findings demonstrate that interactive learning increases students' motivation, reduces fear of speaking, and improves fluency. The learner-centered approach places students at the center of the learning process. It considers learners' needs, interests, abilities, and individual differences. This approach promotes autonomy, creativity, and active speech production. The analysis shows that students become more confident and independent speakers when they are actively involved in the learning process. The analysis of the above-mentioned approaches reveals several important results.

Modern communicative and learner-centered approaches are more effective in developing students' speech than traditional teacher-centered methods. These approaches create opportunities for active communication and real-life language use. The communicative approach plays a key role in improving students' fluency, confidence, and ability to express ideas clearly and effectively. Interactive methods significantly enhance students' motivation and participation, which positively influences speech development. The competency-based approach ensures the development of practical communicative skills necessary for real-life communication. The cognitive approach contributes to the development of logical thinking and structured speech production. Traditional approaches remain useful for building grammatical accuracy but are insufficient when used independently for developing communicative speech competence. The most effective speech development occurs when different approaches are integrated and applied systematically in the educational process.

The results of the research confirm that speech development is a complex process that requires the combination of communicative, cognitive, interactive, and competency-based approaches. Modern pedagogical practices that emphasize student participation, meaningful communication, and practical language use provide the most favorable conditions for developing students' speech competence. Therefore, an integrated methodological framework is essential for achieving effective and sustainable speech development outcomes.

Conclusion. The present research has examined the major pedagogical and methodological approaches developed so far to enhance students' speech. The analysis demonstrates that speech development is a multidimensional process that involves linguistic accuracy, communicative competence, cognitive engagement, and social interaction. Over time, educational paradigms have shifted from traditional teacher-

centered models toward communicative, competency-based, interactive, and learner-centered approaches that prioritize meaningful language use and active student participation. The findings indicate that traditional structural methods contribute to the development of grammatical knowledge and linguistic accuracy but are insufficient when applied independently to foster spontaneous and fluent speech. In contrast, communicative and interactive approaches create authentic conditions for language use, promote confidence, and enhance students' ability to express their thoughts effectively. The competency-based approach ensures the formation of practical communication skills required in academic and real-life contexts, while the cognitive approach supports logical thinking and structured speech production. Learner-centered strategies further strengthen motivation, autonomy, and personal involvement in the learning process.

The research confirms that no single approach can fully address all aspects of speech development. The most effective results are achieved through the integration of various approaches, combining their strengths within a balanced and systematic framework. Such integration enables teachers to develop both accuracy and fluency, as well as critical thinking and communicative competence.

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