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EFFECTIVE METHODS AND TOOLS FOR DEVELOPING STUDENTS' SPEECH

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Abstract
The article examines the effectiveness of interactive methods and digital technologies in developing the speech of 7th-8th grade students. Tools such as Flipgrid, Padlet, EdPuzzle, and Digital Storytelling help improve oral and written speech, creative thinking, and teamwork skills. Research findings indicate that these methods are effective in shaping students' speech and enhancing their communicative competence.

Keywords: Student speech, communicative competence, interactive methods, digital technologies, pedagogical effectiveness.

Introduction

In today's process of globalization, one of the primary tasks of the education system is to develop students' communicative competence, that is, to teach them to speak freely, correctly, and logically. In particular, 7th- and 8th-grade students (aged 13-15) are in adolescence, a stage that is considered crucial for the cognitive, communicative, and social development of the individual [1]. According to J. Piaget's theory of cognitive development, at this age, students enter the stage of formal operational thinking, which expands their ability to reason logically, consciously master grammatical structures, and work with abstract concepts [2].

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At the same time, in the modern digital environment, students' speech activity is changing significantly. In addition to traditional oral and written communication forms, short-format (SMS, messenger), visual (emoji, GIF), and multimedia-based communication methods are widely used [3]. This situation has both positive and negative effects on the process of developing students' speech in accordance with the norms of literary language, ensuring coherence and logical structure.

The process of teaching the Uzbek language in Uzbekistan's education system is gradually improving based on a competency-based approach. However, practical observations show that students who speak other languages (Russian-speaking and speakers of other languages) often face difficulties in expressing their thoughts orally and in writing logically, choosing words appropriate to the communicative situation, and adhering to grammatical norms. This further underscores the need to develop and implement effective methods and tools aimed at improving students' speech development.

From this perspective, the use of interactive methods, modern pedagogical approaches, and digital educational tools in developing speech competence in non-native Uzbek-speaking students represents a pressing scientific and methodological issue.

Literature Review

In the history of teaching the Uzbek language and the development of its methodology, the work of S. M. Gramenitskiy, Aliasqar Kalinin, and Saidrasul Saidazizov, who were active in Russian-native schools before 1917, is particularly noteworthy. They were engaged in teaching Uzbek to Russian-speaking students, and through these schools, the first instructional materials aimed at teaching Uzbek to speakers of other nationalities living in the Turkestan region were created. This work served as a historical foundation for preparing non-native students to learn the language. Moreover, the methods and techniques for developing the speech of non-native students have been studied by foreign scholars such as G. V. Rogova and I. N. Vereshchagina, as well as by Uzbek researchers including R. Yo'ldoshev, H. Muxitdinova, S. Adilova, N. Z. Umarova, G. N. Qurbonova, and G. Z. Muhammadjonova.

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Main Part

Developing students' speech is one of the central directions of modern education, encompassing not only the acquisition of language units but also the formation of communicative, linguistic, and socio-cultural competencies. In particular, teaching Uzbek to non-native students involves a complex, multi-stage process of developing speech activity. This process is associated with limited exposure to the language environment, insufficient vocabulary, and difficulties in the practical application of grammatical structures.

A competency-based approach serves as the main methodological foundation for effectively addressing this issue. The state educational standards, which define the A1, A2, and B1 levels, aim to develop students' language proficiency step by step. This requires the teacher not only to teach language rules but also to prepare students for real communicative situations.

Interactive methods play a crucial role in the process of developing speech. They transform the student from a passive listener into an active participant and bring speech activities closer to natural communicative processes.

Interactive methods and digital technologies further align speech activities with authentic communicative contexts. The following table presents the main methods, their essence, practical application, and outcomes:

Table 1. Application of Interactive Methods and Digital Technologies

Technology	Method	Application	Outcome
Flipgrid	Video Reflection	1-2 min videos to express ideas	Develops oral skills, thinking, and communication culture
Padlet	Idea Wall	Posting ideas online and group discussion	Organizes thoughts, expands vocabulary, enhances written and oral skills
EdPuzzle	Interactive Video	Watching videos, answering questions, discussion	Develops listening, analytical, and oral skills
StoryJumper / Canva	Digital Storytelling	Creating and presenting short stories in groups	Strengthens oral & written communication, creative thinking, teamwork

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Analytical Evaluation: the Flipgrid method allows students to express their ideas on a topic through short video clips and share them with classmates [4]. Research indicates that 68% of students improve the clarity of their expression using Flipgrid. This method is effective for strengthening oral communication skills, but additional exercises are needed to develop written skills.

The Padlet technology encourages students to actively participate by posting their ideas on an online board. Observations show that 59% of students increase their engagement [5]. It is effective for organizing written thoughts and expanding vocabulary, but some students may remain passive, making group work necessary.

EdPuzzle engages students with the topic through videos and helps develop communication skills. Studies show that 65% of students grasp the subject more quickly via video [6]. Interactive videos enhance listening comprehension and analytical skills, though their effectiveness depends on student motivation.

Digital Storytelling allows students to create short stories using digital tools, enriching them with text, audio, images, and animations. Statistics show that 71% of students are able to fully express their ideas through storytelling [7]. It is a highly integrative method that simultaneously develops oral and written communication, creative thinking, and teamwork skills. Assessment criteria include story coherence, text quality, alignment of visual and audio elements, and interaction with classmates.

Specifically, audio materials help develop listening comprehension skills, video and multimedia tools enhance visual imagination, online tests reinforce knowledge, and artificial intelligence allows for individual analysis of pronunciation, intonation, and grammar. This also fosters students' independent learning competence.

There are certain challenges in applying these digital technologies and methods in the classroom, and the solutions to these challenges are presented in the following table:

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Table 2. Problems and Solutions in Using Digital Technologies

Technology	Problem	Solution
Flipgrid	Slow internet, camera shyness, time-consuming evaluation	Offline video, practice with short clips, peer-assessment
Padlet	Passive students, disorganized ideas, tech limitations	Group work, color/category coding, turn-based participation
EdPuzzle	Maintaining attention, incorrect answers, high teacher workload	Divide videos, group discussion, automatic grading
Digital Storytelling	Time-consuming, lack of tech skills, subjective assessment	Step-by-step planning, technical guides, clear evaluation criteria

Results and Discussion

The study results indicate that interactive methods and digital technologies are effective in developing students' speech. Tools such as Flipgrid, Padlet, EdPuzzle, and digital storytelling help improve oral and written communication, expand vocabulary, and foster creative and critical thinking. Observations show that 68-71% of students can express their ideas clearly and logically using these tools.

Interactive methods transform students from passive listeners into active participants and bring classroom activities closer to authentic communicative processes. Flipgrid enhances oral skills, Padlet helps organize ideas, EdPuzzle develops listening comprehension and analytical abilities, while digital storytelling simultaneously strengthens oral and written communication, creative thinking, and teamwork skills.

Additionally, audio-visual materials, online tests, and artificial intelligence support students' independent learning.

Conclusion

Recent studies show that 72% of students prefer practicing written communication on digital platforms, yet only 45% can express their thoughts accurately and logically. The process of developing students' speech is most effective when combining interactive methods, linguistic exercises, and digital technologies. For students learning in a second language, an integrated approach facilitates faster language acquisition and enhances communicative competence

Using digital technologies, students can develop their speech through self-assessment, cultivate creative and critical thinking, and strengthen teamwork skills and communicative culture.

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