



**METHODOLOGICAL APPROACHES TO THE USE OF INFORMATION
AND COMMUNICATION TECHNOLOGIES FOR DEVELOPING
STUDENTS’ SPEECH COMPETENCE IN GENERAL EDUCATION
SCHOOLS**

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ABSTRACT

This article provides an in-depth analysis of methodological approaches to the effective use of information and communication technologies (ICT) in the development of speech competence among general education school students. Speech competence is interpreted as a skill that must be consistently developed across all subjects, and the article explores the potential of ICT tools in enhancing listening comprehension, verbal expression, communication, argumentation, and creative speech production through interactive formats. The study substantiates, with practical examples, the application of communicative, activity-based, constructivist, differentiated, and interdisciplinary integration principles in the teaching process. It also highlights the role of purposeful integration of ICT at all stages of the lesson in activating learners’ speech and communicative engagement. Furthermore, the methodological advantages of utilizing multimodal tools such as video, audio, interactive exercises, online assessments, podcasts, presentations, and virtual communication platforms are comprehensively examined.

KEYWORDS

Speech competence, information and communication technologies (ICT), communicative approach, activity-based learning, electronic portfolio, digital monitoring, podcast, constructivist approach, interdisciplinary integration, oral speech development.

INTRODUCTION

Developing students’ speech competence in general education schools is not a process limited only to separate speech lessons or mother tongue and foreign language classes; rather, it is a continuous pedagogical activity that must be carried out across all subjects. Information and communication technologies (ICT) make it possible to organize this activity in a modern, interactive and effective way. Lessons conducted with the use of ICT serve to comprehensively develop students’ skills of listening comprehension, fluent oral expression, engaging in communication, argumentation and justification, as well as creating creative speech. The following sections provide a detailed description of the main methodological aspects of using ICT in the formation of speech competence, the

integration of ICT at different stages of the lesson, the lesson model, types of tasks, concrete lesson scenarios, methodological recommendations for teachers, and the system of assessment and monitoring.

The use of information and communication technologies (ICT) in developing speech competence is based on the following methodological principles:

1. Communicative approach principle – ICT should serve not only as a tool for delivering information, but also as an environment for communication. For example, when a video is shown, the student should not remain merely a viewer; instead, they must actively participate in subsequent discussions, presentations, and question-and-answer activities.

2. Activity-based learning principle – when using ICT, the student must not be a passive consumer of information, but an active creator (such as producing videos, podcasts, slides, blogs, interviews, or digital stories).

3. Constructivist approach – the student should not simply memorize prepared speech; rather, they must independently “construct” their own speech experience using ICT tools (by analyzing, editing, expanding or shortening a text).

4. Differentiated and individualized approach – ICT makes it possible to offer tasks that vary according to students’ speech readiness, abilities, interests and pace of development.

5. Interdisciplinary integration principle – ICT should be used to develop speech competence not only in mother tongue and foreign language lessons, but also in history, geography, biology, informatics and even mathematics classes. For example, students may prepare a video presentation on historical events and present it orally.

Designing lesson methodology based on these principles enables the teacher to use information and communication technologies purposefully and meaningfully, rather than as a mere trend. When the use of ICT is properly planned at all stages of the lesson (introduction, main part, reinforcement and assessment), the development of speech competence becomes a continuous process.

1. Introduction stage: creating motivation and a speech situation.

The purpose of this stage is to stimulate students’ need to speak on the topic and create a reason for communication.

Methodological solutions:

- Using a short video clip, animation, picture or meme followed by oral questions such as “What did you see?” or “What is happening here?”
- Conducting a brief brainstorming session using 3–5 engaging questions in Quizizz or Kahoot, followed by oral discussion of the answers.
- Asking 2–3 students to give quick verbal comments based on visual material taken from Ziyonet or other platforms.

As a result, students become psychologically prepared for the topic, and their need to express opinions orally increases.

2. Main stage: acquisition of language and speech material through ICT.

At this stage, ICT is used to help students learn new language items (words, expressions, grammatical structures) and speech models (dialogue, monologue, debate format).

Methodological solutions:

- Showing a short video and asking students to state the main idea, list events in order, and analyze the speech of the characters.
- Listening to an audio text and conducting Q&A activities based on the principles of “who? where? when? what did they do?”
- Creating a cluster (mind map) based on the listened text and explaining it orally.
- Completing an interactive task (LearningApps, Wordwall) and giving oral justification: “Why did you choose this answer?”, “Which answer do you think is incorrect and why?”

At this stage, the student gradually moves from being a “receiver of speech” to becoming a “producer of speech.”

3. Reinforcement stage: productive speech activity.

At this stage, ICT encourages students to create speech independently.

Methodological solutions:

- Preparing a 1–2 minute oral narrative based on a video fragment or participating in a role-play.
- Recording a podcast or audio message expressing personal opinions, evaluations and suggestions on the topic.
- Delivering an oral explanation (without reading from the slide) for a self-prepared 5–7 slide presentation.

During this process, the student actively applies the language material accumulated throughout the lesson.

4. Assessment stage: digital monitoring and reflection.

In assessing speech competence, ICT tools allow for:

- audio-video recordings in addition to test results;
- electronic portfolios;
- online assessment rubrics.

Methodological solutions:

- Conducting a short test via Google Forms or TestMatik followed by oral analysis.
- Recording the student’s speech and assessing it using a rubric by both the teacher and the student.
- Collecting written reflections via Kundalik.com or Google Classroom, followed by oral reflection activities in class.

Through this approach, assessment becomes not merely a grading process but a tool for analyzing and improving students’ speech.

A lesson based on information and communication technologies aimed at developing speech competence can be constructed using the following generalized model:

1. Defining the topic and objective –

“Topic: Environmental protection. Objective: to develop students’ oral expression skills on environmental issues using information and communication technologies.”

2. Introduction (5–7 minutes):

- A short eco-video is shown;
- Three Kahoot questions such as “Which waste materials are the most dangerous?”, “How many years does plastic take to decompose?” are presented;
- Students are asked, “Does this problem exist in the area where you live?” to encourage oral responses.

3. Main part (20–25 minutes):

- A short report from Ziyonet or YouTube is listened to and watched;
- Students are divided into small groups and create a cluster based on the content of the video;
- Each group delivers a 2–3 minute oral presentation based on their cluster;
- A matching exercise in LearningApps is completed (terms such as ecology, waste, recycling, resources, pollution, etc.), followed by oral explanations of the results.

4. Reinforcement (10–15 minutes):

- Each group records a one-minute mini-podcast on the topic “Our class environmental project”;
- The podcasts are listened to in order, and other groups ask questions about the presented podcasts;
- The teacher highlights the positive aspects of students’ speech and points out the areas that need improvement.

5. Assessment and reflection (5–10 minutes):

- Students answer questions via Google Forms such as “What did you learn today?” and “How interesting was today’s lesson for you?”
- Students evaluate the lesson in three words using Mentimeter;
- The teacher provides a general summary and assigns a small oral task for the next lesson (for example: “Prepare five suggestions for cleaning the area around your home and present them in class”).

This model can be adapted and applied to various topics in mother tongue, literature, foreign languages, as well as science and social studies classes.

Assignments aimed at developing speech competence through information and communication technologies can be conditionally divided into three levels:

1. Reproductive tasks – reproducing heard or seen material;

2. Productive tasks – creating new speech based on given input (picture, video, cluster);

3. Creative tasks – generating free, independent speech based on one’s own idea, position, or attitude.

Each of these task types is reinforced through the use of information and communication technologies.

Interactive exercises:

- Completing sentences (finishing a sentence, filling in blanks);
- Reordering sentences;
- Matching pictures with sentences;
- Creating mini-dialogues.

These exercises serve as a preparatory stage, especially for reinforcing vocabulary and grammar, and for developing productive speech at later stages.

Audio-based tasks:

- Listening to an audio text twice, then answering five oral questions;
- Listening to a character's line and explaining what they intended to express;
- "Audio dictation": orally listing five key ideas from the listened text.

Video analysis:

- Pausing a video scene and predicting what might happen next;
- Analyzing subtitles and suggesting synonymous expressions;
- Modifying the dialogue in the video and performing it again with a different intonation.

Online tests:

- Listening comprehension tests;
- Selecting the appropriate response for a communicative situation;
- Explaining foreign language expressions orally in the mother tongue (after the test result is revealed).

Visual scenarios:

- Creating a story based on a sequence of images (comic strip);
- Orally explaining a diagram, table, or infographic;
- Constructing a monologue based on a mind map.

These tasks help develop coherence, logical connection, and expressiveness in students' speech.

Below are several practical scenarios designed for different grades and subjects to develop speech competence through the use of information and communication technologies (ICT).

Scenario 1. For Primary Grades – "Story Based on a Picture"

Topic: "My School"

Tools: Interactive whiteboard, picture slides, microphone.

1. Three to four images related to school life are shown in sequence on the interactive whiteboard.
2. Students are divided into small groups, and each group is assigned one picture.
3. Group members prepare a list of words related to the picture (classroom, teacher, board, friends, etc.).
4. The teacher helps organize these words into a cluster on the interactive board.
5. Each student creates a 3–4 sentence story based on the cluster and presents it aloud using the microphone.

Expected outcome: development of coherent sentences, creation of oral speech based on visual material, improved pronunciation and confidence.

Scenario 2. Mother Tongue (Grades 5–6) – "Retelling Based on an Audio Text"

Topic: "A Story about Friendship"

Tools: Audiobook excerpts, speaker, computer.

1. Students listen to a 2–3 minute audio fragment of a story.
2. Before listening, the teacher provides 2–3 guiding questions: "What is the main event in the story?", "Who are the characters?"
3. After listening, students retell the events to each other in pairs.

4. Several students retell the story to the whole class in their own words.
5. The teacher focuses on logical sequence, the use of connectors, and expressiveness in speech.

Scenario 3. Foreign Language (Grades 7–8) – “Role-play in Zoom”

Topic: “Online Communication with a Friend”

Tools: Zoom (or Google Meet), breakout rooms, chat.

1. The teacher begins the lesson in Zoom and shows a short video related to the topic.
2. Students are divided into 3–4 person breakout rooms. Each group receives a situation such as: “You and your friend are discussing your holiday plans.”
3. Group members role-play the situation via camera and microphone.
4. Afterwards, 1–2 groups perform their role-play again in the main room.
5. Other students ask questions and make suggestions.

Outcome: development of natural communication, asking and answering questions fluently in a foreign language.

Scenario 4. Literature (Grades 9–11) – “Independent Analysis Using Video”

Topic: Character analysis in a literary work

Tools: Video based on the literary work (YouTube), Edpuzzle, presentation software.

1. The teacher shows a short video adapted from the literary work (e.g., a dramatized scene).
2. Using Edpuzzle, questions are embedded directly into the video: “What emotions is the character experiencing in this situation?” “What would you do if you were in their place?”
3. Students prepare written or oral responses to the questions.
4. Groups prepare a presentation analyzing the character’s traits (using slides, images, quotations), and present it orally.
5. A discussion is held: “Do you support the character’s decision? Why or why not?”

Scenario 5. “Creating a Podcast” (Upper Grades)

Topic: “My Future Profession”

Tools: Smartphone, audio recording app (Voice Recorder), optionally Anchor, etc.

1. Students individually or in pairs prepare a short outline about their future profession.
2. They orally rehearse a 1–2 minute speech based on the outline.
3. They record their speech as an audio file.
4. The teacher and classmates listen to the podcasts and provide feedback.
5. In the next lesson, students may re-record their podcasts, considering corrections and suggestions.

Scenario 6. “Uploading Speech to an Electronic Portfolio”

Each student creates a folder titled “My Speech Portfolio” on Google Drive, OneDrive, or another cloud service. Every month (or quarter), they upload:

- one oral presentation video;
- one audio recording (podcast);
- one slide presentation and a short clip of its oral delivery;
- one written essay.

The teacher reviews the portfolio at the end of the term, gives overall feedback, and shows the student's progress dynamics.

Methodological Guidelines for Teachers

To effectively develop speech competence using ICT, teachers should follow these methodological rules:

- 1. Set clear goals** – not simply “showing a video,” but aiming for a specific outcome such as “Students will produce a 2–3 minute monologue after watching the video.”
- 2. Match tools to methods** – select ICT tools appropriate for the topic, age group, and grade level (more animations and pictures for younger learners; debates, podcasts, and online forums for upper grades).
- 3. Balance time** – ICT should not dominate the lesson; enough time must be allocated for oral speech production.
- 4. Ensure active participation** – after each ICT element, include at least one oral task (Q&A, explanation, analysis, retelling, discussion).
- 5. Progressive complexity** – start with reproductive tasks, then productive, and finally creative speech tasks.
- 6. Teach digital literacy** – along with technical skills, explain online communication etiquette, avoiding plagiarism, respect, and ethical behavior.
- 7. Encourage reflection** – at the end of the lesson, ask questions such as “What speech tasks did we complete today?”, “What did you do well?”, “What needs improvement?” to promote self-assessment.

Assessment of Speech Competence through ICT

Because speech competence is multifaceted, ICT enables comprehensive monitoring.

The electronic portfolio serves as a “bank” of the student's speech achievements. It includes:

- audio recordings (podcasts, recorded readings, presentation fragments);
- video recordings (role-plays, debates, slide presentations);
- presentations (PowerPoint, Canva, etc.);
- samples of written work (essays, retellings, descriptions).

When evaluating the portfolio, the teacher focuses on:

- fluency and coherence of speech;
- vocabulary range;
- grammatical accuracy;
- pronunciation and intonation;
- communication skills;
- creativity.

Platforms such as Quizizz, Kahoot, Google Forms, and TestMatik provide:

- quick diagnostics;
- comparison of students' knowledge at the beginning and end of the lesson;
- opportunities for self-assessment and reflection.

These systems offer not only scoring, but also analytical data, error detection, and support for individualized learning.

Conclusion

The methodology of using information and communication technologies in developing speech competence:

- encompasses all stages of the lesson;
- ensures multimodal learning;
- transforms the student from a passive listener into an active speech creator;
- makes assessment and monitoring transparent;
- serves as a creative methodological “laboratory” for the teacher.

ICT develops students’ speech not artificially, but through natural communication, real-life situations, engaging tasks, and creative projects. Thus, this methodology provides a strong theoretical and practical foundation for raising speech competence in general education schools to a new level.

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