



METHODOLOGY FOR DEVELOPING STUDENTS' SPEECH COMPETENCE IN LITERATURE LESSONS THROUGH AN INNOVATIVE APPROACH

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Abstract

This article explores the methodological possibilities of developing students' speech competence in literature lessons through innovative approaches. It analyses interactive methods, digital educational tools, problem-based tasks, and communicative exercises that contribute to developing students' abilities to comprehend and analyse literary texts and express their ideas orally and in writing in a coherent, logical, and evidence-based manner. The pedagogical effectiveness of using discussion, creative writing, role-playing, project-based learning, and collaborative learning technologies in the study of literary works is also substantiated. The role of innovative methods in developing students' independent thinking, speech activity, communicative flexibility, and literary-aesthetic thinking is identified. The article also provides methodological recommendations aimed at developing speech competence.

Keywords: Literature lesson, speech competence, innovative approach, communicative method, interactive learning, literary text, creative thinking, oral speech, written speech, digital educational tools.

INTRODUCTION

In modern education, students' ability not only to acquire ready-made knowledge but also to express their ideas independently, coherently, logically, and convincingly in oral and written forms is regarded as an important pedagogical outcome. In this regard, the development of speech competence is one of the



priority objectives of general secondary education, as it enables students to engage in communication, comprehend and analyse textual content, substantiate personal opinions, and use linguistic means appropriately in various communicative situations.

Literature lessons offer broad didactic opportunities for developing students' speech competence. In the process of reading literary works, evaluating characters' behaviour, expressing attitudes towards events, comparing literary images, and interpreting the ideological and aesthetic content of a work, students' vocabulary, coherent speech, reasoning abilities, and creative thinking are developed. However, limiting the instructional process mainly to retelling the content of a text, answering predetermined questions, and reproducing theoretical information does not fully ensure students' active participation in speech-related activities.

The implementation of innovative approaches in the educational process is particularly important for addressing this problem. Interactive methods, problem-based learning, collaborative activities, project-based technology, creative writing, discussion, role-playing, and digital educational tools transform students into active participants in the lesson. Through these methods, students do not merely acquire the content of a literary text; they independently interpret its meaning, compare different viewpoints, defend their positions with evidence, and develop listening, speaking, reading, and writing skills in an integrated manner.

Literature lessons organised on the basis of an innovative approach create favourable pedagogical conditions for considering students' individual abilities, communicative needs, and creative potential. In particular, formulating problem-based questions related to literary texts, exchanging ideas in small groups, producing speech from a character's perspective, writing alternative endings, conducting literary discussions, and using multimedia tools enhance students' speech activity, communicative independence, and reflective skills.

The purpose of this article is to identify the methodological possibilities of developing students' speech competence in literature lessons through innovative approaches, systematise effective methods and tools, and formulate methodological recommendations for their application in the educational process. In accordance with this purpose, the structural components of speech



competence, the communicative potential of literature education, and the pedagogical effectiveness of innovative methods are analysed.

LITERATURE REVIEW

The concept of speech competence was initially examined within the framework of the theory of communicative competence. D.Hayms¹ argued that language proficiency is not limited to mastering grammatical rules but also includes the ability to use language appropriately in a particular communicative situation. Subsequently, M.Canale² and M. Swain distinguished the grammatical, sociolinguistic, discourse, and strategic components of communicative competence. L.Baxman³, in turn, placed particular emphasis on the interrelationship among linguistic knowledge, pragmatic abilities, and communicative strategies in speech activity. These approaches constitute the theoretical foundation for developing students' abilities to express ideas coherently, select linguistic units appropriate to a communicative situation, and use different types of speech activity effectively.

The development of students' speech and creative activity in the educational process also occupies an important place in the scholarly views of L.S.Vygotsky⁴, J.Dewey⁵ and B.Bloom⁶. L.S.Vygotsky explained the interrelated development of speech and thinking through social interaction, while J.Dewey emphasised the importance of engaging students in practical activities, problem-based situations, and independent inquiry. The taxonomy of educational objectives developed by B.Bloom involves progression from remembering knowledge to analysis, evaluation, and creative activity. These theories provide a basis for developing students' speech competence in literature lessons through discussions, problem-based questions, creative writing, projects, role-playing, and collaborative tasks.

¹ Hymes D. H. On Communicative Competence // Sociolinguistics: Selected Readings / ed. by J. B. Pride, J. Holmes. – Harmondsworth: Penguin Books, 1972. – P. 269–293.

² Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing // Applied Linguistics. – 1980. – Vol. 1, № 1. – P. 1–47. – DOI: 10.1093/applin/1.1.1.

³ Bachman L. F. Fundamental Considerations in Language Testing. – Oxford: Oxford University Press, 1990. – 408 p.

⁴ Выготский Л. С. Мышление и речь. – Москва: Лабиринт, 1999. – 352 с.

⁵ Dewey J. Experience and Education. – New York: The Macmillan Company, 1938. – 116 p.

⁶ Bloom B. S. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain. – New York: Longmans, Green and Co., 1956. – 207 p.



In Uzbek literature teaching methodology, the studies of Q.Yo‘ldoshev⁷, B.To‘xliyev⁸, M.Mirqosimova⁹ and S.Matchonov¹⁰ address the importance of studying literary works in close connection with students’ thinking and speech activity, independently analysing texts, expressing attitudes towards literary characters, and substantiating opinions with evidence.

These studies substantiate the potential of literature lessons to develop students’ spirituality, aesthetic taste, creative thinking, and coherent speech. Nevertheless, there remains a need to improve the methodology for the integrated development of all components of speech competence in literature lessons through interactive methods, digital tools, and creative tasks. Therefore, systematising the didactic potential of innovative approaches and adapting them to the analysis of literary texts constitute an important direction of the present study.

ANALYSIS AND RESULTS

The process of developing students’ speech competence in literature lessons is based on the integration of reading, comprehending, analysing, interpreting literary texts, and expressing ideas in oral and written forms. Theoretical and methodological analyses have demonstrated that speech competence is not limited to the ability to construct grammatically correct sentences or retell the content of a text.

This competence functions as an integrated system comprising linguistic, communicative, cognitive, discursive, pragmatic, reflective, and creative components. Therefore, tasks used in literature lessons should not be restricted to expanding students’ vocabulary but should also encourage independent reasoning, argumentation, evaluation, and the expression of ideas appropriate to various communicative situations.

Traditional approaches currently used in practice predominantly focus on retelling the content of literary works, studying authors’ biographies, and answering predetermined questions. In such a process, students mainly participate

⁷ Yo‘ldoshev Q. Adabiyot o‘qitishning ilmiy-nazariy asoslari. – Toshkent: O‘qituvchi, 1996. – 152 b.

⁸ To‘xliyev B. Adabiyot o‘qitish metodikasi: o‘quv qo‘llanma. – Toshkent: Alisher Navoiy nomidagi O‘zbekiston Milliy kutubxonasi nashriyoti, 2010. – 167 b.

⁹ Mirqosimova M. O‘quvchilarni adabiy-estetik tahlilga o‘rgatish. – Toshkent: O‘qituvchi, 1994.

¹⁰ Matchonov S. Maktabda adabiyotdan mustaqil ishlar: o‘qituvchilar uchun metodik qo‘llanma. – Toshkent: O‘qituvchi, 1996.



as recipients who reproduce ready-made information. Consequently, their opportunities to express personal attitudes, approach the issues presented in a literary work from different perspectives, substantiate their views with textual evidence, and defend their positions during communication remain limited. An innovative approach, by contrast, transforms students into active interpreters of literary texts and involves organising reading, listening, speaking, and writing within an integrated didactic system.

The analysis revealed that problem-based learning, interactive discussions, creative writing, role-playing, project-based learning, collaborative learning, and digital tools are effective in developing speech competence in literature lessons. Problem-based questions direct students not merely to reproduce the content of a literary work but to identify cause-and-effect relationships, evaluate the behaviour of characters, and interpret the author's position. Discussions and debates develop students' abilities to express ideas clearly, listen to the viewpoints of others, respond to opposing arguments, and defend their personal positions with evidence.

Creative writing tasks are particularly important in developing students' written speech. Writing an alternative ending to a literary work, composing a letter from a character's perspective, retelling an event from the viewpoint of another character, and preparing a review or essay on a literary work enhance students' vocabulary, text-production skills, and stylistic independence. Role-playing and dramatisation tasks, in turn, contribute to a deeper understanding of literary characters' psychological states, the selection of speech forms appropriate to a communicative situation, and the effective use of intonation, pauses, facial expressions, and other paralinguistic devices.



**Table 1 Methodological Potential of Innovative Methods for Developing
Students' Speech Competence in Literature Lessons**

Innovative Method	Mechanism of Speech Activity	Expected Methodological Outcome
Problem-Based Questions and Tasks	Identifying and analysing the problem presented in a literary work and proposing solutions	Logical, analytical, and evidence-based speech is developed
Discussion and Debate	Comparing different viewpoints and defending a personal position	Oral speech, listening skills, and communicative activity are enhanced
Creative Writing	Producing independent texts, essays, reviews, and alternative narratives	Written speech, creative thinking, and stylistic skills are developed
Role-Playing and Dramatisation	Expressing a character's speech in accordance with the communicative situation	Dialogic speech and pragmatic competence are developed
Collaborative Learning	Exchanging ideas within a group and reaching a common conclusion	A culture of communication and speech-based collaboration is formed
Digital Educational Tools	Working with audio, video, presentations, and electronic texts	Skills in comprehending and presenting multimodal information are enhanced
Project-Based Learning	Searching for and selecting information and presenting the results	Independent speech, research abilities, and reflective skills are developed

The data presented in the table demonstrate that each innovative method contributes to the development of a particular component of speech competence. However, greater methodological effectiveness is achieved not through the isolated application of these methods but through their integration. For example, posing a problem-based question about a literary work, discussing it in small groups, presenting the outcomes of the discussion orally, and subsequently writing an essay simultaneously activate students' listening, speaking, reading, and writing skills.

The use of digital tools also expands the communicative potential of literature education. Electronic presentations, audiobooks, video materials, virtual discussions, interactive tests, and digital storytelling tools increase students' interest in lessons and enable them to perceive literary texts through different



forms of information. However, digital technology should serve not as the principal objective of the lesson but as a pedagogical tool for organising speech activity. Only under this condition will the use of technology extend beyond visual presentation and contribute to students' independent thinking and production of oral and written discourse.

Based on the analysis, it was considered appropriate to organise the process of developing speech competence according to the following sequence: comprehension of a literary text → identification of a problem situation → exchange of ideas → argumentation → production of an independent speech product → reflective assessment. At the initial stage, students comprehend the content and literary features of the work. At the subsequent stage, they identify the problem presented in the text and formulate their own attitudes towards it. During discussion, students compare their ideas with the views of others, substantiate them with textual evidence, and ultimately produce an oral or written discourse product. Reflective assessment enables students to analyse the content, logical coherence, fluency, and effectiveness of their own speech.

As a result, literature lessons organised through an innovative approach develop not only students' level of knowledge but also their communicative independence, creative thinking, literary and aesthetic worldview, and speech activity. This approach enables students to progress from reproducing ready-made interpretations to generating independent ideas, substantiating them, and expressing them appropriately in various communicative situations. From this perspective, the systematic integration of innovative methods into the content of literature education constitutes an important methodological condition for developing students' speech competence.

CONCLUSIONS

The development of students' speech competence in literature lessons depends on the integration of comprehending, analysing, and evaluating literary texts, as well as expressing personal opinions convincingly in oral and written forms. Speech competence is not limited to linguistic knowledge but functions as an integrated system encompassing communicative, cognitive, discursive, pragmatic, reflective, and creative skills.



The analysis demonstrated that traditional tasks based on retelling and answering predetermined questions do not sufficiently develop students' independent speech activity. Therefore, literature lessons should incorporate the purposeful use of problem-based questions, discussions, creative writing, role-playing, project-based learning, collaborative learning, and digital tools.

The integration of innovative methods makes it possible to develop students' listening, speaking, reading, and writing skills simultaneously. In particular, tasks aimed at identifying problems in literary works, comparing different viewpoints, supporting ideas with textual evidence, and producing independent oral or written discourse enhance communicative activity and creative thinking.

Organising the development of speech competence through the stages of literary text comprehension, identification of a problem situation, exchange of ideas, argumentation, production of an independent speech product, and reflective assessment is methodologically effective. This sequence transforms students from passive recipients who reproduce ready-made knowledge into active readers and participants in communication who independently interpret literary texts and substantiate their personal positions.

Overall, the systematic integration of innovative approaches into literature education develops students' ability to construct fluent, logical, evidence-based, and contextually appropriate discourse. In addition to improving the educational effectiveness of literature lessons, such a methodological system contributes to the formation of independent thinking, a culture of communication, literary and aesthetic awareness, and creative activity among students.

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