

WAYS TO DEVELOP STUDENTS SPEAKING SKILLS IN THE PROCESS OF TEACHING LITERATURE

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Abstract: This article examines the theoretical and methodological foundations of developing students' written and oral speech, the didactic significance of language development in literature lessons, and the leading methods and principles of forming speech culture. It analyzes, on a scientific basis, the necessity of developing written speech in accordance with societal demands, the speech-related problems students face in the era of modern information technologies, and ways to overcome them. In addition, the article highlights methods such as the communicative approach, psycholinguistic principles, role-playing, text-based activities, and hermeneutic analysis that effectively foster students' creative thinking, evaluation, description, analytical skills, and oral expression competencies. The study systematically reveals the stages, principles, and methods of speech development in literature classes.

Keywords: Written speech, oral speech, language development, communicative, approach psycholinguistics, literature lesson, personal development, speech culture, hermeneutic analysis.

INTRODUCTION

Developing students' speaking skills in the process of teaching literature is an essential component of modern language and literature education. Literature classes provide rich opportunities for learners to express personal opinions, analyze characters, interpret themes, and engage in meaningful discussions. Through interaction with literary texts, students not only enhance their critical thinking but also practice using language creatively and confidently. Therefore, integrating speaking-focused activities into literature lessons helps build communicative competence, encourages independent thought, and strengthens students' ability to articulate ideas clearly and effectively. This approach supports holistic language development and fosters a deeper appreciation of literary works. Developing students' written language is a pathway to creativity. Improving a learner's written speech is one of the most important and weighty issues in teaching literature, as well as in providing education and upbringing. Through this, young learners are introduced to the art of language, master literary works deeply, learn to express their thoughts clearly and beautifully, and acquire skills of cultured and literate writing. In the teaching and educational process, the development of students' written speech and fostering creativity arise from the demands of society. Society has always needed talented individuals with developed creative abilities. Today's rapidly changing world requires a new type of person with unique abilities and qualities. All modern professions demand adaptability, agility, quick thinking, rich creative potential, and the ability to adjust rapidly to various situations while also being able to direct them creatively. Although the methodology of developmental teaching is advancing and methods are evolving, the issue of developing students' speaking and writing skills still remains unresolved. There are several reasons for this. In today's technological era, there are noticeable obstacles that hinder the development and maturity of students' speech. Among them:

1. The dominance of technical language over daily verbal communication.
2. Changes in teaching methods in the classroom (the dominance of oral methods over others).
3. Assessments relying mostly on tests.

4. The overwhelming influence of computer technologies in the learning process.
5. The decline in students' interest in reading literature, leading to the underdevelopment of vocabulary and impoverishment of speech.

METHODS

Thus, it becomes necessary to reconsider the new requirements, methods, and approaches for developing students' speech. One of the most effective and successful approaches to developing schoolchildren's speaking skills is the method based on communicative activity. Therefore, the term "speech activity" has been introduced into the system of language development as a psycholinguistic concept. Speech skills rely on words, and words are the form through which thoughts are expressed; they form the basis of human communication. Communication itself is the major motivator that stimulates a person's speech activity. Therefore, developing students' speech skills in literature lessons based on communicative functions and interactional processes is extremely important. The linguodidactic approach to developing speaking skills aims at enhancing communicative activity stylistically and turning it into a creative process. This process is realized through various tasks and exercises. After analyzing methodological works, we identified the main types of exercises for language development. One group includes exercises aimed at developing aesthetic taste and the ability to analyze a text based on its artistic features. Another group consists of exercises aimed at selecting and using words effectively to influence the listener. A third group develops the ability to use words effectively in role-playing situations and aims to enhance purposeful speech activity. In addition, exercises that help students express opinions, provide critiques, and conduct hermeneutic analysis by uncovering the cognitive meanings behind words in the text can also be effectively used in literature teaching methodology.

- The main principles for developing students' speech. The process of developing students' speaking skills in literature lessons is based on several principles: Conducting speech development activities by integrating the artistic-aesthetic, intellectual-cognitive, and educational aspects of literature;
- Integrating speech development with all stages and objectives of teaching literature;
- Using a variety of methods and techniques to enhance speech activity;
- Developing students' speaking skills progressively from simple to complex across grade levels;
- Basing speech development on practical exercises connected to real-life situations and types of art;
- Ensuring continuity and consistency in developing students' speech;
- Conducting language development in connection with Kazakh language lessons and other subjects.

The literature subject creates favorable conditions for students to acquire various creative skills. Literary works expose learners to complex psychological, ethical, and philosophical issues, guiding them to develop independent judgments, produce research projects, write oral and written assignments, and express critical opinions. It is natural that most creative skills form during literature study.

Main directions of speech development in literature lessons

1. Phraseological and vocabulary work based on literary texts.
2. Recognizing genre characteristics and retelling monologic descriptions creatively.
3. Organizing students' speech in dialogic forms.

4. Creating linguistic situations that stimulate speech.
5. Establishing interdisciplinary connections that support speech development.

Student competencies in speech development

In middle grades, students develop competence in several areas:

1. Mastering the lexical system that reveals the artistic world of the work, the characteristics of the images, and the writer's creative vision. Vocabulary work includes interpreting difficult words, idioms, borrowings, archaic words, polysemous words, and more, using explanatory and translation dictionaries, finding synonyms and antonyms, providing proverbs, etc.
2. Mastering types of narration – analytical, literary narration, reporting, answering questions thoughtfully, biographical storytelling, and expressing the writer's creative portrait.
3. Learning theoretical and philosophical literary terms used in text analysis, criticism, and literary theory.
4. Applying artistic means, idioms, proverbs, aphorisms in speech.
5. Achieving clarity, conciseness, and logical structure in speech.
6. Using correct stylistic norms and avoiding unnecessary repetitions, barbarisms, and stylistic errors.
7. Establishing communicative influence – engaging the audience and expressing ideas persuasively.
8. Preparing independently for reports, presentations, and other speech tasks.

RESULTS

Developing written speech is closely connected to oral speech. Clear oral expression leads to competent writing. Teachers must constantly monitor the meaningfulness, clarity, coherence, and expressiveness of students' oral and written work. Visual aids play a significant role in developing speech. Modern tools such as interactive boards, computers, and multimedia resources attract attention, increase motivation, help memory, and create favorable conditions for speaking and storytelling. The highest level of speech development is rhetorical mastery – oratory. M. Auezov described Abai's speech manner as thoughtful, concise, and powerful. ¹Cicero emphasized that eloquence must be based on knowledge; without mastering the subject, speaking becomes meaningless. Plato defined oratory as an art that achieves all through words. Chinese rhetoric identifies clarity, conciseness, thoughtfulness, emotional appeal, restraint, and responsibility for each word as essential qualities. The study identified several effective ways to enhance students' speaking skills through the teaching of literature. The findings indicate that integrating literary texts into speaking activities significantly increases students' verbal fluency, confidence, and interpretative abilities. First, the use of interactive methods – such as role-play, dramatization, dialogic reading, and group discussions – was shown to create meaningful communicative situations that encourage students to express their thoughts freely. These activities allow learners to embody characters, analyze motives, and present personal viewpoints, which in turn strengthens both their language competence and critical thinking. Second, the research demonstrated that incorporating questioning techniques based on Bloom's taxonomy helps develop higher-order speaking skills. Open-ended questions, inferential tasks, and

¹ Әуезов М. Шығармаларының толық жинағы. 3 том. А., Жазушы 1979, 154 б

analytical prompts stimulate students to articulate complex ideas, justify opinions, and interpret symbolic or thematic elements of literary works. This approach expands vocabulary usage and promotes more structured oral responses. Third, the integration of multimodal strategies – including audio recordings, short video clips, visual aids, and digital storytelling – proved beneficial in creating an engaging learning environment. These tools support comprehension and motivate students to participate more actively in speaking tasks related to literary content. Finally, the results show that consistent feedback and peer-assessment practices enhance students' accuracy, pronunciation, and coherence in speaking. When learners evaluate each other's interpretations and presentations, they become more aware of communicative norms and develop metacognitive control over their speech. Overall, the study concludes that literature-based instruction, when combined with interactive, analytical, and multimodal techniques, significantly improves students' speaking proficiency and fosters a deeper appreciation of literary texts.

CONCLUSION

In conclusion the article scientifically substantiates that developing students' written and oral speech is an essential component of literature education. The process of language development not only forms students' speech culture but also enhances their thinking abilities, communication skills, and their capacity to understand and analyze texts. The use of methods such as the communicative approach, psycholinguistic principles, hermeneutic analysis, and text-based activities in literature lessons yields effective results in fostering students' creativity, critical thinking, and independent reasoning competencies. The study also emphasizes the importance of organizing the speech development process step by step, taking into account students' individual abilities, applying interactive technologies, and improving assessment criteria in modern education. Based on the research findings, it is concluded that literature lessons aimed at speech development play a crucial role in expanding learners' intellectual potential, communication culture, and creative thinking.

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