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# PEDAGOGICAL CONDITIONS FOR DEVELOPING SPEECH THROUGH DIGITAL TECHNOLOGIES IN UZBEK LANGUAGE LEARNERS

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### Abstract

This article outlines the pedagogical conditions for using digital technologies in the process of developing speech competencies in learners of the Uzbek language. The main purpose of the study is to develop a pedagogical model that ensures the effectiveness of speech development through digital technologies and to test this model through practical experimentation. The research analyzes the influence of the digital learning environment on speech development, the methodological role of the teacher, factors that increase learners' engagement, and the didactic potentials of modern interactive tools.

**Keywords:** Speech development, digital technologies, pedagogical conditions, communicative competence, Uzbek language education, digital learning environment, methodology, interactive tasks.

### Introduction

In the context of globalization and digital transformation, ensuring the speech development of learners within the education system is recognized as one of the most important pedagogical tasks. This is especially true in the teaching of the



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Uzbek language, where developing learners' oral and written speech, as well as the ability to express their thoughts logically, fluently, and in accordance with literary norms, holds critical significance.

Practice shows that many learners face challenges such as limited vocabulary, grammatical errors, hesitation to participate in communication, and difficulties in organizing speech logically. These issues highlight a pressing need to address speech development through modern instructional methods, thereby underscoring the relevance and necessity of the current study.

With the integration of modern digital technologies into the educational process, new opportunities have emerged for developing speech skills. Multimedia tools, audio and video materials, artificial intelligence-based platforms, and online communication environments serve to enhance learners' speech activity. However, effective use of these technologies requires specific pedagogical conditions to be met, as the meaningful integration of technology in teaching depends on appropriate pedagogical support and instructional design.

**Research Aim, Object, and Methodology.** The aim of the study is to identify the pedagogical conditions for developing speech through digital technologies in learners of the Uzbek language and to propose an effective methodology for implementing these conditions.

The object of the research is the speech activity of secondary school learners in the Uzbek language, and the subject is the pedagogical conditions for organizing this activity through digital technologies.

To achieve the research aim, the study employs pedagogical research methods that are designed to systematically investigate the effects of digital tools on learners' speech development, evaluate the role of teachers, and analyze learners' engagement with interactive tasks.



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### Research Methods

The study was conducted using the following research methods:

1. Organization and Implementation of a Pedagogical Experiment – The pedagogical experiment was carried out with 125 students from grades 7 to 9 at three secondary schools in Tashkent Region to investigate the impact of digital technologies on Uzbek language learners' speech activities.
2. Pedagogical Observation – Systematic observation was used to record and analyze students' speech behavior and interaction during instructional activities.
3. Questionnaires for Students and Teachers – Structured surveys were administered to both learners and teachers to collect data on perceptions, attitudes, and experiences related to the use of digital tools in speech development.
4. Statistical Analysis of Speech Performance Results – The collected quantitative data were subjected to statistical analysis to evaluate changes in learners' speech outcomes and measure the effectiveness of instructional strategies.
5. Theoretical Analysis – A theoretical review was conducted involving the analysis of relevant literature, scientific studies, and instructional manuals to contextualize the research and support methodological decisions.

**Literature Review.** Literature Analysis. Speech is an important instrument that reflects an individual's socialization, communication culture, and thought processes. Research scholars interpret speech development as a process intrinsically linked to communicative activity. Scholars such as J. Piaget, L.S. Vygotsky, and A.A. Leontiev connected the development of speech to cognitive and social factors [1].

The works of Uzbek researchers N.Z. Umarova, G.N. Qurbonova, Kh. Mukhiddinova, and Sh. Kodirova have addressed issues related to developing speech skills using digital tools. According to their views, digital technologies enhance independent thinking, analytical abilities, and speech activity in students



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[2]. However, in practice, the application of these technologies as a systematic pedagogical model aimed at speech development, as well as measuring their effectiveness based on precise indicators, have not been sufficiently studied.

**Main Section.** The analysis of research and our practical experience indicates that the effective development of speech based on digital technologies in Uzbek language learners only occurs when the following key pedagogical conditions are present:

**1. Purposeful Organization of the Digital Learning Environment.** The digital learning environment must be appropriate for the learners' age and psychological characteristics. Learning management systems (LMS) such as "Kundalik.uz" or "Google Classroom" can serve as the primary platform for organizing this environment. These platforms should host audio stories, video clips (e.g., short films, documentaries, interviews), interactive presentations (Prezi, Genially), and online learning resources specialized for the Uzbek language. The environment should transform the learner from a passive listener into an active participant, that is, it should provide them with the opportunity to create their own content (podcasts, video blogs). According to researcher N.Z. Umarova's emphasis, multimedia, audio-video materials, AI-based language learning platforms, and online communication environments play a significant role in enhancing students' speech activity [3].

**2. The Teacher's Methodological Preparedness and Digital Competence.** An Uzbek language teacher must not only have a solid foundation in linguistics but also a thorough understanding of the fundamentals of digital pedagogy. It is crucial to develop methodological solutions that serve speech development, rather than using digital tools aimlessly. The teacher must consciously utilize audio recordings, online discussions, and analysis tools based on artificial



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intelligence. This requires possessing skills such as organizing group discussions on “Microsoft Teams” or “Zoom,” collecting ideas and feedback on the interactive board “Padlet,” and facilitating the submission of short video responses through the “Flipgrid” application.

**3. A System of Interactive Tasks Aimed at Enhancing Students' Speech Activity.** Assignments developed on the basis of digital technologies must encourage students to speak, express opinions, and engage in debate. For example:

**“Audio Journey” Project:** The student creates an audio story about their place of residence and posts it on the LMS for assessment.

**Video Commentary:** Students watch a short film in the Uzbek language and then prepare a video commentary on it using “Flipgrid.”

**Online Debate:** A discussion organized on the “Google Meet” platform on an important social topic.

**Virtual Role-Playing Games:** Preparing a guide about a virtual Uzbek village constructed in an environment like “Minecraft” and presenting it orally.

These tasks develop both the dialogic and monologic speech of students.

Modern language teaching methodology specialist Jeremy Harmer noted in an interview that interview activities prepare students for “real-world communication. “He emphasized that through interviews, students develop interactive speech skills such as asking questions, responding, clarifying, and expressing misunderstanding [5].

**4. Digital Exercises Aimed at Developing Listening Comprehension and Reformulation Mechanisms.** Listening comprehension exercises based on audio and video materials are a crucial factor in speech development. Utilizing Uzbek-language news channels on “YouTube” and audio programs on “Podcast.uz,” listening tasks at various levels (global, detailed, inferential) can be



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assigned. The student analyzes the listened text, creates a word cloud of key concepts using “Mentimeter,” retells it, and draws conclusions. This process ensures the logic and coherence of speech. The development of listening comprehension ability depends on factors such as the speed of speech, the difficulty of the topic, and the ability to manage attention in a noisy environment [4].

**5. Utilizing Digital Tools in the Assessment and Analysis Process.** Through digital platforms, students’ speech can be automatically analyzed, providing individual recommendations on pronunciation, grammatical accuracy, and vocabulary richness.

**6. Limitations in Using Digital Technologies and Ways to Overcome Them.** In practice, the following issues may arise: lack of technical capabilities (in rural areas), technophobia among some teachers, and the marginalization of traditional speech exercises due to the excessive use of digital tools. To address these problems, it is necessary to establish a digital resource center in schools, organize continuous professional development courses for teachers, and find the optimal balance between digital and traditional methods.

### Results and Discussion

The results of our practical experience (a 6-month pedagogical experiment) were confirmed by the following quantitative indicators:

The level of active participation in oral speech among students in the experimental group increased by 38% (compared to 12% in the other group).

The number of lexical errors in speech decreased by an average of 25%.

Positive responses regarding the indicator of confident self-expression in communication situations rose from 67% to 89%.



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Students' interest in digital speech exercises, according to the survey, scored 4.2 points (on a 5-point scale).

The analyses showed that when the pedagogical conditions listed above are applied systematically, students not only begin to express their thoughts more freely but also improve their skills in independently working on speech errors, participating in constructive discussions, and mastering communication culture.

### Conclusion

In conclusion, the effectiveness of developing speech based on digital technologies in Uzbek language learners depends on the integration of the following: 1) a purposefully organized digital learning environment; 2) a teacher with high digital and methodological competence; 3) a system of interactive tasks that develop various facets of speech; and 4) personalized digital assessment and analysis mechanisms.

Based on the research results, the following recommendations can be made:

Organizing special training programs and master classes to enhance teachers' digital competence.

Attracting investment for developing artificial intelligence-based software products designed for analyzing speech in the Uzbek language.

Integrating modules for digital speech development into educational curricula.

Developing state programs to reduce the digital divide between rural and urban schools.

When these pedagogical conditions are systematically ensured, the speech development process not only achieves high results but also serves to educate individuals who can think independently and express themselves clearly, meeting the demands of a modern information society.



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