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LINGUODIDACTIC FEATURES OF DEVELOPING SPEECH COMPETENCE IN ACADEMIC LYCEUM STUDENTS

Sulaymonova Nafisa Sattorovna

Independent Researcher, Department of Uzbek Linguistics,
Navoi State University

Abstract

This article examines the linguodidactic features of developing speech competence among academic lyceum students. The linguistic, communicative, discursive, pragmatic, and strategic components of speech competence are described as an interconnected system, and the methodological conditions for their development in the educational process are substantiated. Considering the age-related, intellectual, and communicative characteristics of academic lyceum students, the article explores the potential of text-based activities, problem-based questions, discussions, creative writing, oral presentations, and collaborative tasks. It also demonstrates the importance of linguodidactic principles, interactive methods, and the integration of different types of speech activity in developing students' ability to express their ideas logically, coherently, convincingly, and appropriately in various communicative situations. The article proposes methodological recommendations aimed at enhancing speech competence in academic lyceum education.

Keywords: Academic lyceum, speech competence, linguodidactics, communicative competence, speech activity, oral speech, written speech, text-based activities, interactive methods, communicative approach.

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INTRODUCTION

In contemporary education, students' ability not only to acquire linguistic knowledge but also to use it appropriately in various communicative situations is regarded as an important learning outcome. At the academic lyceum level, students are particularly expected to comprehend texts of complex content, analyse information, compare ideas, express personal opinions based on evidence, and construct oral and written discourse in accordance with the norms of the literary language. Therefore, identifying the linguodidactic features of developing speech competence at this stage of education constitutes one of the relevant scientific and methodological tasks.

In international pedagogy and language teaching methodology, speech competence has been studied in relation to communicative activity, discourse production, pragmatic adaptation, and strategic communication. The scholarly views of D. Hymes, M. Canale, M. Swain, and L. Bachman demonstrate that language proficiency is not limited to the mastery of grammatical norms but also encompasses the ability to express ideas by considering the communicative purpose, the context of interaction, and the characteristics of the interlocutor. Contemporary linguodidactic research recognises text-based instruction, situational tasks, collaborative communication, and reflective assessment as important means of developing speech competence.

In the national education system, particular attention is devoted to developing students' oral and written speech, supporting independent thinking, and preparing them for communicative activities. Academic lyceum curricula are designed to develop students' skills in text comprehension, analytical thinking, participation in discussions, preparation of presentations, and production of written texts in various genres. In practice, however, speech-related tasks are often limited to retelling texts, answering predetermined questions, and reinforcing grammatical norms. This does not sufficiently develop students' ability to produce independent, evidence-based, and contextually appropriate discourse.

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In our view, the development of speech competence among academic lyceum students should be based on ensuring the integration of linguistic knowledge, communicative needs, experience in working with texts, and independent speech activity. In this process, it is important to use texts appropriate to students' age and intellectual characteristics, progressively more complex tasks, problem-based situations, argumentative discourse, creative writing, and self-assessment techniques. This article analyses the linguodidactic factors, methodological principles, and distinctive features of speech-related tasks that influence the development of speech competence among academic lyceum students.

LITERATURE REVIEW

Issues related to developing students' speech, the linguodidactic foundations of mother tongue and literature education, the formation of coherent speech, text-based instruction, and the independent expression of ideas in oral and written forms have been addressed in the scientific and methodological studies of Q. Yo'ldoshev, B. To'xliyev, K. Qosimova, A. G'ulomov, S. Matchonov, A. Zunnunov, H. Ne'matov, M. Mahmudov, and Q. Husanboyeva. Their works reveal the methodological possibilities for enabling students to use linguistic units in practice, comprehend and analyse texts, express personal opinions in a well-reasoned manner, and organise their speech activity coherently.

The psychological and pedagogical mechanisms of speech activity, the relationship between speech and thinking, the formation of communicative activity, and the development of speech skills in accordance with students' age-related characteristics have been extensively investigated in the scholarly works of L. S. Vygotsky, A. A. Leontiev, N. I. Zhinkin, I. A. Zimnyaya, M. R. Lvov, Yu. K. Babansky, V. V. Davydov, and J. Bruner.

Communicative competence, the linguodidactic approach, the integration of different types of speech activity, and the orientation of language education towards authentic communicative situations are reflected in the studies of D.

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Hymes, M. Canale, M. Swain, L. Bachman, J. Richards, D. Nunan, J. Harmer, H. Douglas Brown, and M. Byram. These studies substantiate that, alongside grammatical knowledge, discourse coherence, pragmatic appropriateness, sociolinguistic norms, and communicative strategies constitute essential components of speech competence.

Although existing studies have comprehensively examined the theoretical, psychological, pedagogical, and methodological dimensions of speech competence, the linguodidactic features of developing this competence among academic lyceum students have not yet been sufficiently systematised within an integrated framework that considers their age-related, intellectual, and communicative needs. Therefore, it is important to investigate methodological approaches focused on text-based activities, the integration of different types of speech activity, the gradual increase in task complexity, and the independent production of oral and written discourse.

ANALYSIS AND RESULTS

Developing speech competence at the academic lyceum level involves preparing students not merely to expand their linguistic knowledge but to apply it actively in communicative processes with different purposes and content. At this stage of education, students are expected to move beyond everyday communication and use analytical, scientific, journalistic, and discussion-based forms of discourse. Therefore, the speech competence of an academic lyceum student is not limited to expressing ideas in a grammatically correct manner; it also encompasses the ability to select relevant content, identify the main idea, organise arguments, choose an appropriate speech style, and present information in accordance with the intended audience.

The analysis of students' speech frequently reveals certain inconsistencies in the verbal formulation of ideas that are otherwise accurate in content. In some cases, although students understand the topic, they are unable to express logical

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relationships between ideas coherently, experience difficulty distinguishing arguments from conclusions, or fail to select stylistic devices appropriate to the communicative situation. This indicates that a direct connection between knowledge and speech activity does not develop automatically. Consequently, the educational process should methodologically assess not only what students know but also how they express that knowledge through speech.

The type and communicative function of a text constitute important linguodidactic factors in developing speech competence among academic lyceum students. While a literary text encourages figurative thinking, personal response, and aesthetic evaluation, a scientific text requires an understanding of the logical relationships among concepts, evidence, and conclusions. A journalistic text, in turn, enables students to identify attitudes towards social phenomena, the author's position, and expressive devices intended to influence the audience. The comparative study of texts belonging to different functional styles helps students understand that the content, structure, and form of discourse vary depending on the communicative purpose.

Assessing the level of speech competence solely on the basis of the grammatical accuracy of sentences is insufficient. It is also necessary to consider students' ability to develop ideas in accordance with the topic, establish semantic coherence between parts of a text, use evidence appropriately, comply with genre requirements, and express their position clearly. On this basis, the criteria for assessing the speech activity of academic lyceum students were systematised as follows.

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Table 1 Linguodidactic Criteria for Assessing the Speech Competence of Academic Lyceum Students

Assessment Criterion	Description	Manifestation in Speech Activity
Content Accuracy	The relevance of ideas to the topic and communicative purpose	Expressing the main idea clearly and avoiding digression from the topic
Logical Coherence	Causal and semantic relationships between ideas	Consistency and unity among the introduction, main body, and conclusion
Compliance with Language Norms	Correct use of lexical, grammatical, and stylistic devices	Observing the norms of the literary language and avoiding unnecessary repetition
Evidence-Based Reasoning	Supporting ideas with examples, causes, and justification	Defending a personal position through convincing arguments
Genre Appropriateness	Compliance of the form of discourse with the requirements of the selected genre	Distinguishing between an essay, review, commentary, presentation, and discussion speech
Pragmatic Appropriateness	Relevance of speech to its purpose, context, and audience	Appropriately selecting formal, academic, or informal forms of communication
Reflective Control	Reviewing and improving the produced discourse	Identifying errors and shortcomings and revising the text

The criteria presented in the table demonstrate the multidimensional nature of speech competence. A student's speech may be rich in content; however, if it lacks logical coherence or stylistic appropriateness, the communicative purpose cannot be fully achieved. Likewise, grammatically correct speech will not produce sufficient communicative effectiveness if it is unsupported by evidence, unclear in terms of genre, or not adapted to the intended audience. Therefore, applying these criteria in an interconnected manner makes it possible to determine the actual level of speech competence.

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The analysis indicated that particular attention should be paid to the relationship between reproductive and productive activities in developing the speech competence of academic lyceum students. Retelling a text, answering predetermined questions, and constructing sentences according to a model are forms of reproductive activity that provide an initial foundation for speech development. However, a high level of competence is manifested in a student's ability to generate new ideas, express an attitude towards a problem, select arguments independently, determine the structure of a text, and draw conclusions. Therefore, academic lyceum lessons should prioritise tasks that facilitate the transition from reproducing existing information to independent interpretation and discourse production.

In developing written speech, not only the final product of text creation but also the process through which it is produced is important. Understanding the topic, selecting relevant information, preparing an outline, writing an initial draft, carrying out content-based and stylistic revision, and producing the final text constitute interconnected stages. This process develops students' ability to plan their ideas in advance, consciously select words and constructions, and identify repetition and logical gaps within a text. In oral speech, activities such as brief preparation, identifying the main thesis, organising arguments in a logical sequence, and responding to questions are of particular importance.

As a result of the analysis, the principal linguodidactic features of developing speech competence among academic lyceum students were identified. First, speech-related tasks should require intellectually challenging activities appropriate to students' age and cognitive development. Second, linguistic units should be taught not as isolated rules but as functional means of constructing textual meaning. Third, speech activity should be organised on the basis of texts representing different functional styles and genres. Fourth, in addition to grammatical accuracy, assessment should incorporate such criteria as content

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accuracy, evidence-based reasoning, genre appropriateness, and pragmatic appropriateness.

Thus, the development of speech competence among academic lyceum students is achieved through a transition from the acquisition of knowledge to its practical use in speech activity, from reproducing ready-made texts to creating independent content, and from grammatical control to the assessment of communicative outcomes. The linguodidactically appropriate organisation of this process enables students to express their ideas with semantic precision, logical coherence, conformity to language norms, and appropriateness to the communicative situation.

CONCLUSIONS

The development of speech competence among academic lyceum students is not limited to the acquisition of theoretical linguistic knowledge; it also requires the conscious, purposeful, and independent application of this knowledge in various communicative situations. This competence is manifested through content accuracy, logical coherence, evidence-based reasoning, compliance with language norms, genre appropriateness, and orientation towards the intended audience.

The analysis demonstrated that possessing sufficient knowledge of a particular topic does not automatically enable a student to express ideas fluently and coherently. Therefore, alongside reproductive tasks aimed at assessing acquired knowledge, the educational process should incorporate productive tasks designed to analyse information, compare viewpoints, substantiate personal positions, and create independent texts.

In developing speech competence, it is important to make differentiated use of the linguistic and communicative potential of literary, scientific, and journalistic texts. Working with texts belonging to different functional styles and genres helps students understand the relationship among the purpose, content, structure, and

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expressive means of discourse. It also develops their ability to select linguistic units appropriate to a particular communicative situation.

Relying solely on grammatical accuracy is insufficient when assessing the oral and written speech of academic lyceum students. The assessment process should also consider content integrity, the validity of arguments, logical relationships between ideas, stylistic and genre appropriateness, and the ability to revise one's own speech. Such an approach makes it possible to identify students' actual achievements and shortcomings in speech activity more accurately.

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