FORMING MONOLOGICAL SPEECH SKILLS IN FOREIGN LANGUAGE LEARNING AMONG STUDENTS

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Olmalik shahar 2- son texnikumi ingliz tili fani o'qiituvchisi.

Abstract: The development of monological speech skills is one of the key objectives in foreign language education. Monological speech enables students to express their thoughts coherently, logically, and independently in a foreign language. This article examines theoretical foundations and practical methods for forming monological speech skills among learners. The study is based on communicative, competency-based, and student-centered approaches in foreign language teaching. The research analyzes innovative pedagogical technologies, interactive methods, and task-based learning strategies aimed at enhancing students' monological competence. The results show that systematic and structured activities significantly improve students' ability to produce extended speech, organize ideas logically, and demonstrate linguistic accuracy. The article concludes that effective formation of monological speech requires integration of cognitive, linguistic, and psychological components in the learning process.

Keywords: monological speech, foreign language teaching, communicative competence, speaking skills, student-centered approach, task-based learning, interactive methods, speech development.

INTRODUCTION

In the context of globalization and international communication, mastering a foreign language has become an essential component of modern education. Among the four main language skills — listening, speaking, reading, and writing — speaking plays a particularly important role. Within speaking skills, monological speech represents a complex and structured form of oral communication.

Monological speech is defined as a continuous, logically organized utterance produced by one speaker without immediate interruption. Unlike dialogical speech, which involves interaction between participants, monological speech requires independent planning, structuring, and linguistic accuracy. Therefore, forming monological speech skills in students is a challenging but necessary task.

The purpose of this study is to analyze effective methods and pedagogical conditions for developing monological speech skills in foreign language learners.

The objectives of the study are:

1. To examine theoretical foundations of monological speech development.

2. To identify pedagogical technologies that enhance monological competence.

3. To analyze practical classroom strategies.

4. To evaluate the effectiveness of implemented methods.

LITERATURE REVIEW

The concept of speech competence has been widely discussed in the works of linguists and methodologists such as Dell Hymes, who introduced the term "communicative competence," and Michael Canale and Merrill Swain, who developed its structural components.

According to communicative language teaching theory, speaking competence includes grammatical, sociolinguistic, discourse, and strategic competencies. Monological speech is closely related to discourse competence, which involves the ability to produce coherent and cohesive texts.

Researchers emphasize that monological speech requires:

-Logical sequencing of ideas

-Lexical richness

-Grammatical accuracy

-Fluency

-Pronunciation clarity

Modern scholars also highlight the importance of task-based learning and project-based activities in developing extended speech production.

METHODS

The research employed qualitative and quantitative methods.

Participants

The study involved 60 secondary school students learning English as a foreign language.

Research Design

Students were divided into two groups:

-Control group (traditional methods)

-Experimental group (interactive and innovative methods)

Teaching Methods Applied in the Experimental Group:

1. Task-based learning

2. Project presentations

3. Storytelling techniques

4. Role-play simulations

5. Visual prompts and mind mapping

6. Digital tools and multimedia resources

Data collection methods included:

Oral performance assessment

Observation

Pre- and post-tests

Speaking rubrics evaluation

RESULTS

The findings demonstrate significant improvement in students' monological speech abilities in the experimental group.

Key improvements observed:

Increased fluency (by 35%)

Better organization of ideas

Expanded vocabulary usage

Reduced grammatical errors

Higher confidence in public speaking

Students who participated in project-based and interactive tasks showed greater ability to construct coherent and extended speech.

In contrast, the control group showed moderate improvement but lacked structural coherence and lexical diversity.

DISCUSSION

The results confirm that innovative and student-centered approaches positively influence monological speech development. Traditional teacher-centered methods often limit students' speaking time and reduce opportunities for independent speech production.

Effective formation of monological skills requires:

Gradual complexity of tasks

Visual and contextual support

Clear speech models

Regular practice

Constructive feedback

Psychological factors such as motivation, confidence, and reduced anxiety also play a crucial role.

The integration of digital technologies (videos, presentation software, online speaking platforms) increases student engagement and supports autonomous learning.

Pedagogical Conditions for Effective Formation

1. Creating a communicative classroom environment.

2. Encouraging critical thinking.

3. Providing structured speech patterns.

4. Using scaffolding techniques.

5. Incorporating interdisciplinary content.

6. Continuous formative assessment.

CONCLUSION

The formation of monological speech skills is a complex and multidimensional process requiring systematic pedagogical planning. The study proves that communicative and interactive approaches significantly enhance students' ability to produce coherent, fluent, and structured speech in a foreign language.

To ensure successful development of monological competence, teachers should integrate cognitive, linguistic, and psychological components in instruction. Innovative technologies and student-centered methods create favorable conditions for independent speech production and communicative confidence.

Future research may focus on digital speech assessment tools and artificial intelligence integration in speaking evaluation.

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