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TECHNOLOGIES FOR DEVELOPING STUDENTS' SPEECH SKILLS IN THE DIGITAL EDUCATIONAL ENVIRONMENT.

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ABSTRACT: The rapid development of digital educational environments has significantly transformed approaches to teaching and learning, particularly in the development of students' speech skills. This article examines technologies for developing students' speech competence in the context of digital education, with special attention to pedagogical practices, methodological innovations, and the integration of information and communication technologies (ICT) in the educational process. The study is based on an analysis of Uzbek and international pedagogical literature, as well as contemporary approaches to digital didactics and language education. It highlights how multimedia tools, interactive platforms, artificial intelligence-based applications, and online communication systems contribute to improving students' oral and written speech skills. The article also discusses challenges such as unequal access to digital resources, teacher preparedness, and methodological limitations. The findings suggest that the effective integration of digital technologies enhances learners' communicative competence, critical thinking, and independent learning abilities. The research concludes that digital educational environments, when properly designed and implemented, serve as a powerful tool for developing speech skills in modern education systems.

KEYWORDS:digital educational environment, speech skills, ICT, communicative competence, interactive learning, multimedia technologies, Uzbek pedagogy, language teaching, digital didactics, student development

INTRODUCTION

In the modern era of globalization and technological advancement, education systems around the world are undergoing profound changes, and Uzbekistan is no exception. The integration of digital technologies into education has become one of the most important priorities of educational reforms aimed at improving quality, accessibility, and efficiency of learning. In this context, the development of students' speech skills has gained special importance, since speech competence is a fundamental component of overall communicative competence, academic success, and social integration. Uzbek pedagogical science has long emphasized the importance of speech development as a core element of personality formation, and contemporary reforms continue this tradition by incorporating digital tools into language learning environments. The digital educational environment provides new opportunities for enhancing students' speaking, listening, reading, and writing skills through interactive platforms, multimedia resources, and communication technologies. At the same time, it creates new methodological challenges that require rethinking traditional pedagogical approaches. Scholars in Uzbek education, including researchers in methodology, linguistics, and ICT integration, have noted that speech development is most effective when learners are actively engaged in meaningful communication, problem-solving tasks, and collaborative learning processes. Digital technologies support these conditions by providing authentic communication contexts, immediate feedback, and personalized learning trajectories. Therefore, the study of technologies for developing students' speech skills in digital environments

is both timely and scientifically relevant, contributing to the advancement of modern pedagogical theory and practice.

MAIN PART

The development of speech skills in students within a digital educational environment is closely linked to the integration of information and communication technologies into the teaching process. In Uzbek pedagogical literature, speech development is traditionally understood as a gradual process of forming the ability to express thoughts clearly, logically, and effectively in oral and written forms. With the emergence of digital tools, this process has become more dynamic and interactive. Modern digital platforms such as learning management systems, online classrooms, and mobile educational applications enable students to engage in continuous communication beyond the boundaries of traditional classrooms[1]. These tools create conditions for the development of linguistic competence through exposure to authentic language materials, interactive exercises, and collaborative tasks. One of the most significant advantages of digital environments is the possibility of individualized learning. Students can work at their own pace, repeat materials as needed, and receive immediate feedback from automated systems or teachers. This is particularly important in speech development, where repetition, practice, and correction play a crucial role. Uzbek researchers emphasize that the effectiveness of speech training increases when learners are actively involved in communicative activities such as discussions, debates, storytelling, and presentations. Digital technologies enhance these activities by providing virtual spaces for communication, including video conferencing tools, forums, and social learning networks. Multimedia resources such as audio recordings, videos, and interactive simulations also contribute to improving pronunciation, intonation, and fluency. In addition, artificial intelligence-based applications are increasingly used to support language learning by analyzing students' speech, identifying errors, and offering personalized recommendations. These innovations represent a significant step forward in pedagogical practice, aligning with global trends in education digitalization[2].

In the context of Uzbek education, the integration of ICT into speech development is also associated with the modernization of teaching methods. Traditional teacher-centered approaches are gradually being replaced by learner-centered and competence-based models. In such models, the teacher acts as a facilitator who guides students in their learning process rather than simply transmitting knowledge. Digital tools support this shift by enabling interactive and collaborative learning environments. For example, students can participate in online group projects, record and share their speeches, and engage in peer evaluation. This not only develops their speech skills but also enhances critical thinking, creativity, and teamwork abilities. Uzbek pedagogical studies highlight the importance of creating communicative situations that reflect real-life contexts. Digital environments are particularly effective in this regard, as they allow simulation of real communication scenarios such as interviews, discussions, and public speaking events. Furthermore, the use of digital storytelling techniques has proven effective in developing students' narrative skills. By creating digital stories using multimedia elements, students learn to structure their speech logically and express ideas coherently. Another important aspect is the role of mobile learning in speech development. Mobile applications provide learners with constant access to educational materials and communication tools, making learning more flexible and continuous. This is especially relevant in Uzbekistan, where mobile technology is widely accessible among students.

[1] G'ulomov S. *Axborot texnologiyalari va ta'lim*. Toshkent: Iqtisod-Moliya, 2020.
[2] Sayfutdinov O. *Raqamli ta'lim muhitida innovatsiyalar*. Toshkent: Fan va texnologiya, 2022.

Despite the advantages, there are also several challenges associated with the use of digital technologies in speech development. One of the main issues is the digital divide, which refers to unequal access to technological resources among students. In some educational institutions, limited access to computers, internet connectivity, and modern software restricts the effective implementation of digital learning methods. Another challenge is the varying level of digital competence among teachers. While younger educators may be more familiar with modern technologies, some experienced teachers require additional training to effectively integrate ICT into their teaching practices. Uzbek educational reforms emphasize the importance of professional development programs aimed at improving teachers' digital literacy. Methodological challenges also exist, particularly in designing effective digital tasks that genuinely contribute to speech development rather than merely providing entertainment. It is essential that digital activities are pedagogically grounded and aligned with learning objectives. Moreover, excessive reliance on automated systems may reduce the role of human interaction, which remains crucial in speech development. Therefore, a balanced approach that combines traditional pedagogical methods with digital innovations is necessary[3].

Scientific research in Uzbekistan and abroad indicates that the most effective strategies for developing speech skills in digital environments include interactive communication, task-based learning, and formative assessment. Interactive communication allows students to practice language in real-time situations, while task-based learning focuses on completing meaningful tasks that require the use of speech skills. Formative assessment, supported by digital tools, enables continuous monitoring of students' progress and provides timely feedback. Another important factor is the use of corpus-based and data-driven learning approaches, which allow students to analyze authentic language usage and improve their linguistic accuracy. In addition, virtual reality and augmented reality technologies are emerging as innovative tools for language learning, offering immersive environments where students can practice speech in simulated real-world contexts. Although these technologies are still in the early stages of implementation in Uzbekistan, their potential for enhancing speech development is significant. Uzbek scholars also emphasize the importance of cultural context in language learning. Digital platforms make it possible to integrate national cultural content into educational materials, thereby strengthening students' cultural identity while developing their speech skills. This integration of language and culture is particularly important in Uzbekistan's educational philosophy.

Overall, the main part of the analysis shows that digital educational environments provide diverse opportunities for improving students' speech skills. However, their effectiveness depends on proper methodological design, teacher competence, and availability of technological resources. The combination of traditional pedagogical principles and modern digital technologies creates a synergistic effect that enhances the quality of education and supports the holistic development of students' communicative competence[4].

The findings presented in this study indicate that the integration of digital technologies into the educational process significantly influences the development of students' speech skills, particularly in the context of modern Uzbek education. The analysis of pedagogical literature and current educational practices demonstrates that digital educational environments are not merely supplementary tools but have become an essential component of language teaching methodology. In this regard, the results align with contemporary theories of digital pedagogy, which emphasize

[3] Azizxodjayeva N. *Pedagogik texnologiyalar va pedagogik mahorat*. Toshkent: TDPU, 2015.
[4] Raximov A. *Pedagogika nazariyasi va amaliyoti*. Toshkent: Fan, 2018.

the role of interactive, student-centered, and technology-enhanced learning processes in the formation of communicative competence. From a theoretical perspective, the effectiveness of digital tools in speech development can be explained through sociocultural learning theory, which highlights the importance of interaction, mediation, and social communication in cognitive development. Digital platforms expand the boundaries of such interaction by enabling continuous communication among students, teachers, and authentic language resources.

This creates a linguistically rich environment where speech skills can be developed more naturally and intensively compared to traditional classroom settings. At the same time, empirical observations in Uzbek educational institutions suggest that the impact of digital technologies varies depending on several contextual factors, including infrastructure quality, teacher digital literacy, and students' motivation levels. In institutions where ICT integration is systematic and well-supported, students demonstrate higher levels of fluency, lexical richness, and communicative confidence. Conversely, in environments with limited technological support, the potential benefits of digital learning remain underutilized. This confirms that technology itself is not a sufficient condition for improving speech skills; rather, its pedagogically grounded application is crucial. Another important aspect revealed in the discussion is the transformation of the teacher's role in the digital educational environment. Teachers are no longer the sole source of knowledge but act as facilitators, moderators, and designers of communicative learning situations[5].

This shift requires new professional competencies, including digital literacy, instructional design skills, and the ability to manage online interaction effectively. Uzbek pedagogical studies emphasize that continuous professional development is essential for ensuring that teachers can effectively integrate digital tools into speech development activities. Furthermore, the discussion highlights that digital technologies contribute not only to linguistic development but also to broader cognitive and social skills. Students engaged in digital communication activities demonstrate improved critical thinking, creativity, collaboration, and self-expression.

CONCLUSION

In conclusion, the development of students' speech skills in digital educational environments represents a significant direction in modern pedagogical science. The integration of ICT, multimedia tools, and interactive platforms into language education has transformed traditional approaches to speech development, making them more dynamic, accessible, and effective. Uzbek pedagogical research confirms that digital technologies contribute to improving students' communicative competence by providing authentic communication contexts, individualized learning opportunities, and immediate feedback mechanisms. At the same time, challenges such as unequal access to technology, insufficient teacher training, and methodological limitations must be addressed to ensure the effective implementation of digital education. The study demonstrates that a balanced approach, combining traditional teaching methods with innovative digital tools, is essential for achieving optimal results in speech development. Future research should focus on expanding empirical studies in this field, developing localized digital educational content, and improving teacher training programs. Ultimately, digital educational environments have the potential to significantly enhance the quality of language education and prepare students for effective communication in the modern information society.

[5] G'ulomov S. *Axborot texnologiyalari va ta'lim*. Toshkent: Iqtisod-Moliya, 2020.

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