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O'QUVCHILARNING INGLIZCHA OG'ZAKI NUTQINI RIVOJLANTIRISHNING PSIXOLINGVISTIK VA METODIK ASOSLARI

Аннотация

Mazkur maqolada ingliz tili o'quvchilarining og'zaki nutqini rivojlantirish jarayonining psixolingvistik va metodik asoslari yoritilgan. Til o'rganish jarayonida kognitiv jarayonlar, xotira, diqqat va motivatsiyaning ahamiyati tahlil qilingan. Psixolingvistika nuqtayi nazaridan nutq hosil qilish bosqichlari va kommunikativ kompetensiyani shakllantirish omillari izohlangan. Shuningdek, ingliz tilini o'qitish metodikasida og'zaki nutqni rivojlantirishga oid zamonaviy yondashuvlar va ularning samaradorligi o'zbek va xorijiy olimlar tadqiqotlari asosida taqqoslab o'rganilgan. Tadqiqot natijalari umumta'lim maktablarida ingliz tili ta'limining sifatini oshirish uchun nazariy tavsiyalarni taqdim etadi.

Kalit so'zlar: Psixolingvistika, metodika, og'zaki nutq, ingliz tili, kommunikativ kompetensiya, o'quvchi, kognitiv jarayonlar.

PSYCHOLINGUISTIC AND METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF STUDENTS' ENGLISH ORAL SPEECH

Annotation

This article explores the psycholinguistic and methodological foundations for developing students' oral speech in English. It analyzes the role of cognitive processes, memory, attention, and motivation in language learning. From a psycholinguistic perspective, the stages of speech production and the factors influencing the development of communicative competence are examined. Furthermore, the study reviews and compares contemporary methodological approaches to enhancing oral proficiency in English, drawing on research conducted by Uzbek and foreign scholars. The findings provide theoretical recommendations aimed at improving the quality of English language education in general secondary schools.

Key words: Psycholinguistics, methodology, oral speech, English language, communicative competence, learner, cognitive processes.

ПСИХОЛИНГВИСТИЧЕСКИЕ И МЕТОДИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ АНГЛОЯЗЫЧНОЙ УСТНОЙ РЕЧИ УЧАЩИХСЯ

Аннотация

В данной статье рассматриваются психолингвистические и методические основы развития устной речи учащихся на английском языке. Проанализированы роль когнитивных процессов, памяти, внимания и мотивации в процессе изучения языка. С точки зрения психолингвистики раскрыты этапы порождения речи и факторы формирования коммуникативной компетенции. Кроме того, проведён обзор и сравнительный анализ современных методических подходов к развитию устной речи на английском языке на основе исследований узбекских и зарубежных учёных. Результаты исследования содержат теоретические рекомендации по повышению качества обучения английскому языку в общеобразовательных школах.

Ключевые слова: Психолингвистика, методика, устная речь, английский язык, коммуникативная компетенция, учащийся, когнитивные процессы.

Introduction. In recent decades, the role of oral communication skills in English language education has gained increasing attention in both theoretical linguistics and applied methodology. The ability to produce coherent, contextually appropriate, and communicatively effective oral speech is considered a key component of communicative competence (Hymes, 1972; Canale & Swain, 1980). In the context of Uzbekistan's ongoing educational reforms, the enhancement of students' English oral skills is a national priority, aligned with the Presidential Decree "On measures to further improve the system of learning foreign languages" (PQ-5117, 2021), which emphasizes communicative-based learning.

From a psycholinguistic perspective, oral speech production involves complex cognitive mechanisms, including perception, lexical access, syntactic structuring, and articulation (Levelt, 1989). These processes are influenced by individual learner differences such as memory capacity,

attentional control, and motivation, as well as socio-cultural factors (Vygotsky, 1978; Ellis, 2015). Uzbek researcher G'.O. Abdurahmonova (2020) highlights that in secondary school contexts, the successful development of oral skills requires the integration of psycholinguistic insights into teaching methodology, ensuring that speech practice aligns with natural language acquisition mechanisms.

Methodologically, communicative language teaching (CLT), task-based language teaching (TBLT), and the use of authentic materials have been shown to significantly improve learners' oral proficiency (Richards & Rodgers, 2014; Nunan, 2004). However, as S. Sobirova (2019) notes, the adaptation of these approaches to the Uzbek educational context requires careful consideration of learners' linguistic backgrounds and exposure to English outside the classroom.

Furthermore, the digital transformation of education has introduced new opportunities for enhancing oral skills,

including online discussion platforms, speech recognition tools, and interactive simulations (Burston, 2015). These innovations, when grounded in psycholinguistic theory, can facilitate the development of both fluency and accuracy in oral communication.

Methods. This study employs a theoretical-analytical research design, synthesizing findings from psycholinguistics, applied linguistics, and language pedagogy to identify effective strategies for the development of English oral speech among secondary school students. The methodology is structured around the following core approaches:

1. Theoretical Analysis of Psycholinguistic Models

The research draws upon established psycholinguistic frameworks, notably Levelt's Model of Speech Production (1989), which describes the processes of conceptualization, formulation, and articulation, and Baddeley's Working Memory Model (2000), which elucidates the role of the phonological loop in speech retention and output. In the Uzbek academic context, A. Tursunov (2018) emphasizes that these models can be adapted to address the specific cognitive patterns of Uzbek learners, particularly their reliance on L1 structures during L2 speech production.

2. Comparative Review of Methodological Approaches

A systematic comparison was conducted between communicative language teaching (CLT), task-based language teaching (TBLT), and blended learning approaches, analyzing their impact on oral proficiency development. Data from meta-analyses (Richards & Rodgers, 2014; Nunan, 2004; Burston, 2015) were juxtaposed with findings from Uzbek educational researchers (Sobirova, 2019; Abdurahmonova, 2020), revealing both convergence and divergence in instructional effectiveness.

3. Documentary and Policy Analysis

National and institutional documents, including the Presidential Decree PQ-5117 (2021), Ministry of Public Education guidelines, and Uzbekistan National University methodological recommendations, were reviewed to align theoretical insights with current educational policies.

4. Expert Opinion Synthesis

The research incorporates perspectives from foreign experts in second language acquisition (Ellis, 2015; Larsen-Freeman, 2018) and Uzbek practitioners actively engaged in communicative-based teaching in secondary schools. This combination ensures that recommendations are both globally informed and locally applicable.

5. Content Analysis of Educational Resources

A qualitative content analysis of textbooks, audio-visual materials, and online platforms was performed to evaluate their alignment with psycholinguistic principles of oral speech development, such as gradual automatization of grammar patterns and lexical retrieval speed.

This multi-layered methodological framework allows the integration of cognitive science insights with pedagogical strategies, ensuring that recommendations are not only theoretically valid but also adaptable to the specific needs of Uzbek learners in the secondary education context.

Results. The analysis yielded several key findings regarding the psycholinguistic and methodological foundations for developing English oral speech among secondary school students in Uzbekistan. These findings are organized into three main thematic areas: cognitive processes in speech production, effective pedagogical methods, and integration with the Uzbek educational context.

1. Cognitive Processes in English Oral Speech Development

The review of psycholinguistic literature confirms that speech production involves a complex interaction between conceptualization, linguistic encoding, and articulation (Levelt,

1989). For Uzbek learners, cross-linguistic influence from their native language (Uzbek) plays a significant role, especially in the early stages of L2 oral proficiency. This manifests in:

Lexical Retrieval Delays – Students often require additional processing time to retrieve English vocabulary due to differences in morphological structures.

Transfer of Syntax Patterns – Uzbek subject-object-verb (SOV) word order influences English sentence production, leading to syntactic errors.

Pronunciation Challenges – Phonemes absent in Uzbek, such as /θ/ and /ð/, require targeted phonetic training.

A. Tursunov (2018) and J. Ellis (2015) agree that overcoming these barriers requires structured input combined with high-frequency output activities, which stimulate both declarative and procedural memory.

2. Effective Pedagogical Strategies

The comparative methodological review revealed that Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) are most effective for enhancing oral fluency in Uzbek classrooms.

CLT provides authentic interactional contexts, which improve pragmatic competence and reduce speaking anxiety (Richards & Rodgers, 2014).

TBLT, through problem-solving tasks, encourages spontaneous language use and improves speech automatization (Nunan, 2004).

However, the data also indicate that a blended learning model—combining in-class interaction with digital resources—has the strongest effect on sustained oral proficiency gains. Burston (2015) demonstrated that mobile-assisted language learning (MALL) applications can significantly increase students' speaking time outside the classroom. This aligns with the local findings of Abdurahmonova (2020), who noted that Uzbek learners using online platforms such as Quizlet and Speakly improved vocabulary retention by 27% over a semester.

3. Alignment with Uzbek Educational Context

Policy analysis confirms that recent educational reforms in Uzbekistan emphasize communicative competence as a priority outcome for foreign language teaching. The Presidential Decree PQ-5117 (2021) and Ministry of Public Education guidelines advocate the integration of digital technologies, project-based activities, and learner-centered pedagogy.

Continuous assessment strategies that focus not only on grammatical accuracy but also on speech fluency, coherence, and interactional competence.

Discussion. The synthesis of psycholinguistic and methodological findings underscores the intricate relationship between cognitive processes, instructional strategies, and the socio-educational context in developing students' English oral speech.

1. Cognitive and Psycholinguistic Implications

Psycholinguistic research confirms that speech production is a staged process involving conceptualization, linguistic encoding, and articulation (Levelt, 1989). For Uzbek learners, working memory limitations and cross-linguistic interference often impede spontaneous speech. As Baddeley (2007) notes, effective oral communication requires both the storage of lexical items in the phonological loop and the simultaneous construction of grammatically coherent sentences.

In practice, this means that teachers must provide structured opportunities for automaticity in language use, including repetitive speaking tasks and formulaic expressions, to reduce cognitive load. Sobirova (2019) emphasizes that learners who frequently engage in controlled yet

communicative oral exercises demonstrate faster lexical retrieval and more fluent syntactic processing.

2. Methodological Implications

The findings highlight the superiority of communicative and task-based approaches over traditional grammar-translation methods in fostering oral fluency. CLT encourages authentic interaction, negotiation of meaning, and real-time error correction, which collectively enhance pragmatic competence (Richards & Rodgers, 2014). TBLT, by contrast, engages students in goal-directed tasks that simulate real-life communication, providing both form-focused and meaning-focused practice (Nunan, 2004).

Integration of digital technologies, such as mobile-assisted language learning (MALL) tools, further supports oral skill development. Burston (2015) notes that digital resources allow students to rehearse pronunciation, receive instant feedback, and practice outside the classroom, thus bridging gaps in exposure and interaction time.

3. Contextual Considerations for Uzbekistan

Implementing these psycholinguistically grounded methods in Uzbekistan's secondary schools requires careful adaptation:

Teacher Training: Many teachers have limited exposure to contemporary psycholinguistic theory. Professional development programs must combine cognitive science insights with practical classroom techniques.

Curriculum Design: Traditional assessment practices often emphasize written accuracy over oral fluency. Alignment with communicative objectives is essential to motivate speaking practice.

Sociocultural Factors: Limited authentic exposure to English outside the classroom hinders natural language use. Incorporating culturally relevant topics and collaborative projects can increase engagement and motivation (Abdurahmonova, 2020).

4. Integration of Findings

The discussion confirms that a psycholinguistically informed, methodologically coherent, and contextually adapted approach can effectively enhance students' oral English skills. By addressing cognitive constraints, optimizing pedagogical techniques, and aligning practices with local educational realities, teachers can create a learning environment that supports both fluency and accuracy.

Moreover, this integrative approach aligns with the global emphasis on communicative competence (CEFR, 2020) while remaining sensitive to Uzbek learners' specific needs, ensuring that interventions are both scientifically grounded and practically feasible.

Conclusion. The analysis of psycholinguistic and methodological literature reveals that the development of English oral speech among secondary school students in Uzbekistan is most effective when approached holistically, integrating cognitive, pedagogical, and contextual factors.

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