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METHODOLOGY FOR DEVELOPING STUDENTS' ORAL AND WRITTEN SPEECH BASED ON THE COMMUNICATIVE APPROACH

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Abstract

This article discusses a methodology for developing students' oral and written speech based on the communicative approach. Particular attention is paid to developing students' communicative competence and their ability to express their ideas clearly, coherently, logically, and appropriately in various communicative situations, both orally and in writing. The article analyzes the potential of interactive methods, including communicative tasks, dialogues and monologues, discussions, debates, role-playing activities, problem-solving situations, and individual, pair, and group work in developing students' speech skills.

Keywords: Communicative approach, communicative competence, oral speech, written speech, speech activity, prospective primary school teacher, communicative task, interactive method, Mother Tongue and Reading Literacy, methodological training.

INTRODUCTION

Today, one of the important pedagogical tasks in the educational process is to develop students' communicative competence and to form their skills in expressing their thoughts clearly, coherently, and logically, both orally and in writing. As a result of globalization, the rapid development of information and



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communication technologies, and the expansion of the international educational space, modern specialists are expected to possess not only theoretical knowledge but also the competence to communicate effectively in various communicative situations, express their ideas independently, and convey them accurately in written form. From this perspective, the development of effective methods and technologies aimed at improving students' oral and written speech in higher education institutions, as well as their implementation in educational practice, is one of the pressing issues of modern education.

Today, one of the main priorities of our country's education policy is to ensure the quality of modern education while preserving its fundamental essence and ensuring its relevance to the current and future needs of the individual, society, and the state. The primary purpose of such reforms is to adopt a comprehensive approach to educating the younger generation, broaden their knowledge, and develop their learning and cognitive activities.

In traditional education, priority is often given to developing students' grammatical and lexical knowledge, while insufficient attention may be paid to their ability to apply this knowledge in real communicative situations. As a result, although students may know specific language units and rules, they may experience difficulties in expressing their thoughts freely, fluently, and logically. In particular, developing such skills as formulating ideas promptly in oral communication, understanding the interlocutor's viewpoint, actively participating in question-and-answer sessions, and engaging in discussions requires a specific methodological approach. In written communication, it is equally important to present ideas coherently, ensure the logical unity of the text, and adhere to stylistic and grammatical norms.



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MAIN PART

In the context of modern higher education, the development of students' communicative competence is one of the key factors determining the quality of education. A student's ability to express their ideas clearly, logically, coherently, and appropriately in various situations, both orally and in writing, demonstrates not only their linguistic knowledge but also their skills in independent thinking, analysis, communication, and social interaction. Therefore, developing effective methodological approaches aimed at improving students' speech activity in the educational process is one of the pressing pedagogical challenges.

The communicative approach is based not only on students' theoretical knowledge of language units but also on their ability to use them appropriately and effectively in real communication. Within this approach, the student is placed at the center of the educational process, and learning activities are organized with consideration of students' communicative needs, interests, and opportunities for independent learning. The teacher, in turn, does not merely transmit ready-made knowledge but acts as a facilitator who organizes, guides, and encourages students' communicative activities.

The main objective of the methodology for developing students' oral and written speech based on the communicative approach is to develop students' competence in expressing their ideas independently and effectively in various communicative situations. To achieve this objective, it is necessary to develop all types of speech activities in an interconnected and integrated manner throughout the educational process. When listening comprehension, speaking, reading, and writing activities are organized in a complementary way, students' communicative abilities are further enhanced.

Methodology for Developing Oral Speech. In developing students' oral speech, it is essential, first of all, to create a favorable psychological and pedagogical



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environment for free communication. Students should be able to express their ideas without fear of making mistakes. To achieve this, it is advisable to use communicative tasks such as dialogues, discussions, debates, role-playing activities, presentations, interviews, and problem-solving situations during lessons.

Methodology for Developing Written Speech. Developing written speech involves fostering students' ability to express their ideas clearly, logically, and coherently. When teaching written speech based on the communicative approach, it is essential not to limit instruction to exercises focused solely on reinforcing grammatical rules, but also to incorporate written tasks based on practical and real-life communicative situations.

System of Communicative Tasks. The effectiveness of the communicative approach largely depends on the content and organization of the tasks. The tasks should be as close as possible to students' real-life communication, have a specific communicative purpose, and require independent thinking.

On this basis, communicative tasks can be conditionally divided into three groups:

1. Reproductive tasks – answering questions based on a given text or information, retelling the content of a text, and identifying its main idea.
2. Productive tasks – expressing an independent opinion on a particular topic, constructing dialogues, giving presentations, and writing essays.
3. Interactive tasks – collaborative activities such as discussions, debates, role-playing, solving problematic situations in groups, and project-based activities.

The gradual increase in the complexity of these tasks enhances students' communicative engagement. Initially, the necessary lexical and grammatical material is activated through reproductive exercises; subsequently, students apply



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these linguistic resources independently in communicative activities through productive and interactive tasks.

Use of Interactive Methods. Interactive methods play a significant role in developing students' speech activity. Methods such as "Brainstorming," "Round Table," "Fishbone," "INSERT," "Clustering," "Debate," "Role-Play," and "Problem-Solving Situation" help engage students in active communication.

In particular, role-playing activities provide students with situations that closely resemble real-life or professional contexts. For example, situations such as a job interview, a customer service interaction, an academic discussion, a question-and-answer session at a conference, or a formal meeting can be simulated. In such activities, students communicate in accordance with the roles assigned to them. As a result, they develop the ability to adapt their speech to specific situations, select appropriate communication strategies, and defend their opinions effectively.

Use of Digital Technologies. The use of digital educational tools expands the practical possibilities of the communicative approach. Through electronic forums, online discussions, videoconferences, digital presentations, and electronic writing tasks, students have the opportunity to continue their speech activities beyond the classroom. For example, students can be assigned to prepare a video presentation on a specific topic, express their opinions in writing during an online discussion, or leave comments on the ideas expressed by other students. In this process, students not only express their own ideas but also develop their interactive communicative competence by reading, analyzing, and responding to the opinions of others.

Feedback and Assessment. In education organized on the basis of the communicative approach, assessment should also take into account the components of communicative competence. Evaluating students' speech activity



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solely based on the number of grammatical errors does not fully correspond to the essence of the communicative approach. Assessment should also consider the content, logical coherence, consistency, vocabulary range, appropriateness of speech to the communicative situation, the degree to which the communicative purpose is achieved, and the student's ability to think independently.

During the feedback process, the teacher should identify the student's strengths, determine the areas that need improvement, and provide specific recommendations for addressing the identified shortcomings. The use of peer assessment and self-assessment methods also contributes to the development of students' reflective competence. By analyzing their own speech activities, students become aware of their existing weaknesses and set individual goals for their further development.

Thus, the methodology for developing students' oral and written speech based on the communicative approach encompasses several interrelated components. These include creating a communicative environment, selecting tasks based on real-life situations, integrating oral and written speech, using interactive methods, incorporating digital technologies into the educational process, and providing regular feedback and criterion-based assessment.

CONCLUSION

The analysis conducted shows that organizing education based on the communicative approach is one of the effective methodological means of developing students' oral and written speech. This approach enables students not only to acquire theoretical knowledge but also to apply the knowledge and skills they have acquired independently and purposefully in real communicative situations. As a result, the educational process is oriented toward students' active speech activity, independent thinking, and active participation in communication.



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In developing oral speech based on the communicative approach, the use of dialogues, monologues, discussions, debates, role-playing activities, presentations, and problem-solving situations helps students develop the skills to express their ideas freely, listen to interlocutors, ask questions, provide responses, and defend their viewpoints with supporting arguments. In developing written speech, the use of essays, reflections, formal and informal letters, articles, abstracts, and other practical writing tasks enhances students' ability to express their ideas logically, coherently, and in accordance with appropriate stylistic conventions.

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