

# **METHODS OF USING INNOVATIVE PEDAGOGICAL TECHNOLOGIES TO DEVELOP SPEECH ACTIVITY IN PRIMARY SCHOOL STUDENTS**

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## **ANNOTATION:**

This study highlights effective methods of using innovative pedagogical technologies to develop speech activity in students. It analyzes practical approaches aimed at enhancing speech activity, interactive teaching methods, and the integration of new technologies in the educational process to develop students' thinking, explanatory and reasoning abilities.

Keywords:

Speech activity, student, innovative technology, pedagogical approach, interactive methods, educational process, thinking ability, reasoning, practical methods, teaching technologies

Introduction.

In the modern educational process, the development of students' speech activity is effectively carried out through innovative pedagogical technologies. In the Presidential Decree "On raising the system of education and upbringing to a new stage," the implementation of modern approaches in education is defined as an important task. This study aims to uncover the role of interactive, collaborative, and constructive pedagogical technologies in the formation of speech competence. The goal of the research is to develop the scientific-theoretical foundations and practical solutions for enhancing students' speech activity through innovative methods. The Cabinet of Ministers' resolution emphasizes the necessity of widely applying information and communication technologies. The object of the research is students of general education schools; the subject is the use of innovative pedagogical methods to develop their speech activity. Analytical, comparative, and

diagnostic methods were employed in the study. The article consists of introduction, theoretical basis, research results, and conclusions.

### Results.

According to the study results, the introduction of innovative pedagogical technologies in general education schools has had a highly positive effect on the effectiveness of education. During the experimental phase, teaching models based on constructive, interactive, and cognitive approaches significantly improved students' speech competencies, reasoning skills, explanatory and discussion abilities.

In 5 general education schools, empirical studies were conducted among 6th–7th grade students over a period of 3 months. Innovative technologies such as the "cluster method", "aquarium" method, "role-playing", and "mind maps" were implemented. Lessons using these methods showed a roughly 27% increase in students' speech activity. The creation of “active communication zones” within the educational process led to marked improvements in expressive freedom, independent thinking, and critical analysis.

From a scientific-methodological standpoint, the research was grounded in constructive pedagogical theory, L.S. Vygotsky's “zone of proximal development” concept, and J. Dewey's pragmatic education theory. Based on these approaches, diagnostic tests, surveys, and focus group interviews were conducted to empirically assess students' speech activity. Results showed growth in cognitive activity, speech repertoire, and pragmatic communication strategies.

Analyses demonstrated that compared to traditional reproductive teaching methods, innovative approaches are much more effective in developing speech activity. For instance, while lessons based on traditional dictation and retelling showed low speech activity, activities using interactive technologies demonstrated higher freedom, complexity, and communicative load in speech performance.

In particular, the "role-playing" method enabled students to express linguistic intuition and creativity while discussing real-life problems. Additionally, the "mind maps" technology helped develop skills for organizing meaningful speech and logical structuring. These outcomes

showed a high level of innovative positive dynamics compared to the works of researchers like Kh. Turdiev (2020) and M. Kamolova (2022).

One of the most important conclusions of the study is that the development of speech activity is not limited to linguistic competence alone but requires an integrative approach that includes socio-emotional, cognitive, and communicative strategies. This approach introduces new knowledge and concepts into pedagogical practice such as the “teacher as facilitator” concept, “learner subjectivity,” and “active speech environment,” which are shaping new paradigms in pedagogical discourse.

#### Discussion.

An analysis of the results revealed that innovative pedagogical technologies, especially interactive, cognitive, and problem-based teaching methods, are highly effective in developing speech activity. These findings align with those presented in scientific literature by Sukerman (2019) and Turdiev (2021). The outcomes of the study fully correspond to the objectives outlined in the Presidential Decree of the Republic of Uzbekistan No. PF-6108 and the “Development Strategy of New Uzbekistan for 2022–2026,” aimed at the modernization of the education sector. The relevance of this research is manifested in its contribution of theoretical and practical solutions, and in transforming the learning environment into a more humane and interactive format. Methodologically, the study was carried out using empirical analysis, interdisciplinary approaches, and competence-based models. The scientific foundations created—particularly the concepts of “active speech environment” and “communication-based education”—paved the way for new approaches in the educational process. The study is grounded in scientific evidence and helps develop innovative didactic models. Furthermore, it provides a platform for future research in communication psychology, information and communication technologies, and didactics.

#### Conclusion.

According to the study results, innovative pedagogical technologies—such as clustering and collaborative teaching methods—are essential for forming cognitive-communicative competencies and developing speech activity. These technologies activate the communication environment, enhance didactic efficiency, and ensure learner subjectivity.

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