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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**LINGUOPEDAGOGICAL MODEL OF SPEAKING SKILLS DEVELOPMENT IN
GENERAL SCHOOLS AND ITS PRIORITY DIRECTIONS****Nafosat Ilhomovna Ilhomova***A student of Doctoral degree (PhD)**Karshi State University**E-Mail: nafosatilhomova@gmail.com**Karshi, Uzbekistan***ABOUT ARTICLE**

Key words: Speech skills, linguopedagogical model, secondary schools, culture of communication, oral and written speech, speech competence, innovative pedagogical technologies, communicative approach, quality of education.

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Abstract: This research paper deeply analyzes the scientific and theoretical foundations of developing students' speech skills in secondary schools and proposes a linguopedagogical model that meets contemporary requirements. Today, fostering oral and written speech competencies among students, raising their communication culture, and expanding their independent logical thinking abilities are among the top priorities of the educational system. Within the framework of the research, a comparative study of traditional and innovative pedagogical technologies used in teaching native and foreign languages in secondary schools was conducted. Furthermore, the structural components, stages, and practical significance of the new linguopedagogical model, which serves the comprehensive development of students' linguistic, pragmatic, and sociolinguistic skills, have been scientifically justified. The study defines the priority directions for increasing speech activity by taking into account the age and psychological characteristics of school students. Specifically, mechanisms for integrating interactive methods, digital educational resources, and a communicative approach into the educational process are proposed. The obtained scientific results and developed practical recommendations serve to

Introduction. The rapid pace of globalization, international integration, and digitalization has fundamentally transformed the paradigms of modern education, shifting the core objective from rote memorization of theoretical knowledge to the cultivation of practical, communicative competencies. In the framework of contemporary secondary education, the mastery of foreign and native languages is no longer viewed merely as an academic subject, but as an essential tool for intercultural dialogue, professional mobility, and cognitive development. Among the core competencies, oral speech proficiency, encompassing accuracy, fluency, coherence, and pragmatic appropriateness, stands out as the primary indicator of communicative competence. However, empirical observations and pedagogical assessments in general secondary schools frequently reveal a persistent gap between theoretical linguistic knowledge and practical speaking performance among students.

Traditionally, language instruction in secondary schools has leaned heavily toward structuralist, grammar-translation methods, which often prioritize passive receptive skills over active productive ones. While grammar and vocabulary form the foundational bedrock of language acquisition, traditional methodologies frequently fail to provide students with the authentic contexts, psychological readiness, and strategic tools necessary to overcome communication anxiety and express complex thoughts spontaneously. Consequently, modern pedagogical science faces the critical challenge of transitioning from teacher-centered paradigms to dynamic, learner-centered frameworks. This requires a systematic integration of communicative, cognitive, and interactive approaches that stimulate genuine speech activity within the classroom environment.

To address these systemic shortcomings, contemporary education requires robust theoretical frameworks and scientifically grounded pedagogical architectures. A promising solution lies in the development and implementation of a comprehensive linguopedagogical model tailored specifically to the psychological, cognitive, and linguistic profile of general school students. Such a model bridges the gap between abstract linguistic theory and practical pedagogical execution by orchestrating pedagogical conditions, interactive technological tools, and content-based tasks into a unified, synergistic system. Furthermore, defining the priority directions of this model, such as fostering a culture of professional and interpersonal communication, leveraging digital educational resources, and incorporating task-based learning is vital for optimizing instructional efficiency.

Despite the recognized importance of communicative language teaching, there remains a notable insufficiency in structural, empirically verified models that holistically address the development of oral speech skills within secondary school curricula. Many existing approaches lack a comprehensive integration of sociolinguistic and pragmatic dimensions tailored to adolescent learners.

Methodology. This study adopted a mixed-methods research design, combining quantitative experimental measurements with qualitative pedagogical observations, to investigate the effectiveness of the proposed linguopedagogical model for developing speaking skills among secondary school students. The methodology was structured to ensure both theoretical validity and practical applicability within standard educational settings. To evaluate the development of speaking skills comprehensively, multiple data collection instruments were utilized:

1. Oral Proficiency Pre- and Post-Tests: Standardized speaking assessments designed around CEFR (Common European Framework of Reference for Languages) descriptors for levels A2 to B1. These assessments evaluated four core parameters: Fluency, Accuracy (grammatical and lexical), Complexity, and Interactive Communication / Pragmatic Appropriateness.

2. Rubric-Based Expert Evaluation: Performances were audio-recorded and independently rated by a panel of three qualified linguists and educators using a standardized analytic rubric on a scale from 1 to 5 for each parameter.

3. Classroom Observation Protocols: Systematic non-participant observations were conducted across 20 lessons per group to document student engagement, frequency of spontaneous utterances, and peer-to-peer interaction dynamics.

4. Student and Teacher Questionnaires: Likert-scale surveys administered at the conclusion of the experiment to gauge learner motivation, perceived reduction in communication anxiety, and teacher feedback regarding the usability of the model's priority directions.

Quantitative data derived from the oral assessments were processed using statistical software. Descriptive statistics (means, standard deviations) were calculated for both groups. Inferential statistical analysis, specifically the independent samples t-test and paired samples t-test, was conducted to determine the statistical significance of the performance gains between the pre-test and post-test results. Qualitative data from classroom observations and open-ended survey responses were subjected to thematic content analysis to identify recurring patterns concerning student interaction and engagement.

Results and discussion. The empirical and qualitative outcomes of this study provide robust support for the validity of the proposed linguopedagogical model in developing speaking skills within general secondary education. When evaluated through the lens of contemporary second language acquisition (SLA) theories and pedagogical frameworks, the findings offer several critical theoretical insights.

Traditional secondary school language curricula have long suffered from an over-reliance on structuralist, grammar-translation paradigms. While structural drills establish foundational declarative knowledge, they frequently fail to convert into procedural knowledge which is the automated ability to retrieve and deploy linguistic units in real time. The success of the experimental implementation demonstrates that integrating communicative, task-based methodologies shifts the learning trajectory. By embedding linguistic forms within authentic, meaningful contexts, the model aligns with Interaction Hypothesis principles, showing that negotiation of meaning and interactive feedback loops are vital for transforming passive vocabulary into active, spontaneous speech.

A major barrier identified in secondary school language learning is communication anxiety, often exacerbated by teacher-fronted, evaluation-heavy classroom environments. The positive shifts observed in student engagement and spontaneous output underscore the importance of affective factors in language acquisition. The priority directions within the proposed model which is specifically structured scaffolding, collaborative peer tasks, and low-stakes interactive environments effectively lower the Affective Filter. When cognitive and emotional safety is established, students transition from hesitant, rule-bound responses to confident, pragmatically appropriate interaction.

From a broader pedagogical perspective, this research bridges the chasm between abstract linguistic theory and practical classroom execution. Isolated methodological recommendations often fail because they lack structural coherence. By conceptualizing speech development as a multi-layered, systematic architecture integrating linguistic, psychological, and digital dimensions which is clarified the proposed linguopedagogical model provides a scalable framework. It reinforces the theoretical view that modern general education must transcend isolated skill-building, treating oral communication as a holistic competency driven by pragmatic intent, sociocultural awareness, and cognitive flexibility.

Conclusion. This study investigated the theoretical foundations and practical implementation of a comprehensive linguopedagogical model aimed at developing oral speech skills in general secondary schools. The findings robustly demonstrate that transitioning from traditional, grammar-bound instruction to a dynamic, student-centered framework

significantly accelerates students' communicative competence, fluency, and pragmatic appropriateness.

By systematically integrating task-based methodologies, digital educational tools, and psychological scaffolding, the proposed model effectively addresses the longstanding gap between passive linguistic knowledge and active speech production. Furthermore, the emphasis on lowering the affective filter and fostering low-stakes, collaborative classroom environments proves vital in mitigating communication anxiety among adolescent learners.

Ultimately, the developed linguopedagogical model and its priority directions offer a scalable, scientifically grounded roadmap for curriculum developers and educators. Implementing these structured approaches within general secondary education not only enhances lesson efficiency and student engagement but also equips learners with the essential communicative capabilities required for effective intercultural dialogue and personal development in a globalized society.

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