



## IMPROVING THE UZBEK SPEAKING SKILLS OF NON-NATIVE STUDENTS THROUGH DIGITAL TECHNOLOGIES

**Abdunazarova Odina Toshqinboy qizi**

Doctoral student, National Institute of  
Pedagogical Skills named after A. Avloni

+998934996695

abdunazarovaodina25@gmail.com

<https://doi.org/10.5281/zenodo.15469161>

### ARTICLE INFO

Received: 13<sup>rd</sup> May 2025

Accepted: 19<sup>th</sup> May 2025

Online: 20<sup>th</sup> May 2025

### KEYWORDS

Digital technologies,  
speech competency, Uzbek  
language, foreign  
language learners,  
language learning,  
interactive lessons, online  
platforms, pronunciation.

### ABSTRACT

*In modern education, the development of digital technologies has created new opportunities for students learning processes. This article discusses the role of digital tools in developing speech competencies in learners studying Uzbek as a foreign language. It examines methods and techniques such as interactive video and audio lessons, mobile apps, and online platforms that assist in learning Uzbek grammar, vocabulary, and pronunciation. Additionally, digital technologies help students use the language in everyday communication, improving their motivation and speech skills.*

### INTRODUCTION

The development of digital technologies in the modern education system has created new opportunities for students in the learning process. In particular, digital tools that facilitate and make the language learning process more effective are of great importance for non-native students. The Uzbek language, as a language being learned by non-native students, has its own unique grammatical structures, pronunciation, and writing rules. In learning such languages, digital technologies are highly effective tools in developing students speaking competencies.

In accordance with the Decree No. PF-6079 of the President of the Republic of Uzbekistan, dated October 5, 2020, on the approval of the "Digital Uzbekistan – 2030" strategy and measures for its effective implementation, the Concept for the development of the education system in Uzbekistan until 2030 outlines the introduction of modern information and communication technologies and innovative projects in the field of education as one of the main directions for the long-term development of the national education system [1].

The Uzbek language is taught as a second language in schools where education is conducted in other languages within the general secondary education system. The content of this subject focuses primarily on the development of speech and linguistic competencies, aiming to ensure that students, through their linguistic knowledge of the Uzbek language, are able to engage in free oral and written communication in daily life, social and cultural activities, and professional fields.

The development of speech competencies that enable students to apply the knowledge they have gained in the Uzbek language in communication processes, as well as the linguistic competencies aimed at developing oral and written literacy in Uzbek, are designed to help



students independently develop based on the knowledge they have acquired. These competencies also aim to form foundational competencies that allow students to apply their acquired knowledge, skills, and abilities in various situations [2].

### LITERATURE ANALYSIS AND METHODOLOGY

Education in the Republic of Uzbekistan is conducted in seven languages: Uzbek, Kazakh, Kyrgyz, Tajik, Russian, Karakalpak, and Turkmen. Students who receive education in a language other than Uzbek are considered non-native language learners.

The methods and techniques for improving the speech of Russian-speaking students have been studied in the research works, monographs, methodological manuals, and scientific articles of foreign scholars such as G.V. Rogova, I.N. Vereshchagina, as well as Uzbek scholars, including R. Yo'ldoshev, X. Muxitdinova, S. Adilova, N.Z. Umarova, G.N. Qurbonova, and G.Z. Muhammadjonova. Research on improving the speech of students in Uzbek language lessons has been carried out, including the monograph by R.A. Yo'ldoshev titled "Methodology of Improving Students' Oral Speech in Uzbek Language Lessons through Encouraging Conversation," G. Ahmedova's "Methodological Foundations of Enriching Students' Speech with Derivative Words in Uzbek Language Lessons" (based on schools where education is conducted in Russian), N.M. Dadajonova's "Methodology of Working on the Speech of Students in Non-Philological Specialties at Higher Education Institutions in the Process of Uzbek Language Education," X.S. Muxitdinova's "Methodology of Teaching Uzbek as a Second Language," H. Umarova's doctoral dissertation "Methodology of Using Modern Technologies to Improve Students' Written Speech in Uzbek," and X.S. Muxitdinova's "Formation of Orthophonic Pronunciation Norms in Teaching Uzbek to Speakers of Other Languages" are some examples of such research.

In the field of education, the term "competence" refers to the ability, while "competency" refers to the quality of being competent. The competency-based approach to education is aimed at developing the ability to apply acquired knowledge, skills, and qualifications in personal, professional, and social activities. Therefore, it is appropriate to understand this approach as an educational direction that focuses on shaping the ability to effectively use one's competencies in practical situations.

"Competence" (from Latin *competere*, meaning capable, suitable) has the following meanings:

1. The scope of authority or powers of a particular organization or official, as defined in official documents; authority.

2. A person's awareness or level of knowledge in a particular field. [3]

Competence refers to the proven ability to use knowledge, skills, and personal, social, or methodological abilities in work or educational settings.

Speech competence is the ability to express speech correctly, clearly, and effectively. It refers to a person's ability to convey their thoughts effectively in communication or other situations.

Speech activity consists of listening comprehension, speaking, reading, and writing skills, and the development of speech competence requires the formation of these language skills. A practical study and analysis of the research topic were conducted to examine the issues and difficulties in the speech of non-native students learning Uzbek, as well as to



investigate the effectiveness of using digital technologies in lessons. A trial program was developed for this purpose. The diagnostic experimental work was planned to be carried out in schools in Tashkent city, Namangan, Tashkent, and Samarkand regions. During the trial work, it was primarily intended to involve students from general secondary education schools.

The experimental work was planned to be carried out in the following stages:

1. Diagnostic experimental work;
2. Emphasizing and exploratory experimental work;
3. Formative experimental work;
4. Concluding experimental work.

The following objectives were set for the experimental work:

1. To study and address the issues related to the formation of Uzbek language concepts among students of the designated general education institutions, and to analyze the current situation in order to eliminate these problems.

2. To develop the methodological conditions for shaping a professional worldview in students through the teaching of the Uzbek language.

3. To clarify the pedagogical conditions and analyze the current situation by improving the methodology of teaching the Uzbek language in general education schools.

4. To improve the knowledge and skills of teachers in teaching the Uzbek language related to international education programs.

5. To develop a methodological system and approaches for improving the methodology of teaching the Uzbek language.

6. Developing a model that defines the content of teaching the Uzbek language in schools and fostering the development of students' professional competencies related to digital technologies.

7. Studying the effectiveness of digital technologies in developing the speech skills of non-native language learners.

Testing how to integrate digital technologies to overcome students' difficulties in the language learning process.

## RESULTS

The diagnostic experiment was conducted from December 2024 to February 2025. The following table shows the schools and regions where the diagnostic experiment was carried out.

**Table 1.**

Region	School Number	Grade	Stage of the Experiment
Tashkent City	127	7-8	Diagnostic
Tashkent Region	1-45-46	7-8	Diagnostic
Namangan Region	14-33	7-8	Diagnostic
Samarkand City	22-40	7-8	Diagnostic



The current state of the experimental work and the achieved results were determined through surveys, interviews, seminars, and tests conducted among non-native students of general secondary education schools. Students were divided into control and experimental groups. The following issues were identified in the speech competencies of non-native students:

1. Difficulties in Pronunciation. Non-native students may face challenges in correctly pronouncing certain sounds in the Uzbek language. For example, some sounds in Uzbek do not exist in other languages, which makes pronunciation difficult for students.

2. Lexical Errors. Non-native students may misuse words in the Uzbek language and are often unaware of lexical rules. This, in turn, can lead to misunderstandings.

3. Grammatical Errors. Failure to correctly follow the morphological and syntactic structures of the Uzbek language. Non-native students may face difficulties in mastering grammatical rules, which negatively impacts their speech competencies.

4. Issues in Speech Culture. Language learning is not only about the language itself but also its cultural context. Non-native students may lack sufficient knowledge about Uzbek culture and its linguistic features.

5. Inability to Master Targeted Speech Forms. Non-native students face difficulties in mastering how the language is used in specific social contexts (such as formal, informal, academic, etc.).

6. Issues Related to Motivation and Enthusiasm: For non-native students, the process of learning Uzbek may sometimes seem boring or complex. This can reduce their enthusiasm and motivation to learn.

7. Misunderstandings in Communication: When non-native students have low speech competencies, they struggle to express their thoughts clearly and accurately. This, in turn, leads to misunderstandings in communication.

Types of speech activities, such as listening comprehension, reading, speaking, and writing, are closely interconnected language and speech phenomena. It is difficult to imagine teaching writing without the aforementioned types of speech activities. Listening comprehension plays a significant role in teaching writing. Dictation or composition writing is primarily carried out based on listening comprehension. Reading, in turn, involves pronouncing written speech, completing written tasks based on the text read, answering questions in writing, continuing the written text, adding evidence to the read text, and expanding it. In speaking, we observe the close interconnection of these types of speech activities while composing a dialogic or monologic text in writing. [4]

The main goal of teaching the Uzbek language in schools and groups where education is conducted in foreign languages is not to teach the consistent grammar of the Uzbek language, but to develop speech skills in Uzbek among the students. This is achieved by continuously developing language skills at each stage of language education and gradually advancing them step by step.

Today, in our multi-ethnic republic, the presence of representatives of languages such as Russian and Tajik, whose structure and sound systems are entirely different, and the fact that these languages are related due to their origin and structure, yet exhibit a phenomenon of assimilation, leads to significant differences in pronunciation. This, in turn, causes major



challenges in teaching the Uzbek language, especially when students from languages such as Karakalpak, Kazakh, Kyrgyz, and Turkmen, which have many distinct phonetic characteristics, are taught together. [5]

Among them, the following pronunciation errors in speech sounds are commonly observed among the representatives of related languages.

**Table 2.**

Substitution of Vowels and Consonants	examples
Substitution of A and O vowels	bozor - bazar, tosh-tas, bosh - bas, quloq-qulaq, barmoq - barmaq, orqa - arqa
Substitution of J consonant with Y sound	yo'l - jo'l, yo'q - jo'q, yomon - jaman, yaxshi - jaqsi
Substitution of G' consonant with V sound	tog' - tav, og'iz - avuz, to'g'ramoq - tuvramoq
Substitution of Q consonant with G' sound	chiqib - shig'ip
Substitution of K consonant with G sound	ekin - egin, ko'rsatkich - ko'rsatgich, kichik - kichi
Substitution of Ch consonant with Sh sound	choy - shay, choynak - shaynik, soch -shash.
Substitution of Sh consonant with S sound	tish - tis, tosh - tas

## DISCUSSION

Both genetically and structurally, the Russian and Tajik languages, belonging to different groups, exhibit distinctive features not only in their sound systems but also in the grammatical structure of the language, the types of grammatical categories, their means of expression, and the word order in sentence construction.

Studying the speech of Russian-speaking students has shown that, in addition to struggling with participating in dialogic speech, they also lack the knowledge and skills required to speak within the norms of communication etiquette. The majority of Russian-speaking students are unable to construct sentences independently in Uzbek, which is why they resort to memorizing dialogic responses. [5]

Digital technologies play a significant role in learning the Uzbek language, as these technologies help students actively learn the language and apply it in practice. For example, students can learn the grammar, vocabulary, and pronunciation of the Uzbek language through interactive video and audio lessons, mobile applications, online platforms, and virtual games.

Modern technologies teach students not only the theoretical aspects of the language but also its practical application in everyday communication. In this process, the use of digital technologies facilitates students' language learning and helps motivate them further. With the help of digital tools, students master the correct and precise use of the Uzbek language.

Speech competence is the ability to use language effectively, express thoughts clearly, participate in communication, and select the appropriate linguistic tools during the process of speaking. For non-native students learning the Uzbek language, the following digital technologies can be used to develop speech competence.

**Table 3.**



Method	Description	Advantages
Interactive Video and Audio Lessons	Helps students learn Uzbek pronunciation, grammar rules, and vocabulary.	Students learn pronunciation through listening and reinforce expressive language use.
Online Platforms	Conducting face-to-face conversations, group discussions, and role-playing in Uzbek	Students learn to communicate in Uzbek live, using new words and expressions.
Mobile Applications (Quizlet, Kahoot)	Creating exercises and quizzes to study grammar, vocabulary, and pronunciation.	Students perform reinforcing activities in reading and writing in an engaging and motivating way.
Pronunciation Check Apps	Students use digital tools to pronounce words correctly.	Provides students with the opportunity to perfect their pronunciation.
Online Chatbots	Encouraging students to communicate in the language automatically.	Students receive quick responses and learn to use the language correctly
O'yinli ilovalar	Games to motivate language learning and expand vocabulary.	Creates an opportunity for students to learn new words in an entertaining way..

Audio and video materials in Uzbek allow students to learn the language through listening and hearing. Students learn pronunciation and practical language use by listening to news, stories, and conversations in Uzbek. Additionally, video materials teach students to pay attention to the intonation, stress, and pronunciation of the language.

Online forums and chatbots are effective tools for encouraging students to communicate in Uzbek. For example, students can create groups on the Telegram platform and engage in conversations in Uzbek. With the help of chatbots, students can start communicating in Uzbek automatically and receive quick responses. This, in turn, boosts their confidence in using the language.

As researcher and scholar N.Z. Umarova emphasizes: "In order to enhance the effectiveness of Uzbek language lessons, it is essential to create electronic textbooks, electronic materials, slide packages, encyclopedias, dictionaries, and to use email" [6].

Applying game elements in learning the Uzbek language is also of great importance. Through applications, students are motivated in a playful manner while learning the Uzbek language.

Applications help students learn words, expand their vocabulary, and motivate them to study the language in an engaging way. Through games, students frequently repeat words and phrases, which helps develop their speech competence. Introducing digital technologies in



Uzbek language lessons not only allows students to learn grammar rules but also provides them with the opportunity to use the language in real-life situations. This process can be successfully implemented by considering several key approaches:

Creating the opportunity for students to complete grammar and vocabulary exercises online. For example, preparing tests, quizzes, and exercises for students on platforms like Quizlet or Kahoot. This interactive approach helps students develop their speech skills.

Preparing Uzbek language video lessons for students and uploading them to YouTube or other online platforms.

Through video lessons, students learn the correct pronunciation, grammar, and vocabulary of the Uzbek language.

Engaging students in both written and spoken communication in Uzbek. For this, online discussions can be organized, such as group discussions and role-playing during lessons via Zoom or Google Meet. Through this method, students learn to express their thoughts in Uzbek on various topics.

Using pronunciation apps to check students' pronunciation. This helps students learn to pronounce words correctly.

The advantages of interactive materials in the language learning process for non-native students are significant. Such materials capture students' attention, increase motivation, and make the learning process more engaging. With the help of interactive materials, students actively participate in the learning process and improve their speaking skills.

Interactive exercises, online forums, video, and audio materials can be used to engage students in language learning. These methods not only develop students' grammar skills but also enhance their competencies in applying the language.

**CONCLUSION.** Digital technologies effectively support non-native students in learning the Uzbek language. They not only make the language learning process for students interesting and interactive but also play a crucial role in developing speaking competence. Students learn Uzbek grammar rules, vocabulary, and pronunciation practically with the help of digital technologies. Therefore, the wide integration of digital technologies into the language learning process improves students' outcomes and ensures their success in language learning.

### References:

1. Mirziyoyev, Sh.M. (Decree No. PF-6079). On the approval of the "Digital Uzbekistan – 2030" strategy and measures for its effective implementation.
2. National Curriculum of General Secondary Education. Curriculum for the subject "Uzbek Language" (for Russian-speaking groups in higher educational institutions). T, 2017.
3. Explanatory Dictionary of the Uzbek Language, Vol. 4. - Tashkent: National Encyclopedia of Uzbekistan, 2008. pp. 266-267.
4. Qarayeva, X.B. "The Theory and Practice of Developing Speech Culture in Teaching Uzbek as a Second Language". Tashkent, 2023.
5. Muxitdinova, X.S. "Methodology of Teaching Uzbek as a Second Language". Tashkent: Gafur Gulom Publishing House, 2023.



6. Ahmedova, G.M. "Developing Speech Communication Culture of Russian-speaking Students in Uzbek Language Classes". T, 2023.
7. Umarova, N.Z. "Methodology for Using Modern Technologies to Improve Written Uzbek Speech of Students (for Russian-speaking groups in technical higher educational institutions)". Ph.D. dissertation. Abstract. – Tashkent, 2007.
8. <https://www.idreameducation.org/blog/digital-technology-in-education>