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PAPER

LINGUVODIDACTIC MODEL OF DEVELOPMENT OF ORAL SPEECH COMPETENCE ON THE BASIS OF DIGITAL PEDAGOGY

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Abstract

This article analyzes the linguvodidactic model of development of oral speech competence on the basis of digital pedagogy from a scientific, theoretical and practical perspective. In the modern education system, the opportunities for developing students' oral speech competence are expanding through digital technologies, artificial intelligence, interactive platforms and multimedia tools. During the research, the linguvodidactic capabilities of digital pedagogy, the structural components of oral speech competence and the effectiveness of the model developed on the basis of the digital educational environment were studied. The results of the study showed that the educational process organized on the basis of digital pedagogy is effective in increasing students' speech activity, forming communicative competence, and developing independent thinking skills.

Key words: digital pedagogy, oral speech competence, language didactics, communicative competence, innovative technologies, artificial intelligence, interactive education

INTRODUCTION

In the modern education system, the development of communicative competence in the process of teaching foreign languages is one of the main tasks. In particular, oral speech competence is an important component of the language learning process and plays an important role in preparing students for a real communicative environment. The expansion of international cooperation in the process of globalization creates the need to train specialists who can communicate freely in a foreign language.

Traditional teaching methods often fail to sufficiently involve students in oral speech activities. Therefore, innovative models of developing oral speech competence based on digital pedagogy are necessary. Digital pedagogy serves to effectively organize the educational process using modern information and communication technologies.

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Through the digital educational environment, students have the opportunity to develop oral speech competence using virtual communication, interactive exercises, video conferences, and artificial intelligence.

The purpose of the study is to develop a linguodidactical model of developing oral speech competence based on digital pedagogy and determine its effectiveness.

In this study, research was conducted based on a comprehensive methodological approach. The methodological basis of the study was the communicative approach, the competency-based approach, and the concepts of digital pedagogy. Also, effective methods for developing oral speech competence were developed based on the linguodidactical approach.

The following research methods were used in the research process:

1. Pedagogical observation method - used to determine the dynamics of students' oral speech activity, participation in the lesson process, communicative activity, and speech development. Through this method, students' speech activity in the lesson process was regularly monitored.

2. Experimental and test method - experimental and control groups were established to determine the effectiveness of the developed linguodidactical model. In the experimental group, teaching methods based on digital pedagogy were used, and in the control group, the educational process was conducted based on traditional methods.

3. Questionnaire method - used to determine students' motivation, attitude to digital educational tools, and factors affecting the development of oral speech. The results of the questionnaire were statistically analyzed.

4. Interview method - used to determine the opinions of students and teachers regarding the educational process organized on the basis of digital pedagogy.

5. Statistical analysis method - used to quantitatively evaluate the results of the experiment, identify differences between groups, and ensure the reliability of the research results.

6. Comparative analysis method - used to comparatively analyze the effectiveness of the educational process organized on the basis of traditional educational methods and digital pedagogy.

The following digital learning tools were used in the experiment:

1. Online communication platforms (Zoom, Google Meet, Microsoft Teams)

2. Virtual learning environment (Google Classroom, Moodle)

3. Speech assessment systems based on artificial intelligence

4. Interactive learning platforms (Quizizz, Kahoot, Padlet)

5. Multimedia tools (audio and video materials)

These digital tools served to develop students' oral competence, increase their communicative activity, and form independent learning skills.

The results of the study made it possible to determine the effectiveness of the linguodidactic model and scientifically substantiate the importance of digital pedagogy in developing oral competence.

The results of the study showed that developing oral competence based on digital pedagogy is effective. During the experimental work, changes in students' oral competence were determined through diagnostic, intermediate, and final assessment stages.

At the beginning of the experiment, students' oral competence was assessed based on the following criteria:

a) Fluency

b) Vocabulary

c) Grammatical accuracy

d) Communicative activity

e) Independent expression

According to the results of the study, significant positive changes were observed in the experimental group:

1. Students' speech activity increased by 35%. Students began to participate more actively in the lesson process and freely participate in dialogues and discussions.

2. Fluency improved significantly. Students began to express their thoughts continuously, grammatically correctly and in logical consistency.

3. Communicative competence developed. Students acquired the skills of communicating freely in English in real communicative situations.

4. Students' motivation increased. Digital platforms and interactive tasks actively involved students in the lesson process.

5. Independent thinking skills were formed. Students learned to express their opinions independently in problem situations.

6. Students' vocabulary expanded. The level of mastering new lexical units increased through multimedia tools and interactive exercises. The following additional positive results were also observed in the experimental group:

a) Students' speech confidence increased

b) Grammatical errors in speech decreased

c) Students' listening comprehension skills developed

d) Team communication skills were formed

In the control group, changes were observed at a relatively low level. In the educational process organized on the basis of traditional teaching methods, there was no significant increase in students' speech activity and communicative competence.

According to the results of statistical analysis, it was found that the level of oral speech competence in the experimental group increased by an average of 30–35%. In the control group, this indicator was around 10–12%.

These results scientifically confirm the effectiveness of the linguodidactic model developed based on digital pedagogy and demonstrate the importance of innovative approaches in developing oral competence.

The results of this study showed the effectiveness of developing oral speech competence based on digital pedagogy. The linguodidactical model used in the study played an important role in developing students' communicative competence, increasing speech activity, and forming independent thinking skills.

According to modern linguodidactical research, oral speech competence consists of several main components. Based on the results of the study, the following linguodidactical model of developing oral speech competence based on digital pedagogy was developed:

This component serves to increase students' interest in speech activity. In the educational process organized on the basis of digital pedagogy, interactive platforms, multimedia tools, and virtual communication environments play an important role in increasing student motivation. Students were involved in active participation through online discussions, virtual presentations, and interactive tasks.

The content component includes linguistic materials necessary for the development of oral speech competence. This component consisted of the following elements:

These activities ensured that students adapted to real communicative situations.

The activity component was aimed at increasing students' speech activity. The following types of activities were organized on the basis of digital pedagogy:

These types of activities served to involve students in the communicative environment and increase speech activity.

The assessment component serves to determine and monitor students' oral speech competence. The following assessment criteria were used during the study:

Students' speech was regularly monitored through artificial intelligence-based assessment systems.

The results of the study showed that the educational process organized on the basis of digital pedagogy is more effective than traditional methods in developing students' oral speech competence. Digital technologies also played an important role in forming students' independent learning skills.

This linguodidactical model serves as an effective methodological basis for developing oral speech competence in the modern education system. The results of the research have important scientific and practical significance in modernizing the process of teaching English in higher education institutions.

Conclusion

Developing oral speech competence based on digital pedagogy is one of the priority areas of the modern education system. The results of this study showed that the linguodidactic model developed on the basis of digital pedagogy serves as an effective methodological basis for developing students' oral speech competence.

During the study, it was found that the use of digital technologies, interactive platforms and artificial intelligence tools is an important factor in increasing students' speech activity, developing communicative competence and forming independent thinking skills. It was

also observed that in the educational process organized on the basis of digital pedagogy, students were actively involved in the lesson process, and their learning motivation increased significantly. The results of the study also showed that the educational environment created on the basis of digital pedagogy allows for an individual approach. Students have the opportunity to effectively develop oral speech competence by completing tasks that are appropriate to their level of knowledge and interests. This serves to form a person-oriented model of the educational process.

The development of oral speech competence based on digital pedagogy helps to achieve the following results:

a) Increasing students' speech activity

b) Developing communicative competence

c) Forming independent thinking skills

d) Increasing students' motivation

e) Developing skills in using modern information and communication technologies

Also, the results of the study showed the feasibility of introducing a linguodidactical model developed on the basis of digital pedagogy into the process of teaching English in higher education institutions. This model plays an important role in increasing educational efficiency, developing students' oral speech competence, and integrating modern pedagogical technologies into the educational process.

In future studies, it is advisable to develop new pedagogical models for the development of oral speech competence based on artificial intelligence, virtual reality, mobile applications, and adaptive learning systems. It is also necessary to improve the linguodidactical model based on digital pedagogy and expand its application at different stages of education.

The results of this study show that the development of oral competence based on digital pedagogy is of significant scientific and practical importance in the modern education system and will serve as a methodological basis for future scientific research in this area.

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