

Methodology for Developing Speech-Linguistic Competence Through Linguodidactic Tasks

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Abstract: This article examines the theoretical and methodological foundations of using linguodidactic tasks to develop learners' speech and linguistic competencies in the process of native-language education. It analyzes the pedagogical potential of linguodidactic tasks developed on the basis of the communicative approach in developing learners' oral and written speech, forming independent thinking skills, and developing their competence in the practical use of language units in accordance with communicative situations. Particular attention is given to the formation of learners' skills in independently observing and analyzing linguistic phenomena, selecting linguistic means appropriate to a given communicative situation, and expressing thought logically, coherently, and grammatically correctly through linguodidactic tasks. The study substantiates that organizing linguodidactic tasks in a practically oriented manner and integrating them with communicative activity constitutes an important methodological tool for increasing the effectiveness of native-language education.

Keywords: Linguodidactics, speech competence, linguistic competence, communicative approach, cluster method, vocabulary, brainstorming method.

Introduction: Ensuring learners' personal development, forming their independent thinking, and developing their communicative activity are among the important pedagogical tasks of today's modern and continuous education system. In the process of native-language education in particular, learners need not only to study the language system but also to be able to apply this knowledge in real speech processes. Confining language teaching solely to theoretical knowledge does not develop learners' speech activity to a sufficient degree. For this reason, modern methodology recommends the use of linguodidactic tasks that actively engage learners in the learning process and develop their speech thinking. Linguodidactic tasks teach learners to independently analyze linguistic phenomena, to select language means appropriate to the speech situation, and to express their own thoughts coherently. Through such tasks, learners master the language not only theoretically but also in the course of practical activity. The competence-based approach constitutes an

important methodological foundation in the educational process. The concept of competence denotes the complex of knowledge, skills, and abilities necessary for an individual to effectively carry out a specific activity. Speech competence expresses a learner's ability to exchange ideas through oral and written speech. This competence includes the following constituent elements: expressing thought logically and coherently, selecting language means appropriate to the speech situation, exchanging ideas in the course of communication, and listening and comprehension skills. Linguistic competence, in turn, denotes knowledge of the language system, including knowledge of phonetics, vocabulary, morphology, and syntax. Speech and linguistic competencies are closely interconnected, and their harmonious development serves to form learners' communicative potential. For this reason, the joint development of these two competencies in native-language education is an important methodological task.

Linguodidactics is a discipline that studies the theory and methodology of language teaching; it examines the goals, content, methods, and means of language education. The main task of linguodidactics consists in developing learners' speech activity and forming skills for the effective use of language units. According to the linguodidactic approach, the process of language education is based on the following principles: communicativeness, systematicity, consistency, and activity orientation. An educational process organized on the basis of these principles makes it possible to effectively develop learners' speech activity. Linguodidactic tasks are a special system of exercises aimed at developing learners' speech activity in the process of language education. Their main functions are as follows:

1. increasing learners' speech activity;
2. expanding vocabulary;
3. consolidating grammatical knowledge;
4. developing independent thinking skills;
5. forming a culture of communication.

Linguodidactic tasks encourage learners not merely to memorize knowledge but to apply it in practical activity. Linguodidactic tasks are divided into several types according to their content and methodological purpose. Analytical tasks develop learners' ability to analyze linguistic phenomena, for example: identifying specific grammatical units in a text, finding synonyms and antonyms, and analyzing sentence structure. These tasks develop learners' linguistic thinking. Creative tasks increase learners' speech activity, for example: writing a story on a given topic, explaining the meaning of a proverb or riddle, and creating a text based on a picture. These tasks broaden learners' imagination and enrich their speech. Communicative tasks are aimed at developing communication among learners, for example: question-and-answer exercises, constructing dialogues, and organizing conversation through role-play. These tasks form learners' communicative competence.

The effective use of linguodidactic tasks requires adherence to the following methodological principles. The principle of systematicity: tasks must be organized consistently and systematically in accordance with the goal of the lesson. The principle of activity: learners must participate actively in performing the tasks. The

principle of independence: tasks must serve to develop learners' independent thinking. The principle of communicativeness: tasks must be close to real speech situations. Applying linguodidactic tasks in the educational process leads to a number of positive results: learners' speech activity increases, their vocabulary expands, grammatical knowledge is consolidated, and independent thinking skills develop. Furthermore, such tasks increase learners' creative activity, turning them into active participants in the educational process.

A number of methodological principles must be followed in developing linguodidactic tasks, since tasks should serve not only to consolidate grammatical knowledge but also to develop learners' speech activity. The principle of goal orientation: each linguodidactic task must have a clear didactic objective. For example, some tasks are aimed at enriching learners' vocabulary, while others serve to develop the logical coherence or grammatical correctness of speech. Therefore, in developing tasks, the overall goal of the lesson and learners' level of knowledge must be taken into account. The principle of accounting for age-related characteristics: the psychological and age-related characteristics of primary-school learners are of great importance in selecting linguodidactic tasks. Since children of this age are more inclined toward imaginative thinking, it is advisable that tasks be enriched with visual aids, pictures, stories, or elements of play. The principle of activity orientation: according to the modern pedagogical approach, the learner must be an active participant in the educational process. For this reason, linguodidactic tasks must encourage learners toward active thinking, analysis, and independent conclusion-drawing.

The use of interactive methods is important in effectively organizing linguodidactic tasks. Interactive methods develop cooperation among learners and increase their speech activity. Below are presented some methods that serve to develop speech competence.

The "Brainstorming" method. This method serves to develop learners' creative thinking. In this process, learners freely express their opinions on a given topic and put forward various ideas. For example, the teacher may pose the question "Why is a book important?" Learners give various answers to this question and

substantiate their views.

The "Cluster" method. Through this method, learners learn to express ideas related to a particular concept in a systematic manner. For example, when given the topic "Spring," learners write down words and concepts related to this topic in the form of a cluster.

The "Role-play" method. In the role-play method, learners construct a dialogue based on a specific situation. This method helps develop learners' communication skills.

The importance of working with text in developing speech-linguistic competence. Working with text is an important component of native-language lessons. Text serves as a convenient means for developing learners' speech activity. The following tasks can be used in the process of working with text:

- retelling the content of a text;
- identifying the main idea of a text;
- giving a title to a text;
- formulating questions based on a text.

Such tasks develop learners' logical thinking and speech activity. Moreover, learners' cognitive activity becomes further activated, and their skills of analysis and drawing conclusions are strengthened. As a result of the systematic application of linguodidactic tasks, the following pedagogical outcomes can be achieved:

- learners' speech activity increases;
- vocabulary expands;
- the logical coherence and consistency of speech develops;
- learners' independent thinking skills are formed.

CONCLUSION

In conclusion, it should be emphasized that linguodidactic tasks are a key criterion that not only arouses learners' interest in the language but also develops their reading literacy. For this reason, the systematic use of these tasks in organizing native-language lessons serves to increase the effectiveness of education. Further improving linguodidactic tasks on the basis of modern pedagogical technologies will continue to serve as one of the important scholarly directions in the future.

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