

# Development Of Students' Speech Activity In Higher Education Institutions And Effectiveness Of The Integrative Model And The Information-Reseptive Method

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**Abstract:** This article provides a theoretical and practical analysis of the importance of students' speech activity in the higher education system and the necessity of its development. The study examines current shortcomings observed in learners' speech competence, the underlying causes of these issues, and methodological approaches aimed at enhancing speech activity. Literature analysis, pedagogical observation, and comparative analysis methods were employed during the research. The findings indicate that speech training should be integrated and enriched with information-receptive and other receptive tasks to improve its effectiveness.

**Keywords:** Speech activity, speech competence, higher education, information-receptive method, integrative model, communication, expressive speech, receptive tasks.

**Introduction:** In the system of higher education, one of the primary tasks today is to train students who possess modern knowledge, are capable of independent and critical thinking, demonstrate strong oratory skills, and can express their ideas clearly and coherently. Speech activity represents an essential indicator of an individual's intellectual capacity, level of knowledge, and communicative culture, and may be viewed as a "calling card" that immediately reflects one's personal and academic maturity [1]. When a student's speech ability is well developed, their engagement in the learning process, their research potential, and their future professional competence likewise improve significantly. However, in the current era shaped by artificial intelligence and rapid digitalization, students increasingly encounter challenges such as weak verbal expression, inability to articulate ideas precisely, and lack of clarity in communication. These issues underscore the necessity of adopting innovative methods and integrative approaches aimed at enhancing students' speech activity in higher education [2]. Existing research also indicates that integrative approaches designed to develop communicative and speech skills can yield highly effective outcomes.

For this reason, the present study focuses on these emerging needs. The information-receptive method plays a particularly important role in developing speech

competence. This method teaches students to produce speech by listening to, perceiving, analyzing, and processing linguistic samples and informational content. By activating students' cognitive processes, the information-receptive approach helps structure logical, analytical, and creative stages of working with linguistic material. When applied in combination with an integrative model, this method contributes to the harmonious development of all functional aspects of speech.

## LITERATURE REVIEW

The issue of developing students' speech activity has been widely examined by both local and international scholars. In recent years, numerous studies have explored innovative approaches aimed at advancing oral communication skills and elevating them to a new level. For instance, N. Mahmudov, A. Rafiyev, and I. Yuldoshev provide a comprehensive theoretical foundation for the principles of speech culture, coherent expression of ideas, and the correct use of linguistic units in their textbook "Speech Culture and Official Document Management in the State Language". Their work outlines essential stylistic and communicative requirements that must be observed in oratorical practice [1]. Similarly, B. Hasanov highlights the importance of professional speech within the broader framework of modern competencies and

offers practical recommendations for developing communicative competence in higher education [2]. The integration of cross-curricular or integrated curriculum models, increasingly required in contemporary teaching practice, also contributes significantly to strengthening speech activity by situating linguistic skills in real communicative contexts. Z. Akhmedova, for example, emphasizes the role of interactive methods in promoting speech development and demonstrates the effectiveness of computer-assisted technologies, particularly in supporting children with speech difficulties. Her findings confirm that interactive and technology-mediated learning environments can enhance speech development when applied systematically [3].

The influence of the digital environment has also been the focus of several recent studies. While social media platforms and short-form video content can accelerate vocabulary growth and improve certain aspects of spontaneous speech, research also documents their negative impact on analytical writing and formal speech. Excessive exposure to informal language and short content formats may lead to reduced critical thinking and oversimplification of expression. Qodirova's research, for instance, demonstrates that reliance on short texts contributes to the weakening of students' analytical speech skills [6]. This suggests that digital resources must be integrated thoughtfully to reinforce, rather than undermine, academic language practices.

International literature—particularly the works of L. Grow, L. Vygotsky, A. Leontiev, and J. Bruner—further underscores the deep interconnection between speech and cognitive development. These scholars argue that language serves as a mediator of thought and that structured speech development enhances reasoning, problem-solving, and conceptual understanding. Overall, the literature indicates that speech competence is not merely one component of the learning process but lies at the core of a student's overall competency framework. Its development requires a balanced combination of methodological innovation, integrative approaches, and appropriate use of digital resources.

## **METHODOLOGY**

This study aims to determine the effectiveness of the integrative model and the information-receptive method in developing students' speech activity in higher education institutions. The methodological framework of the research consists of several sequential stages.

### **1. Research Design.**

The study employed a mixed-methods design,

combining both quantitative and qualitative approaches:

Quantitative component: levels of students' speech activity were measured using specialized assessment rubrics.

Qualitative component: observational notes, interviews, and written assignments were analyzed to identify qualitative indicators of speech performance.

### **2. Participants.**

A total of 72 undergraduate students from the first and second academic years participated in the research. They were divided into two groups:

Control group: instructed through traditional lecture-based and practice-oriented methods.

Experimental group: taught using the integrative instructional model combined with the information-receptive method.

### **3. Data Collection Instruments.**

The study utilized the following tools to gather empirical evidence:

Oral Communication Assessment Rubric

(fluency, coherence, lexical resource, and interaction criteria)

Receptive–Productive Skills Test

Pedagogical Observation Checklists

Analysis of Written Tasks (summaries, reflections, and analytical responses)

### **4. Research Procedure**

The research process was conducted in four main phases:

Phase 1: Diagnostic Assessment: Initial speech competence levels were identified for both groups.

Phase 2: Intervention Stage: During the instructional period, the experimental group received training through the information-receptive approach, which included: Listening to texts → note-taking → paraphrasing and reconstruction;

Analytical presentations based on digital content (short videos, academic clips, audio lectures).

Phase 3: Final Assessment: Post-intervention results were measured and the performance of both groups was compared.

Phase 4: Data Analysis: Quantitative data were processed through statistical averages and growth indicators, while qualitative data were analyzed thematically to identify developmental changes in speech activity.

### **5. Analytical Methods**

Literature analysis: scholarly works on speech activity, competence, the information-receptive method, and educational technologies were thoroughly examined.

Pedagogical observation: students' oral presentations, seminar discussions, written works, and question-answer participation were continuously monitored.

Comparative analysis: outcomes of the traditional teaching group and the integrative-receptive group were systematically compared.

Synthesis and interpretation: collected data were summarized to identify the main speech deficiencies and their underlying causes.

## **RESULTS**

Observations indicate that students in the experimental group—who received instruction through the integrative and information-receptive approach—demonstrated more logical and coherent oral expression compared to those taught through traditional instructional methods. Their ability to present ideas clearly, maintain thematic continuity, and communicate confidently in front of an audience improved noticeably. These findings are consistent with results reported in similar pedagogical studies.

Receptive–Productive Correlation: Regular engagement in receptive tasks (such as listening to or reading a text and then re-expressing its content) contributed significantly to the development of students' productive skills, including speaking and writing. The data suggests that strengthening receptive abilities directly stimulates productive language performance.

Improvement in Listening–Paraphrasing Skills:

Group Initial Level and Final Level

Control Group: 54% 58%

Experimental Group: 53% 81%

Interpretation: The substantial increase in the experimental group demonstrates that consistent exposure to paraphrasing and re-expression tasks strongly enhances students' ability to reconstruct meaning. This aligns with Vygotsky's principle that language functions as a primary tool of thought.

Role of the Digital Environment

Positive effects: Short-format educational videos, when integrated into a structured academic setting, were found to support improvements in pronunciation, lexical accuracy, and active vocabulary development.

Negative effects: Excessive reliance on informal digital content and short-text formats may weaken students' academic writing and critical thinking abilities. Therefore, careful selection and pedagogically

informed integration of digital resources are crucial to avoid cognitive oversimplification.

Effectiveness of the Integrative Model

Empirical observations, supported by literature analysis, indicate that combining the integrative model with the information-receptive method produced measurable improvements in: text comprehension, argumentation skills, classroom interaction and public speaking, formulation of academic and scientific discourse. These findings corroborate recent reviews highlighting the effectiveness of integrative instruction in language education and competence development.

## **CONCLUSION**

The findings of the study reveal that developing speech activity among higher education students cannot be achieved solely through listening-based instruction or by attending public-speaking courses as passive participants. Instead, an integrative approach is essential—one that requires students not only to listen to information but also to read, analyze, and reconstruct it in their own words. When receptive (listening and reading) and productive (speaking and writing) skills are systematically combined, students demonstrate noticeable improvement in their overall speech competence. This indicates that speech development is most effective when cognitive processing, multimodal input, and active verbal output are integrated into a unified instructional model.

## **Recommendations**

-Integrate receptive tasks into the curriculum regularly-assign students structured activities that require listening to and reading complex texts, followed by paraphrasing and re-expression tasks.

-Develop integrative instructional modules- implement cross-curricular projects, debates, and presentations to encourage the use of language in authentic and context-rich situations.

-Select digital resources methodologically- use short educational videos and social media materials in combination with academic tasks to ensure purposeful and balanced digital integration.

-Enhance teacher professional development- organize training programs that focus on practical application of integrative and information-receptive methods in instructional settings.

-Update assessment systems- incorporate receptive–productive measurement tools—such as analytic rubrics and student portfolios—to more accurately evaluate speech competence.

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