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Psycholinguistic and methodological aspects of developing oral speech in arabic language classes: within the framework of national educational content

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***Annotation.** This article examines the psycholinguistic and methodological aspects of developing oral speech skills in Arabic language classes within the framework of national educational content. Oral speech competence is interpreted as an integrative construct formed through the interaction of linguistic knowledge, communicative practice, psychological readiness, and sociocultural awareness. The study emphasizes that the effectiveness of oral speech development depends on the consistent application of communicative, task-based, and linguodidactic approaches in harmony with national educational standards and pedagogical traditions. Particular attention is given to the principles of communicative orientation, gradual progression, systematicity, consciousness and activity, and individualization in the teaching process.*

***Keywords:** arabic language teaching, oral speech competence, psycholinguistic factors, communicative approach, linguodidactic principles, sociocultural competence, national educational content, task-based learning, innovative pedagogical technologies, assessment criteria.*

Психолингвистические и методические аспекты развития устной речи на занятиях по арабскому языку: в рамках национального образовательного содержания

***Аннотация.** В данной статье рассматриваются психолингвистические и методические аспекты развития навыков устной речи на занятиях по арабскому языку в рамках национального образовательного содержания. Устная речевая компетенция интерпретируется как интегративная структура, формирующаяся в результате взаимодействия лингвистических знаний, коммуникативной практики, психологической готовности и социокультурной осведомлённости. В исследовании подчеркивается, что эффективность развития устной речи зависит от последовательного применения коммуникативного, заданийно-ориентированного и*

лингводидактического подходов в гармонии с национальными образовательными стандартами и педагогическими традициями. Особое внимание уделяется принципам коммуникативной направленности, поэтапности, системности, сознательности и активности, а также индивидуализации в процессе обучения.

Ключевые слова: преподавание арабского языка, устная речевая компетенция, психолингвистические факторы, коммуникативный подход, лингводидактические принципы, социокультурная компетенция, национальное образовательное содержание, обучение на основе заданий, инновационные педагогические технологии, критерии оценки.

Arab tili darslarida og‘zaki nutqni rivojlantirishning psixolingvistik va metodik jihatleri: milliy ta’lim mazmuni doirasida

Annotatsiya. Mazkur maqolada arab tili darslarida og‘zaki nutq ko‘nikmalarini rivojlantirishning psixolingvistik va metodik jihatleri milliy ta’lim mazmuni doirasida tahlil qilinadi. Og‘zaki nutq kompetensiyasi lingvistik bilimlar, kommunikativ amaliyot, psixologik tayyorgarlik va sotsiokultural ongning o‘zaro ta’siri natijasida shakllanuvchi integrativ tuzilma sifatida talqin etiladi. Tadqiqotda og‘zaki nutqni rivojlantirish samaradorligi milliy ta’lim standartlari va pedagogik an’analar bilan uyg‘un holda kommunikativ, vazifaga asoslangan va lingvodidaktik yondashuvlarni izchil qo‘llashga bog‘liqligi ta’kidlanadi. O‘qitish jarayonida kommunikativ yo‘naltirilganlik, bosqichma-bosqichlik, tizimlilik, ongli va faol o‘rganish hamda individuallashtirish tamoyillariga alohida e’tibor qaratiladi.

Kalit so‘zlar: arab tilini o‘qitish, og‘zaki nutq kompetensiyasi, psixolingvistik omillar, kommunikativ yondashuv, lingvodidaktik tamoyillar, sotsiokultural kompetensiya, milliy ta’lim mazmuni, vazifaga asoslangan ta’lim, innovatsion pedagogik texnologiyalar, baholash mezonlari.

INTRODUCTION.

The methodology for developing students’ oral speech skills in Arabic is grounded in the fundamental theoretical approaches of modern linguodidactics. Oral speech competence is considered a central outcome indicator in foreign language teaching, formed through the integration of linguistic knowledge, communicative activity, and psychological readiness. Therefore, the development of oral speech requires identifying the conceptual foundations of the methodological system and consistently implementing theoretical principles into practice.

In foreign language teaching theory, communicative competence is regarded as a central concept. The development of oral speech should ensure not only grammatical accuracy but also sociocultural appropriateness.

In developing oral speech skills in Arabic, the communicative approach should be applied not merely as a theoretical concept, but as a practical didactic mechanism. Only when the interconnection between theory and practice is ensured can oral speech competence be formed in a functionally and socioculturally appropriate manner.

The development of oral speech skills in Arabic should be based on the following key principles:

- communicative orientation;
- situationality and functionality;

- interactivity and dialogicity;
- balance between fluency and accuracy;
- sociocultural appropriateness;
- gradual progression and systematicity.

Only when these principles are applied in an integrated manner does speech competence acquire a stable and practical character. Otherwise, the development of oral speech becomes fragmented and episodic.

MAIN PART.

The national educational content requires aligning these principles with national pedagogical traditions, curricula, and state educational standards. Oral speech skills should be defined in terms of specific competencies, and assessment criteria should include fluency, accuracy, discursiveness, and pragmatic appropriateness. If oral speech development is declared only at a theoretical level in the curriculum without practical mechanisms, achieving expected outcomes becomes difficult.

The effectiveness of developing oral speech skills in Arabic largely depends on ensuring coherence between theoretical approaches and national educational content. High effectiveness can be achieved only when communicative and task-based methods are integrated with national educational standards.

Therefore, the process of developing oral speech skills in Arabic must be based on a clear system of linguodidactic principles. These principles connect the methodological process with theoretical foundations, organize learning activities purposefully, and ensure the stable and functional formation of speech competence. Oral speech development reaches a qualitatively new level only when it is based on scientifically grounded didactic principles rather than random exercises.

Principle of Consciousness and Activity

The principle of consciousness and activity is one of the key linguodidactic criteria in developing oral speech.

In learning Arabic, this principle is particularly important due to the complexity and multi-layered nature of its morphological and syntactic system. Without conscious understanding of the semantic nuances and functional distinctions of grammatical forms, speech activity remains superficial and unstable. Consciousness also involves applying language units in situational and pragmatic contexts.

The activity component requires transforming the learner from a passive observer into an active participant in the speech process. Speech skills are formed only through active communicative participation. Conscious acquisition becomes effective only when combined with interactive activity. Consciousness ensures meaningful understanding, while activity ensures practical application. Their integration contributes to the stable development of oral speech competence.

Principle of Gradual Progression and Systematicity

Oral speech skills develop naturally in stages.

In Arabic language teaching, the process begins with phonetic preparation and basic dialogic units, followed by lexical-semantic enrichment, the use of grammatical structures, and the development of discursive competence. At the final stage, learners reach spontaneous and fluent communication. If the principle of progression is violated, speech skills become fragmented and unstable.

Systematicity implies organizing the methodological process based on a unified conceptual model. Each lesson, module, and task should be interconnected and build upon previous achievements. Only under systematic conditions can speech competence develop consistently and achieve functional stability.

Communicative Orientation Principle

In Arabic teaching, this principle is especially relevant, as speech etiquette, forms of address, stylistic differences, and social role adaptation are integral parts of communication. Therefore, oral speech activities should be based on real or simulated communicative situations rather than artificial contexts.

Communicative orientation increases learners' speech activity and engages them in interaction, dialogue, and discussion, ensuring natural development of speech competence.

Principle of Individual Approach

The individual approach plays an important methodological role in developing oral speech skills.

Observations show that students differ in their pace of speech development. Some communicate fluently, while others face affective barriers such as anxiety or lack of confidence. A uniform approach is therefore ineffective.

Individualization can be achieved through differentiated tasks, adaptive assignments, small group work, and a supportive pedagogical environment. This reduces affective barriers and enhances communicative confidence.

Psycholinguistic Foundations

The development of oral speech in Arabic is not only based on linguistic rules but also on psycholinguistic factors. Speech is a complex psychological activity involving cognition, perception, motivation, and communicative need.

The phonetic and morphological complexity of Arabic may create psychological discomfort and reduce learners' confidence. Therefore, creating a psychologically supportive environment is essential. Ignoring psycholinguistic factors significantly reduces methodological effectiveness.

Sociocultural Component

Language is a carrier of culture; therefore, oral speech development must include a cultural component.

Communicative competence includes not only grammatical correctness but also cultural appropriateness and pragmatic suitability. In Arabic communication, factors such as social status, age, and context play a crucial role. Without understanding cultural meanings, speech may be grammatically correct but communicatively ineffective.

Key cultural components include:

- speech etiquette and forms of address;
- formal and informal styles;
- religious and social expressions;
- national values and traditional formulas;
- intercultural communicative competence.

Model of Oral Speech Competence

Oral speech competence is a multi-component integrative system including:

1. phonetic-communicative component;
2. lexical-semantic component;
3. grammatical component;
4. discursive component;
5. sociocultural component;
6. strategic component.

These components must be developed in integration to achieve functional communication.

Assessment System

Assessment is not only a control tool but also a developmental mechanism.

It should be based on clear criteria:

- phonetic accuracy;
- lexical richness;
- grammatical correctness;
- discursive coherence;
- sociocultural appropriateness;
- strategic competence;
- fluency and spontaneity.

Both formative and summative assessment should be applied.

Innovative Pedagogical Technologies

Innovative technologies enhance interactivity, visualization, and communication. Digital tools such as multimedia, virtual communication platforms, and interactive applications support oral speech development.

However, technology must be methodologically grounded. Only when integrated with pedagogical goals does it become effective.

CONCLUSION

In conclusion, the development of oral speech skills in Arabic requires a complex and integrative methodological system. It is based on scientific approaches, linguodidactic principles, psycholinguistic mechanisms, and sociocultural integration.

Only a systematic, staged, and conceptually grounded approach ensures stable and functional oral speech competence. The integration of communicative and task-based approaches, supported by innovative technologies and comprehensive assessment systems, leads to effective outcomes.

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