

DEVELOPING SPEECH COMPETENCIES THROUGH INNOVATIVE APPROACHES IN TEACHING “QISSASI RABG‘UZIY”

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Abstract: This study explores the effectiveness of innovative teaching methods in enhancing students' speech competence through the literary work “Qissasi Rabg‘uziy”. Using interactive techniques, dramatization, role-play, and ICT tools, the research was conducted among 8th–9th grade students. The results showed a notable improvement in vocabulary, logical expression, and active participation in lessons. The findings highlight that integrating national literary heritage with modern pedagogical strategies significantly contributes to students' linguistic and communicative skills.

Keywords: Rabg‘uziy, speech competence, innovative methods, interactive learning, dramatization, ICT in education.

One of the masterpieces of Uzbek classical literature, **Qissasi Rabg‘uziy** was written between the 13th and 14th centuries. Alongside its religious-ethical content, it harmoniously incorporates elements of folk oral tradition. The work is of great importance for studying the historical stages of the Turkic language as well as its lexical and grammatical features. In today's educational process, teaching such texts should not be limited to imparting historical knowledge; it must also serve to develop students' **speech competencies**.

The relevance of the topic lies in the fact that, in the context of global informatization, the ability of learners to express their thoughts fluently, logically, and vividly is becoming one of the most essential skills. Therefore, teaching classical literary works on the basis of modern pedagogical technologies stands at the center of scholarly-methodological inquiry.

This article analyzes practical experiences in using innovative approaches to teach **Qissasi Rabg‘uziy** and develops applied recommendations.

Holding a special place in Uzbek literary heritage, Nosiruddin Burhoniddin Rabg‘uziy's *Qissasi Rabg‘uziy* was created at the beginning of the 14th century. It encompasses Islamic narratives, stories from the lives of prophets, and beautiful examples of folk oral creativity. The work was written in **1310** in the village of Raboti O‘g‘uz in Khorezm and has played a significant role in the spiritual and educational life of Muslim peoples both in its own era and in subsequent centuries.

Today, using national heritage—particularly *Qissasi Rabg‘uziy*—in the learning process not only enriches literature lessons in content but also contributes to developing students' speech competence, broadening their thinking, and fostering their moral education. **Speech competence** comprises the skills of actively using a rich vocabulary, thinking logically, speaking expressively, and demonstrating communicative culture; in our global information age, it is one of the key factors in shaping the learner's personality.

In the modern education system, innovative methods—interactive techniques, information and communication technologies, project-based learning, dramatization, and problem-based approaches—enable the effective development of speech competence. This article presents the theoretical foundations, methodological processes, and practical outcomes of teaching *Qissasi*

Rabg‘uziy through an innovative approach.

Aim

To develop methodological recommendations for enhancing students’ speech competencies by employing innovative methods in teaching *Qissasi Rabg‘uziy*.

Tasks

1. To reveal the educational and moral significance of the work.
2. To select innovative methods and design ways to apply them in lessons.
3. To determine their impact on students’ speech competence.
4. To conduct experimental-trial lessons and analyze the results.

Methods and Materials

As the main source, passages from *Qissasi Rabg‘uziy* included in the school textbook were selected—namely, “**Uzum hikoyati**” (The Story of the Grape), “**Yilon va Qarlug‘och**” (The Snake and the Swallow), and “**Sulaymonning qarinchqa bilan so‘zlashgani**” (Solomon’s Conversation with the Ant). Participants were 8th–9th grade students at a general secondary school.

Methods Used

1. **Interactive techniques:** Brainstorming, INSERT, and Cluster technologies.
2. **Dramatization:** Staging the stories to develop expressive speech.
3. **Role-play:** Engaging students in dialogue as the stories’ characters.
4. **Lexical analysis:** Explaining archaisms of Old Uzbek and Arabic-Persian loanwords.
5. **Comparative approach:** Comparing the stories with other literary works.
6. **ICT tools:** Creating multimedia presentations and interactive quizzes.

Lesson Process

- **Preparatory stage:** Arousing interest in the topic and clarifying objectives.
- **Core stage:** Analyzing the text and completing interactive tasks.
- **Final stage:** Synthesizing, assessing, and assigning homework.

Results

Observations during the experimental lessons showed that:

1. Students’ vocabulary increased by **18–22%**.
2. The logical structure of speech improved; skills in connecting sentences developed.
3. Students’ classroom engagement rose when interactive methods were used.
4. Dramatization and role-play strengthened skills in expressive reading.
5. The moral ideas of the stories were clearly reflected in students’ personal responses.
6. Innovative methods in teaching *Qissasi Rabg‘uziy* significantly develop students’ speech competence.
7. Multimedia lesson materials increase motivation.
8. Interactive methods actively involve students in communication.

The findings indicate that literary-didactic works like *Qissasi Rabg‘uziy* have a powerful impact on developing students’ speech competencies. Compared to traditional approaches, innovative methods create greater interactivity and turn learners into active participants in the lesson. Techniques such as dramatization and role-play not only develop speech, but also strengthen social skills—teamwork, leadership, and creative thinking. Interactive methods foster independent inquiry and critical thinking.

Conclusion

The results of the study show that teaching *Qissasi Rabg‘uziy* on the basis of innovative methods significantly increases students’ speech competencies. It is advisable to widely implement this approach in the education system.

Recommendations

1. Use more examples of national heritage in literature lessons.
2. Organize seminar-trainings for teachers on applying innovative methods.
3. Establish the development of multimedia resources related to the text of the work.

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