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THE ROLE OF CREATIVE TASKS IN DEVELOPING STUDENTS' ORAL SPEECH IN GRADES 10-11

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Annotation. In the modern education system, developing students' oral speech is considered one of the most important pedagogical tasks. Oral speech serves as the primary means for expressing thoughts, engaging in communication, and actively participating in social environments. Particularly in grades 10-11, students are at a crucial stage of preparing for higher education, which makes the development of their communicative competence highly significant.

Key words: oral speech, creative tasks, communicative competence, creative thinking, interactive methods, senior grades.

Annotation. Zamonaviy ta'lim tizimida o‘quvchilarning og‘zaki nutqini rivojlantirish eng muhim pedagogik vazifalardan biri hisoblanadi. Og‘zaki nutq fikrlarni ifoda etish, muloqotda ishtirok etish va ijtimoiy muhitda faol ishtirok etishning asosiy vositasi bo‘lib xizmat qiladi. Ayniqsa, 10-11-sinflarda o‘quvchilar oliy ta'limga tayyorgarlikning muhim bosqichida bo‘lishadi, bu esa ularning kommunikativ kompetentsiyasini rivojlantirishni juda muhim qiladi.

Kalit so‘zlar: og‘zaki nutq, ijodiy vazifalar, kommunikativ kompetentsiya, ijodiy fikrlash, interaktiv usullar, yuqori sinflar.

Аннотация. В современной системе образования развитие устной речи учащихся считается одной из важнейших педагогических задач. Устная речь служит основным средством выражения мыслей, участия в общении и активного вовлечения в социальную среду. Особенно в 10-11 классах учащиеся находятся на решающем этапе подготовки к высшему образованию, что делает развитие их коммуникативной компетенции чрезвычайно важным.

Ключевые слова: устная речь, творческие задания, коммуникативная компетенция, творческое мышление, интерактивные методы, старшие классы.

INTRODUCTION.

Research shows that communicative approaches and interactive methods play a key role in improving oral speech skills. In this regard, creative tasks are considered an effective tool for increasing students' speech activity and engagement. Oral speech is the process of expressing thoughts verbally through language means. It involves not only grammatical and lexical knowledge but also

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communication strategies. Scholars identify oral speech as a fundamental component of communicative competence[15].

Communicative competence refers to a student's ability to use language effectively and appropriately in real-life situations. Creative tasks play a crucial role in developing this competence, as they encourage students to think actively and engage in independent speech activities. Creative tasks are activities that require students to think independently, generate new ideas, and express themselves freely in speech[16]. They can be categorized as follows:

- role-playing activities;
- storytelling;
- debates and discussions;
- problem-solving tasks;
- imaginative speaking exercises.

According to Guariento & Moreley cited by Abdelmajid (2017), the Task-Based Approach is one of the methods that exposes learners to real life input by basing the task on "authentic material" that "simulates" a real-life communication setting. Moreover, this approach focuses on students doing meaningful tasks improving their communicative competence using the target language. According to Willis cited by

Waruni, H. (2018) applying the Task-Based Approach, students will be completing tasks involving "real-life" situations which prepare them for authentic communication outside of the classroom.

The Task-based approach gives students the opportunity to be engaged in using the language. In addition, the principal focus of classroom activity is the task considered an instrument to get the students involved in the language practice naturally. It is considered as relevant and authentic tasks. Students can solve problems, share information, and gather experience. For that reason, task activities, given to the students, are the opportunity to use language to achieve a specific outcome (Thanghun, K. 2012).

Moreover, the Task-Based Approach is categorized in three phases: pre-task, while-task, and post-task. The pre-task prepares students to develop the task; the teacher presents the activity and guides students. Besides, the teacher explores the topic with the class, helps students to understand instructions.

[15] On Measures to Develop the Education, Upbringing, and Science Sectors in the New Development Period of Uzbekistan, Presidential Decree No. PF-6108 dated November 6, 2020. https://lex.uz/ru/docs/-5085999

[16] D.R. Babayeva. *Theory and Methodology of Speech Development* (Textbook). – Tashkent: "Barkamol Fayz Media", 2018. – 432 p.

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The While Task is when pupils carry out the activity. The activities can be worked in pairs or in groups while the teacher monitors the class. Then, the reports are prepared, this could be in front of the class orally or written form. Another way to present, the groups or pairs can interchange their written reports and compare results. Finally, The Post Task occurs when the learner focuses on the foreign language that they have used while performing the tasks (Mohammed & Hassan (N.D.)).

Furthermore, there are some tasks that teachers can apply. The most principal are jigsaw, problem-solving, decision making, information gap and opinion exchange tasks. From these activities, teachers can choose, adequate, create or modify taking into consideration students' level and needs. Thus, the activities are students centered. It means, students play a more active and independent role in the English class (Alves de Magalhães, C. 2016).

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[17] Qodirova, Saodat Abdurakhimovna. *Methods of Teaching the Native Language* (Text): Bukhara: Kamolot Publishing House, 2022. 160 p.

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From this perspective, speech should be studied by dividing it into the following types. Oral speech is the usual spoken form of communication, which is often expressed through intonation and various gestures. Written speech is realized through the structured combination of letters and words based on certain rules, as well as punctuation marks and divisions such as paragraphs and sections. Inner speech is a passive form of speech in which a person speaks internally; it does not require the participation of another person. External speech is active speech directed toward others and can be observed and controlled[19].

Through speech, a person expresses their thoughts, feelings, and desires, and understands the thoughts, emotions, and intentions of others. Speech can be either oral or written. Oral speech is everyday spoken language, which is closely connected with intonation and gestures. It generally does not involve complex grammatical structures or compound sentences.

It should be noted that all subjects taught at school are, to some extent, aimed at developing students' speech. However, the subject of the native language is considered the most fundamental and important among them. One of the key factors in developing students' oral and written speech culture is the continuous

[18] Ellis, R. Task-Based Language Learning and Teaching. Oxford: Oxford University Press. 2003.

[19] Nunan, D. Task-Based Language Teaching. Cambridge: Cambridge University Press. 2004

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observation and guidance of students' speech by all subject teachers at school. Naturally, this process begins in primary education, where teachers of the native language and literature play a crucial role. Different environments have a strong influence on children's psychology and their speech development[20].

Oral communicative competence enables speakers of a language to interact effectively with one another. Oral communicative competence encompasses a broad semantic field, as oral expression serves as a means of conveying thoughts, provides feedback, and develops through the functional aspects of language. Communicative competence in English is based on the use of language both oral and written as a tool for communication, expression, interpretation, and understanding of reality.

This study aims to analyze the oral communicative competence in English of students who have completed the primary education stage. It also seeks to determine whether factors such as the type of educational institution attended, students' gender, their attitude toward the English language, and attendance in additional classes influence the development of oral communicative competence. The results showed that students possess a higher level of competence than expected. Additionally, some minor differences were observed, indicating an advantage in favor of girls and urban bilingual schools in the acquisition of oral communicative competence in English.

In respect to the use of the strategies to teach oral communication skills, teachers use mostly group work and pair work activities or role-plays because according to them, it is the best strategy to be used in large classrooms. Regarding the most common strategy, teachers did not consider task-based activities to teach oral communication to their students. Some of the most relevant aspects of the diagnosis made revealed that students presented difficulties, such as: using english in conversation, giving opinions, explaining, understanding oral messages, and carrying out presentations.

Despite of the fact that some didactic materials such as the student book, workbook and extra didactic material with complementary activities are applied to develop students' oral communicative skills, teachers did not have a broad knowledge about task-based didactic materials to teach oral communicative skills. However, most of the teachers considered very useful for teaching oral communication to develop a didactic material with planned activities based on tasks.

Increasing requirements for the level of knowledge of a foreign language necessitate the search for more effective technologies and teaching methods. In

[20] Harmer, J. The Practice of English Language Teaching. Pearson Longman. 2007.

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particular, the role of using games in English lessons is increasing, which allows you to bring the learning process closer to the real conditions of live communication. Games increase interest in the topic, contribute to the development of students creative imagination, and most importantly, allow you to create situations that stimulate students' speech activity. All this makes it possible to introduce role-playing games into the learning process as a tool for the formation of verbal communication skills[21].

At the initial stage of teaching English, students should familiarize themselves with a foreign language that is completely new to them. They need to learn a new vocabulary, grammar, phonetics, learn to read, write and speak this language, get acquainted with the features of traditions, rules and culture of some English-speaking countries. In accordance with the state educational standard of Primary general education, the subject results of mastering the basic educational program of. At the initial stage of teaching, the teacher should begin to develop students' ability to communicate with peers, as well as form the basis for the formation of communicative competence in a foreign language.

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In conclusion, creative tasks serve as an important pedagogical tool in developing the oral speech of students in grades 10-11. They effectively enhance students' speech activity, foster independent thinking, and build communicative

[21] Littlewood, W. The Task-Based Approach: Some Questions and Suggestions. ELT Journal, 2004, 319-326.

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competence. Lessons organized through creative tasks increase students' confidence, encourage active participation in communication, and prepare them for future academic and professional activities. Therefore, the widespread implementation of creative approaches in education is a key requirement of modern pedagogy.

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