



PEDAGOGIKA

THE IMPORTANCE OF FICTION IN THE DEVELOPMENT OF ORAL SPEECH OF STUDENTS

Dilfuza SHADIYEVA¹

¹Teacher at the Institute “International school of finance, technology and science”, Candidate of Philological Sciences

KALIT SO‘ZLAR	ANNOTATSIYA
Badiiy adabiyot, og‘zaki nutq, tilni rivojlantirish, mutolaa qilish, hikoya qilish, muloqot qobiliyati.	Badiiy adabiyot talabalar dunyoqarashining kengayishida, ayniqsa, ularning og‘zaki nutq ko‘nikmalarini rivojlantirishda muhim rol o‘ynaydi. Turli badiiy asarlar mutolaasi orqali talabalar o‘zlarining lingvistik ko‘nikmalarini, tushunchalarini va fikrlash qobiliyatlarini oshirishlari mumkin. Ushbu maqolada badiiy adabiyotning og‘zaki nutqni takomillashtirishdagi hissasi, nutqni rivojlantirishning o‘ziga xos mexanizmlari va o‘qituvchilar yuqori samaradorlik uchun qo‘llashlari mumkin bo‘lgan amaliy usullar o‘rganiladi. Maqola, shuningdek, badiiy matnlar bilan ishlashning talabalarning og‘zaki nutqda fikr va g‘oyalarni shakllantirish qobiliyatiga kognitiv va psixologik ta‘sirini ko‘rib chiqadi.
КЛЮЧЕВЫЕ СЛОВА	АННОТАЦИЯ
Художественная литература, устная речь, языковое развитие, обучение учащихся, повествование, коммуникативные навыки.	Художественная литература играет жизненно важную роль в образовательном развитии учащихся, особенно в развитии их навыков устной речи. Знакомая с разнообразными повествовательными структурами, сложной лексикой и богатым использованием языка, учащиеся могут расширить свои лингвистические навыки, понимание и выразительность. В этой статье исследуется, как художественная литература способствует совершенствованию устной речи, конкретные механизмы, с помощью которых она способствует развитию речи, и практические методы, которые учителя могут применять для получения максимальной пользы. В ходе обсуждения также будут рассмотрены когнитивные и психологические эффекты работы с художественными текстами на способность учащихся формулировать мысли и идеи в устной речи.
KEY WORDS	ABSTRACT
Fiction, oral speech, language development, student learning, narrative, communication skills.	Fiction plays a vital role in the educational development of students, particularly in enhancing their oral speech abilities. Through exposure to diverse narrative structures, complex vocabulary, and rich language use, students are able to expand their linguistic skills, comprehension, and expression. This article explores how fiction contributes to the improvement of oral speech, the specific mechanisms through which it enhances language development, and practical methods teachers can implement to maximize its benefits. The discussion also addresses the cognitive and psychological effects of engaging with fictional texts on students’ ability to articulate thoughts and ideas in spoken discourse.

Introduction. Oral speech is a fundamental aspect of human communication, and

developing strong oral communication skills is essential for students in both academic and



social contexts. Traditional methods of speech improvement, such as formal exercises and presentations, are commonly used, but incorporating fiction into the curriculum offers a creative and effective alternative. Fiction engages students in a variety of linguistic experiences that can promote language fluency, enhance vocabulary, and deepen their understanding of expressive language. This article examines the role of fiction in fostering students' oral speech development and outlines methods educators can use to integrate fiction into their teaching practices to maximize its impact.

Methodology. To understand the importance of fiction in the development of oral speech, we adopted a multi-faceted research approach involving a literature review, analysis of classroom practices, and interviews with educators.

1. “Literature Review”: We examined studies related to the role of fiction in language development, specifically those addressing vocabulary acquisition, narrative competence, and speech fluency.

2. “Classroom Observations”: Teachers were observed using fiction in various educational settings, and the impact on students' oral expression was recorded.

3. “Interviews with Educators”: Discussions with language teachers were conducted to gather insights into how fiction has been employed to develop oral skills, focusing on both challenges and successes.

Methods. To understand the importance of fiction in the development of oral speech, we adopted a multi-faceted research approach involving a literature review, analysis of classroom practices, and interviews with educators.

1. “Literature Review”: We examined studies related to the role of fiction in language development, specifically those addressing vocabulary acquisition, narrative competence, and speech fluency.

2. “Classroom Observations”: Teachers were observed using fiction in various educational settings, and the impact on students' oral expression was recorded.

3. “Interviews with Educators”: Discussions with language teachers were conducted to gather insights into how fiction has been employed to develop oral skills, focusing on both challenges and successes.

Discussion and Conclusion. Fiction is not merely a tool for passive reading; it actively stimulates the cognitive and linguistic processes required for oral speech. Several elements of fiction contribute to the development of oral language skills:

1. Narrative Structure and Speech Organization:

Fiction provides structured storytelling with clear beginnings, middles, and ends. As students engage with these stories, they learn how to organize their thoughts logically and sequentially—skills that are directly transferable to oral presentations and conversations. Students exposed to complex narratives are more likely to develop the ability to structure their oral responses effectively, making their speech clearer and more coherent.

2. Vocabulary Expansion:

Fiction offers a diverse range of language that goes beyond everyday speech. Authors of fiction often use descriptive language, metaphors, and varied sentence structures that can broaden students' linguistic repertoire. Exposure to this enriched vocabulary improves



students' ability to articulate thoughts more precisely and eloquently in oral communication.

3. Enhancing Creativity and Imagination:

The imaginative worlds created in fiction stimulate students' creative thinking. This imaginative engagement allows students to explore new ways of expressing ideas, emotions, and experiences. Such creativity encourages students to move beyond conventional or formulaic responses in oral interactions, leading to more dynamic and engaging conversations.

4. Emotional and Cognitive Engagement:

Fictional stories often evoke strong emotional responses, which can aid memory retention and make the learning of new language elements more effective. Emotional engagement with stories helps students internalize new vocabulary and speech patterns, which they are then more likely to use in oral speech. Moreover, the cognitive effort involved in understanding characters' motives, plot development, and themes promotes critical thinking and deepens comprehension, further enhancing the student's ability to express themselves orally.

5. Interactive Read-Alouds and Discussions:

Classroom activities such as read-aloud sessions, followed by discussions, allow students to practice their oral skills in a safe and

guided environment. Through interaction with peers, they can experiment with new vocabulary, express their interpretations of the story, and engage in debate—all of which foster oral fluency and confidence in speaking.

6. Role of Dialogue in Fiction:

Dialogue in fiction mirrors real-life conversation, exposing students to natural language patterns, conversational turns, and pragmatic elements of speech. Students can internalize these patterns and replicate them in their own speech, improving fluency, tone, and rhythm in oral communication. Fiction is a powerful tool for developing students' oral speech skills. By engaging with fictional texts, students can improve their ability to structure speech, expand their vocabulary, and develop confidence in their oral expression. The creativity and emotional engagement that fiction fosters also contribute to a more dynamic and engaging oral communication style. Educators should consider incorporating a diverse range of fiction into their curriculum, using it as a basis for discussions, debates, and presentations to maximize its potential in speech development. As educational systems seek to cultivate more articulate and expressive students, fiction can serve as an invaluable resource in achieving these goals.

References:

1. Blachowicz C. L. Z., Fisher P. J. Vocabulary development: Components of vocabulary instruction // Reading Teacher, 2015. – № 69 (3). – P. 231-240.
2. Cameron L. Teaching Languages to Young Learners. – Cambridge University Press. 2001.
3. Hughes F. P. Children, Play, and Development. – Sage, 2010.
4. Rosenblatt L. M. The Reader, the Text, the Poem: The Transactional Theory of the Literary Work. – Southern Illinois University Press, 1994.
5. Wells G. The Meaning Makers: Children Learning Language and Using Language to Learn. – Heinemann Educational, 1987.