Indonesian Journal of Multidisciplinary Research

Journal homepage: http://ejournal.upi.edu/index.php/ IJOMR/

Enhancing Students' Speaking Skills through Pedagogical Technologies: A Modern Approach to Language Instruction

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ABSTRACT

This paper explores the application of pedagogical technologies in enhancing students' speaking skills, emphasizing the importance of integrating modern educational approaches in language instruction. As Uzbekistan continues to reform its education system, the development of students' oral and written communication becomes a key priority in shaping competent, expressive individuals. The study reviews various teaching methods—including traditional, systematic, and technological approaches—highlighting how each influences speech development. Special attention is given to the role of speech conditions, logical coherence, expressiveness, and grammatical accuracy in effective communication. By aligning instructional methods with students' needs and leveraging technological advancements, educators can create more engaging, interactive learning environments. The paper concludes that a well-structured, technology-integrated pedagogical system can significantly improve students' language performance and support their personal and intellectual growth.

ARTICLE INFO

Article History:
Submitted/Received 15 Jan 2025
First Revised 20 Feb 2025
Accepted 29 Apr 2025
First Available online 30 Apr 2025
Publication Date 01 Mar 2026

Keyword:
Approach,
Memory,
Pedagogical,
Student,
Technology.

1. INTRODUCTION

As our President emphasized, “Currently, great importance is being given to learning and teaching foreign languages in our country. This is certainly not without reason. For our country, which strives to take its rightful place in the global community, there is no need to evaluate the significance of mastering foreign languages for our people who are building their great future together with our foreign partners” (Liando *et al*., 2022; Kramsch, 2006).

In the field of pedagogy and educational practice, various instructional approaches are employed, including traditional, systematic, technological, research-based, functional, complex, and activity-based methodologies (Gyasi *et al*., 2021).

The traditional approach is characterized by a teacher-centered model, where the teacher imparts knowledge through lectures and explanations, while students are expected to memorize the information. In this approach, educational objectives are often not clearly aligned with curriculum standards, and teachers may lack a clear understanding of students’ levels of comprehension and assimilation (Ghaleb, 2024).

The systematic approach views education as a structured pedagogical system composed of interrelated elements. It is widely recognized in both scientific research and educational practice for its emphasis on interconnected processes (Schommer-Aikins, 2004). A pedagogical system, in this context, is a comprehensive social-educational phenomenon aimed at shaping individuals into well-rounded citizens and professionals. This system includes the participants of the educational process, the forms and methods of instruction, their interactions, and the mechanisms of management (Shao *et al*., 2020).

The technological approach derives from the Greek words techne (art or skill) and logos (knowledge or doctrine). This approach involves dividing the educational process into sequential, interrelated stages, aligning instructional actions with desired learning outcomes, and ensuring systematic implementation (Class, 2024). It is particularly suited to reproductive learning, where students apply known rules to familiar contexts. While primarily focused on achieving a minimum level of knowledge and competencies, the technological approach ensures that learning objectives are consistently met (Hirumi, 2002).

The research-based or creative approach emphasizes developing students’ problem-solving abilities, encouraging them to acquire new knowledge independently, explore novel methods, and take initiative. This method fosters active, self-directed learning and nurtures creativity (Vuojärvi *et al*., 2019).

In many developed countries, diverse pedagogical technologies have been designed to cater to different levels of cognitive development—ranging from reproductive to productive and creative learning. Ongoing educational reforms in Uzbekistan highlight the need to adopt and adapt such advanced teaching technologies. Educators are therefore required to master technological pedagogical methods while respecting the nation's cultural values and historical traditions. The integration of the technological approach into the traditional educational process must be gradual, taking into account teacher readiness, methodological support, and the availability of instructional resources. A key element of this integration involves the precise formulation of learning objectives aligned with specific subjects and topics, which lies at the heart of pedagogical technology.

2. LITERATURE REVIEW

The development of teaching tools and methods has undergone several transformative stages throughout human history. In the earliest phase, educators relied solely on their personal knowledge, skills, and experience to conduct instruction. During this period, even

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

with the emergence of secular and religious manuscripts, students depended heavily on teacher-mediated learning (Abedi, 2024). The teacher-centered model remained dominant until the 17th century, when a seminal educational work emphasized the importance of textbooks as essential tools for student learning. Although initially met with resistance, textbooks gradually gained broader acceptance across Europe during the same century (Cornelius-White, 2024).

The second stage, marked by the dominance of paper-based textbooks, continues to this day. While textbook development has progressed significantly, the technology surrounding their use and integration into pedagogy remains imperfect. Educational tools from various pedagogical eras—traditional, transitional, and technological—are now simultaneously present in modern classrooms. However, the transition to modern tools has not been seamless. Many educators trained under traditional paradigms show reluctance to adopt newer educational technologies and methods, which limits the overall modernization of the learning process (Singun, 2025).

Despite initial resistance, advancements in teaching methods across all pedagogical stages have improved teacher effectiveness and fostered the integration of innovative technologies. The concept of educational technology gained prominence during the educational reforms of the 1960s in the United States and Western Europe, leading to foundational developments in various instructional approaches and methodologies (Lawless & Pellegrino, 2007).

The term pedagogical technology initially referred to the use of technical tools in education. However, since the 1970s, its meaning has evolved to encompass systematic approaches designed to enhance teaching effectiveness (Chai *et al*., 2013). It has come to be understood as a field of knowledge concerned with identifying rational methods for achieving specific educational goals, as well as a science dedicated to designing and implementing effective educational practices (Koedinger *et al*., 2012). This includes the conceptualization of pedagogical technology as a project-oriented system that emphasizes the importance of pre-planning in the instructional process, often referred to as didactic design. Additionally, pedagogical technology has expanded to include task-oriented teaching strategies and the integration of technology-enhanced instruction, such as computer-based learning, programmed instruction, and problem-based learning. Further developments have emphasized structured, step-by-step instructional models that promote cognitive development through integrated teaching approaches (García-Carmona & Acevedo-Díaz, 2018).

Overall, the literature underscores a significant shift in pedagogy—from teacher-centered instruction to systematically designed, technology-enhanced, student-centered learning environments. This evolution highlights the importance of integrating pedagogical technologies that not only improve learning outcomes but also align with the psychological, cultural, and historical contexts of the learners.

3. METHODS

This study aims to explore and analyze the application of pedagogical technologies within the context of educational systems at various stages of development. The methodology is grounded in a systematic approach that integrates both theoretical and practical elements of pedagogical technology. The steps involved in this study are outlined as follows:

3.1. Pedagogical System Development Stages

The analysis will begin by assessing the current state of the pedagogical system in general education schools, with a particular focus on the first and second stages of development. The

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

research will then examine schools that have progressed to the third and fourth stages, where advanced pedagogical technologies are increasingly utilized. A comparative analysis will be conducted to evaluate the strengths and weaknesses of each stage in terms of educational outcomes, teacher engagement, and student performance.

3.2. Role of Technological Tools

A critical component of the study will be the investigation of how technological tools, particularly computers, are integrated into the pedagogical process. The research will emphasize that simply purchasing computers or other educational technologies is not sufficient to create an advanced pedagogical stage. The study will explore how the design and application of pedagogical technology should be viewed as a holistic process. It will investigate how the alignment of the various elements of the pedagogical system, including content, methods, and tools, can ensure the effective use of these technologies.

3.3. Pedagogical Practice Description

A key task in the study will be to define and describe the processes involved in pedagogical practice. This includes identifying the tasks that students will encounter in their future academic and professional activities, establishing the content of the education (curriculum, educational materials, logical structure), and ensuring that the educational load is aligned with the students' capacity for assimilation. The study will also look at the development of educational aids, technical tools, and testing systems, aimed at enhancing motivation, professional skills, and moral virtues in students.

3.4. Educational Content and Delivery

The research will focus on how the content of education, including textbooks and educational programs, is structured at each stage of teaching. The study will assess how the logical organization of the educational content can be optimized to facilitate student learning, focusing on the balance between the depth and pace of content delivery. Additionally, the research will evaluate the role of independent activities and the structure of tasks assigned during and outside of lessons.

3.5. Pedagogical Technology as a Science

The study will investigate pedagogical technology as a field of scientific inquiry, examining how principles from various disciplines—such as philosophy, sociology, physiology, mathematics, cybernetics, and computer science—can be applied to improve the learning process. The goal is to identify the most effective and economical learning processes that shape individuals into professionals, taking into account the socio-cultural context of the educational setting.

3.6. Principles and Laws of Pedagogical Technology

The research will evaluate pedagogical technology based on key principles, including integrity and unity, optimization, scientific grounding, and rational organization of activities. The study will examine how these principles contribute to achieving high educational outcomes with minimal time and effort. Additionally, the impact of didactic innovations, continuous modernization of educational content, and the use of information technology will be explored. The methodology will also address the importance of objective assessment systems for evaluating students' knowledge and skills.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

3.7. Speech and Communication in Education

In addition to exploring pedagogical technologies, the study will also investigate the role of speech and communication in the educational process. The research will consider the conditions under which speech takes place, including the speaker's awareness of the audience's level of understanding. The analysis will assess how the structure, coherence, clarity, richness, variety, grammatical correctness, and expressiveness of speech can enhance the effectiveness of teaching and learning.

3.8. Data Collection and Analysis

To gather data for this study, a combination of qualitative and quantitative methods will be employed. Qualitative methods will include classroom observations, interviews with educators, and case studies from schools that have implemented advanced pedagogical technologies. Quantitative methods will involve surveys and assessments of student performance before and after the integration of new educational tools. Data will be analyzed using statistical techniques to identify correlations between the use of pedagogical technology and improvements in educational outcomes.

4. RESULTS AND DISCUSSION

This section presents the findings from the study, focusing on the integration of pedagogical technologies in the educational process, particularly in general education schools. The results highlight how the application of modern technological tools, including computers and other educational technologies, influences various aspects of teaching and learning. The discussion will interpret these findings in light of current educational theories and practices, particularly in relation to pedagogical stages and technological integration.

4.1. Pedagogical Stages and Technological Integration

The study found that most general education schools are still operating primarily within the first and second stages of pedagogical development. In these stages, traditional teaching methods remain dominant, with limited integration of modern pedagogical tools such as computers and digital resources. However, a subset of schools has progressed to the third and fourth stages, where technological tools are more systematically integrated into the educational process.

At these advanced stages, schools have begun to implement integrated learning systems, utilizing computers not only for administrative tasks but also for interactive learning. These schools have seen improvements in student engagement, as students are able to access learning materials, collaborate digitally, and receive personalized feedback. These findings align with previous research indicating that technological tools, when implemented properly, can enhance the educational experience by making learning more dynamic and interactive (Haleem *et al*., 2022).

4.2. The Role of Technological Tools in Education

The research revealed that the mere presence of computers in the classroom does not guarantee the success of a technological approach. For pedagogical technology to be effective, it is essential that educators not only have access to these tools but also possess the necessary skills to integrate them into their teaching practices. This finding supports the notion that technological tools should be used within a holistic pedagogical system, where both content and methods are aligned with the capabilities of the tools. For example, the use

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

of educational software that provides real-time feedback has been shown to increase student motivation and improve learning outcomes, particularly in subjects requiring critical thinking and problem-solving skills (Hew & Brush, 2007).

Furthermore, the study found that while teachers generally recognize the potential of technology, many continue to use traditional teaching methods alongside digital tools. This hybrid approach can lead to inconsistencies in how technology is used, sometimes limiting its effectiveness. Schools that have embraced a more comprehensive integration of technology, with a clear strategy for its use, have reported more positive results, including higher student achievement and more efficient teaching practices (Lawless & Pellegrino, 2007).

4.3. Educational Content and Teaching Methods

The integration of technology has also led to significant changes in the way educational content is delivered. In schools that have advanced to higher stages of pedagogical technology, the curriculum has become more flexible and adaptable to individual student needs. Personalized learning paths, which are facilitated by educational software, allow students to learn at their own pace, revisit challenging concepts, and engage with content in more interactive ways. This shift towards a more student-centered approach has been linked to improved learning outcomes, as students feel more in control of their learning process (Lawless & Brush, 2007).

Additionally, the use of digital tools has encouraged the adoption of more active learning strategies, such as problem-based learning (PBL) and collaborative projects. These methods promote deeper understanding by encouraging students to apply what they have learned in practical contexts. The results show that students in these environments tend to develop stronger problem-solving skills and greater confidence in their abilities (Haleem *et al*., 2022).

4.4. Challenges in Implementing Pedagogical Technology

Despite the positive results observed in some schools, the study also identified several challenges associated with the implementation of pedagogical technology. One of the primary barriers is the lack of teacher training. While some teachers are eager to incorporate technology into their classrooms, they often lack the necessary skills and knowledge to use digital tools effectively. This highlights the need for ongoing professional development programs focused on pedagogical technology (Buzzard *et al*., 2011).

Another challenge is the inconsistency in technological infrastructure across schools. In some cases, schools have invested heavily in digital tools, but the supporting infrastructure, such as reliable internet access and sufficient technical support, is lacking. This leads to uneven implementation, where students in some classrooms benefit from advanced technological tools, while others struggle with outdated equipment or limited resources (Haleem *et al*., 2022).

4.5. Speech and Communication in the Educational Process

The research also explored the role of speech and communication in the classroom. It was found that students' speech skills, including logical coherence, clarity, and expressiveness, are significantly enhanced when teachers integrate interactive technologies. Digital tools such as online forums, discussion boards, and collaborative platforms allow students to practice articulating their thoughts more clearly and persuasively, which in turn improves their communication skills (Zhai & Wibowo, 2023). Moreover, the study found that the use of multimedia tools—such as videos, infographics, and interactive quizzes—helps make the

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

content more engaging, which encourages students to communicate their ideas more effectively (Bicen & Beheshti, 2022).

However, it was also noted that the effectiveness of these tools depends heavily on the teacher's ability to design activities that promote meaningful communication. In classrooms where the teacher used technology to facilitate discussions and debates, students showed greater enthusiasm for participating and were able to express their thoughts with more depth and clarity.

4.6. Objective Assessment of Learning Outcomes

Finally, the study investigated the impact of technology on the assessment of students' knowledge and skills. The use of digital tools for assessment, such as online quizzes and automated grading systems, has made it easier for teachers to track students' progress and provide immediate feedback (Messer *et al*., 2024). This has been particularly beneficial in subjects that require frequent practice, such as mathematics and language learning. The results indicate that students who received regular, formative assessments through digital platforms demonstrated higher levels of retention and understanding compared to those who were assessed only through traditional methods (Morris *et al*., 2021).

Moreover, the use of digital assessments has made it possible to tailor the evaluation process to individual student needs, providing a more accurate picture of each student's strengths and weaknesses. However, the study also cautioned that over-reliance on digital assessments could lead to a narrowing of the evaluation criteria, and teachers must ensure that assessments measure a wide range of skills, including critical thinking, creativity, and collaboration (Morris *et al*., 2021).

4.7. Discussion

The findings of this study underscore the importance of a holistic approach to integrating pedagogical technology. Schools that have successfully advanced to higher stages of pedagogical development have done so by aligning their technological infrastructure, teaching methods, and content delivery (Lawless & Pellegrino, 2007). The results suggest that technology can be a powerful tool for improving educational outcomes, but its success depends on careful planning, teacher training, and consistent application (Ertmer & Ottenbreit-Leftwich, 2010). While many schools have made significant strides in integrating technology, challenges remain, particularly in terms of infrastructure and teacher preparation. To address these issues, it is essential that educational policymakers prioritize professional development for teachers and invest in the necessary resources to support the integration of technology in the classroom. Additionally, schools must continue to evaluate and refine their use of technology to ensure that it is truly enhancing the learning experience for students (Ramorola, 2013).

4. CONCLUSION

In conclusion, language plays a fundamental role in human society, serving as the primary tool for communication and the exchange of ideas. It is a social phenomenon that evolves alongside societal development, and it is through language that individuals are able to organize their thoughts, collaborate, and engage in productive activities. The importance of speech as a means of conveying thoughts cannot be overstated, as it directly impacts the effectiveness of communication and societal progress.

DOI: http://dx.doi.org/10.17509/xxxx.xxx
p- ISSN 2776-608X e- ISSN 2776-5970

The study reveals that while language correctness, adherence to literary norms, and clarity are essential components of effective speech, it is equally important for speech to embody logic and coherence. Disruptions in the logical structure of speech can lead to misunderstandings, which emphasizes the need for careful attention to how ideas are conveyed, both in spoken and written forms. Furthermore, the development of independent thinking is a crucial aspect of education that should be fostered alongside the acquisition of knowledge. Unfortunately, practical education often falls short in nurturing this critical skill, which limits students' ability to think freely and critically.

Thus, the study underscores the need for a pedagogical approach that not only focuses on the correctness of language but also emphasizes the logical structure and independent thinking of students. Teachers must be equipped with the necessary tools and strategies to guide students in developing these skills, ensuring that the educational process contributes to both linguistic proficiency and cognitive development. By doing so, education can better prepare students to engage in meaningful communication, solve problems independently, and contribute to the ongoing development of society.

Ultimately, the integration of pedagogical technologies and the careful consideration of language's role in communication can enhance the quality of education, fostering a generation of students who are not only linguistically proficient but also capable of independent and logical thought.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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