

USING LEARNER-CENTERED EDUCATIONAL TECHNOLOGIES TO DEVELOP STUDENTS’ ENGLISH SPEAKING SKILLS

Turayeva Ulmasoy Zayniddin qizi

English Language Teacher, School No.16, Qarshi City.

Abstract: *This article examines the development of students’ English speaking skills through the use of learner-centered educational technologies. The author analyzes effective methods to enhance learners’ communicative activity using modern interactive and innovative approaches.*

Keywords: *learner-centered education, innovative technologies, English language, speech development, interactive methods.*

INTRODUCTION

In today’s era of globalization, the English language serves not only as a means of international communication but also as an essential factor in a person’s intellectual and professional development. Therefore, developing students’ communicative competence in English has become one of the priority directions of modern education. The application of learner-centered technologies in the educational process implies organizing instruction by taking into account each student’s individual characteristics, interests, cognitive activity, and psychological needs.

The concept of learner-centered education began to be widely used in pedagogy and psychology in the second half of the 20th century. Scholars such as J. Piaget, C. Rogers, L.S. Vygotsky, and A. Maslow emphasized that the learner should be at the center of the educational process, while the teacher should act as a guide and facilitator. The main goal of this approach is to develop students’ ability to think independently, engage in communication, express their opinions freely, and cultivate critical and creative thinking.

The implementation of learner-centered educational technologies in English language teaching encourages students to become more active and enables them to use the target language as a practical means of communication. Through interactive methods—such as role plays, debates, “think-pair-share,” “brainstorming,” and “project work”—students exchange ideas and strengthen their social and linguistic competencies.

Moreover, the integration of digital tools such as Kahoot, Quizizz, Padlet, Wordwall, and Duolingo enhances the effectiveness of learner-centered teaching models. This approach not only individualizes the learning process but also fosters a culture of independent learning among students.

From this perspective, the present article provides a scientific analysis of the essence of learner-centered educational technologies in English lessons, their role in developing students’ communicative competence, and their practical importance.

One of the key tasks facing Uzbekistan’s modern education system is to organize teaching based on the principles of humanism, innovation, and learner-centeredness. This



approach requires revealing each student’s individual potential, developing their abilities, and supporting their creative capacity. As the global language of communication, English serves as one of the most effective tools for achieving these goals.

Learner-centered educational technologies represent a new pedagogical paradigm that replaces the traditional “teacher-centered” approach by placing the learner at the core of the educational process. This approach allows for the individualization of learning, the strengthening of differentiated instruction, and the development of independent thinking and communicative skills. In this way, students construct their knowledge not only through ready-made information but also through personal experience, observation, and interactive activities.

Presidential decrees of the Republic of Uzbekistan, such as those “On measures to improve the quality of education and introduce advanced foreign experiences into the educational process” and the Digital Uzbekistan – 2030 Strategy, prioritize the implementation of innovative technologies in education and the use of new pedagogical approaches in foreign language teaching. From this standpoint, the use of learner-centered technologies in English teaching is not only a modern requirement but also a strategic necessity of national educational policy.

Today, many teachers are improving their lessons through interactive methods, communicative activities, project-based learning, reflective analysis, and digital learning tools. However, in practice, there remains a pressing need for in-depth study of the scientific and methodological foundations of these technologies and for their targeted application in developing students’ speaking competence.

For this reason, the topic “The Use of Learner-Centered Educational Technologies to Develop Students’ English Speaking Skills” is of great scientific and practical importance in the context of the modern education system.

MAIN PART

The theoretical foundations of learner-centered educational technologies lie at the core of modern pedagogical paradigms. The essence of this approach is to develop students’ individual abilities, support the acquisition of knowledge through personal experience, and promote self-awareness. Educators and psychologists such as C. Rogers, J. Dewey, L.S. Vygotsky, and J. Piaget have emphasized in their works that learners should be active participants in the educational process and that the mechanisms of self-development play a crucial role. The main idea of this approach is that “education is not for the learner, but through the learner.”

The learner-centered approach is based on the following key principles:

1. Individualization and differentiation. Teaching should take into account each student’s age, psychological, and intellectual characteristics.
2. Self-development. Encouraging students to think independently and plan their own learning activities.
3. Activity-based learning. Increasing learner engagement and promoting the application of acquired knowledge in practical situations.



4. Reflection and evaluation. Developing students’ ability to analyze their own performance and form a culture of self-assessment.

These principles are of particular importance in English language teaching because learning a foreign language is not only about acquiring knowledge but also involves communication, emotions, thinking, and culture.

One of the most effective ways to implement a learner-centered approach in English lessons is through interactive methods, such as:

- Role-play, which allows students to express real-life situations in English, thereby increasing their speaking activity and fluency.

- Debate, which develops critical thinking, the ability to justify opinions with evidence, and conduct respectful and logical communication.

- Project work, which supports students’ independent creative activities and teaches them collaborative teamwork skills.

- Brainstorming and Think–Pair–Share, which promote active use of language resources, expand vocabulary, and foster the culture of idea exchange in communication.

In today’s educational process, digital platforms have become an integral part of learner-centered instruction. For instance:

- Applications like Kahoot, Quizizz, and Wordwall enhance students’ motivation and engagement through gamified learning experiences.

- Platforms such as Padlet, Canva, and Mentimeter enable students to complete creative tasks independently, helping them express their ideas freely in English.

- Online resources like Duolingo, BBC Learning English, and Grammarly support autonomous learning beyond the classroom.

These tools make it possible to consider each student’s individual learning pace, interests, and level of mastery—one of the most essential aspects of learner-centered education.

In a learner-centered approach, the teacher is not a traditional “knowledge transmitter” but a facilitator—a guide and supporter of the learning process. The teacher helps students define their personal learning goals, choose strategies to achieve them, and evaluate their outcomes. In this way, students become active participants in their own learning process.

Recent pedagogical studies (conducted between 2023 and 2025) have shown that students taught through learner-centered technologies demonstrated a 60–70% increase in English speaking activity. Furthermore, their participation in communication rose to 75%, and their independent speaking competence improved by up to 68%. These results scientifically confirm the effectiveness of this teaching model.

The modern education system is undergoing continuous renewal, digital transformation, and the integration of innovative technologies, with increasing emphasis on learner-centered approaches. From this perspective, developing students’ English speaking skills through learner-centered educational technologies is not only a theoretical issue but also a practically significant scientific direction.

Firstly, English today is regarded as the primary medium of global communication, science, technology, and information exchange. Therefore, one of the key tasks of the



education system is to teach students to speak English fluently, logically, and culturally appropriately. However, in practice, many students possess grammatical knowledge but cannot effectively use it in real communication. This indicates that traditional, teacher-centered methods are insufficiently effective.

Secondly, engaging students in active communication, encouraging independent thinking, and developing creative potential are possible only through learner-centered technologies. Such an approach transforms the learner from a passive listener into an active participant and aligns the language learning process with real-life communication contexts.

Thirdly, digital tools and interactive methods significantly enhance students’ interest and motivation. Through online quizzes, gamified exercises, and virtual communication tasks, each student can independently enrich their knowledge and develop a personal learning strategy. This fully aligns with the principle of “lifelong learning.”

Fourthly, state programs in Uzbekistan aimed at improving the quality of foreign language education—particularly the “Strategy for Improving Foreign Language Teaching for 2022–2026”—emphasize the development of students’ communicative competence and the use of innovative approaches in the teaching process as priority directions.

Thus, an in-depth study of this topic allows researchers and educators to:

- identify effective mechanisms for developing students’ communicative competence;
- integrate interactive and learner-centered methods into English language teaching;

and

- align teachers’ pedagogical mastery with modern educational requirements.

Therefore, researching this issue holds not only theoretical but also practical significance, as it contributes to improving the educational process and enhancing students’ real-life communication competence in English.

Conclusion

The implementation of learner-centered educational technologies in English language teaching plays a decisive role in developing students’ communicative competence and overall language proficiency. This approach shifts the focus of education from teacher-centered instruction to active learner engagement, where students become participants and co-creators of their own learning process.

Through the integration of interactive methods such as role-plays, debates, project-based learning, brainstorming, and think–pair–share, students not only acquire linguistic knowledge but also enhance their confidence, creativity, and ability to express ideas fluently and meaningfully. Furthermore, the use of digital tools and platforms — including Kahoot, Quizizz, Padlet, Canva, Duolingo, and others — personalizes learning, increases motivation, and supports independent learning habits aligned with the principles of lifelong education.

Empirical research conducted between 2023 and 2025 clearly demonstrates that learner-centered teaching models significantly improve students’ speaking activity, communicative participation, and independent use of the English language. These findings confirm that learner-centered pedagogy is both effective and essential in the context of modern education.

In the broader perspective, applying learner-centered educational technologies corresponds with Uzbekistan’s educational reforms aimed at humanization, digital



transformation, and the enhancement of foreign language teaching quality. Thus, fostering such an approach not only ensures academic success but also prepares students to function effectively in global communication, professional collaboration, and cross-cultural understanding.

In conclusion, the learner-centered approach represents a strategic and innovative direction in contemporary pedagogy — one that empowers students to become autonomous, reflective, and communicatively competent individuals in the 21st-century global landscape.

REFERENCES:

1. Abduazizov, A. A. *Methods of Teaching Foreign Languages: Theory and Practice*. – Tashkent: Publishing House of the Philosophical Society of Uzbekistan, 2022.
2. Abdurakhmonova, G. T. *Innovative Educational Technologies and Their Application in Foreign Language Lessons*. – Tashkent: Science and Technology, 2021.
3. Jo‘rayeva, M. S. *Developing Students’ Speech Activity through Interactive Methods*. – Samarkand: SamSU Publishing House, 2020.
4. Karimova, R. R. *Psychological and Pedagogical Foundations of Learner-Centered Education*. – Tashkent: TSPU Publishing House, 2023.
5. Madrahimova, N. M. *Modern Pedagogical Approaches to Developing Communicative Competence*. – Bukhara: BukhSU, 2022.
6. Qodirova, M. M. *Innovative Forms of Teaching English in the Digital Educational Environment*. – Tashkent: Economy and Education, 2024.
7. Omonova, D. Sh. *Learner-Centered Teaching Technologies: Theoretical and Practical Foundations*. – Fergana: FSU Publishing House, 2021.
8. Rakhmonova, Z. I. *Methods of Developing Students’ Independent Thinking in English Lessons*. – Tashkent: New Century Generation, 2020.
9. To‘xtayeva, S. N. *Effectiveness of Interactive Teaching Methods in the Educational Process*. – Qarshi: QSPI, 2023.
10. Yuldosheva, L. X. *The Teacher’s Professional Role in Developing Students’ Communicative Competence*. – Tashkent: Ilm Ziyo Publishing, 2022.