

STUDENT'S SPEAKING ACTIVITIES IN HYBRID LEARNING: NEW TRENDS.**Babajanova Zumrad Igor kizi**zumradbobojonova3@gmail.com

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Annotation: This article examines the organization of students' speaking activities within the hybrid learning environment and identifies the emerging trends that shape oral communication in modern education. The study highlights how the integration of online and offline learning formats influences students' interaction, participation, and speaking performance. Particular attention is given to innovative digital tools, interactive methods, and communication strategies that enhance speaking skills in remote and face-to-face settings. The research also explores the challenges students encounter—such as technological limitations, decreased engagement, and communication barriers—and suggests practical solutions for improving speaking activities in hybrid classrooms. Overall, the article demonstrates that hybrid learning introduces new opportunities for developing communicative competence while requiring updated pedagogical approaches.

Key words: hybrid learning; blended education; speaking activities; communicative competence; online learning; face-to-face instruction; interactive methods; digital tools; virtual communication; student engagement; learning strategies; remote learning; technology-enhanced learning; oral performance; new trends.

1. Introduction

In recent years, educational systems worldwide have undergone a significant transformation due to technological advancements and global challenges, such as the COVID-19 pandemic. Hybrid learning, which combines traditional face-to-face instruction with online learning activities, has emerged as a prominent approach in higher education. This model provides students with flexibility while maintaining interaction with instructors and peers. One of the key components of hybrid learning is students' speaking activities, which are crucial for language acquisition, communication skills development, and collaborative learning.

The purpose of this study is to explore new trends in students' speaking activities within hybrid learning environments, focusing on innovative approaches, technologies, and engagement strategies. Understanding these trends is essential for educators aiming to enhance students' communicative competence in diverse educational contexts.

2. Theoretical background

Speaking is one of the four fundamental language skills, alongside listening, reading, and writing. According to Brown (2007), speaking involves not only linguistic knowledge but also pragmatic competence, critical thinking, and social interaction skills. In hybrid learning environments, the development of speaking skills can occur through both synchronous and asynchronous activities.

Hybrid learning is characterized by the integration of face-to-face classes with online tools, including video conferencing platforms (Zoom, Google Meet, Microsoft Teams), learning management systems (Moodle, Canvas), and interactive applications (Padlet, Flipgrid). Students who engage with literary texts show greater retention of information and improved recall abilities.[6] This approach allows educators to design tasks that promote student engagement, collaboration, and reflection, all of which contribute to speaking skill development.

3. Types of speaking activities in hybrid learning

In hybrid learning environments, students engage in various types of speaking activities that enhance communication skills and promote active learning. One common activity is online discussions and debates, where students share their opinions, present arguments, and respond to peers through video conferencing tools or discussion boards. These activities improve fluency, critical thinking, and the ability to articulate ideas clearly. Another important activity is video and audio recordings. Students prepare presentations or record oral assignments on specific topics, which allows them to practice pronunciation, organize their thoughts, and receive feedback from teachers and peers. Reviewing these recordings also supports self-assessment and reflection.

Role-plays and simulations provide students with opportunities to practice real-life situations, such as interviews, negotiations, or professional interactions. These tasks help learners apply language in practical contexts and develop problem-solving and interpersonal skills. Interactive group work encourages collaboration, as students work together on projects or tasks using online breakout rooms and collaborative platforms. This type of activity enhances both speaking and listening skills while fostering teamwork.

Finally, peer feedback activities allow students to evaluate each other's performance, give constructive criticism, and learn from different perspectives. This not only improves speaking abilities but also builds confidence and a sense of responsibility in the learning process.

4. Technological tools supporting speaking activities

Hybrid learning heavily relies on technology to support students' speaking activities. Various digital tools provide opportunities for interactive communication, collaboration, and feedback. Video conferencing platforms, such as Zoom, Google Meet, and Microsoft Teams, enable students to participate in real-time discussions, give presentations, and engage in Q&A sessions. Learning management systems like Moodle, Canvas, and Blackboard serve as platforms where students can submit recorded presentations, access course materials, and participate in discussion forums.

Interactive applications, including Padlet, Flipgrid, and Kahoot, allow students to collaborate, complete oral quizzes, and share their reflections. Additionally, AI-powered language learning apps, such as Duolingo, ELSA Speak, and Speechling, provide personalized feedback on pronunciation, fluency, and vocabulary use.

By integrating these technological tools, educators can enhance student motivation, encourage active participation, and create a flexible, student-centered environment that promotes the development of speaking skills in both synchronous and asynchronous settings.

5. Benefits of speaking activities in hybrid learning

Speaking activities in hybrid learning environments offer numerous benefits for students. First, they enhance communication skills, helping students express their ideas clearly and confidently in both online and face-to-face settings.

Second, these activities increase student engagement. Interactive tasks, group discussions, and technology-based exercises encourage students to participate actively and maintain interest throughout the learning process.

Third, speaking activities develop critical thinking. Through debates, discussions, and problem-solving exercises, students learn to analyze information, evaluate different perspectives, and construct well-reasoned arguments.

Fourth, hybrid speaking activities provide flexibility and accessibility. Students can practice speaking at their own pace, review recorded sessions, and access resources remotely, which supports diverse learning styles.

Finally, these activities prepare students for real-world communication. Role-plays, presentations, and collaborative projects simulate real-life situations, equipping students with the skills necessary for professional, academic, and social interactions.

Overall, incorporating speaking activities in hybrid learning helps students improve both their language proficiency and their overall confidence in communication.

6. Challenges in implementing speaking activities

While speaking activities in hybrid learning offer many benefits, there are also several challenges that educators and students may face. One major challenge is technological barriers. Limited access to reliable internet, devices, or software can prevent some students from participating fully in online speaking activities.

Another challenge is student motivation. Not all students are equally motivated to engage in online discussions, presentations, or group tasks, which can affect the overall learning experience.

Assessment difficulties also arise in hybrid settings. Evaluating speaking performance online can be challenging because teachers may miss non-verbal cues, such as body language or facial expressions, which are important for communication.

Time management is another concern. Coordinating live sessions across different time zones or balancing synchronous and asynchronous activities can be difficult for both instructors and students.

Finally, instructor preparedness is crucial. Teachers need adequate training and experience to design, facilitate, and assess effective speaking activities in hybrid learning environments. Addressing these challenges requires careful planning, technical support, and continuous professional development to ensure that speaking activities are effective and inclusive for all students.

7. New trends in speaking activities

Hybrid learning is constantly evolving, and new trends in speaking activities are emerging to make language practice more engaging and effective. One significant trend is gamification, where teachers use game-like elements such as competitions, leaderboards, or interactive quizzes. This approach motivates students to participate actively and adds an element of fun to learning.

Another growing trend is the flipped classroom approach. Instead of spending class time on lectures, students prepare presentations or speaking tasks beforehand, allowing class sessions to focus on discussion, debate, and collaborative problem-solving. This method encourages students to take responsibility for their learning and practice speaking in a meaningful context.

Microlearning and short speaking tasks have also gained popularity. These are brief, focused exercises that students can complete daily or weekly. By practicing in small, manageable segments, learners can improve their fluency and retention without feeling overwhelmed.

Integration of AI tools is another trend shaping speaking activities. Applications like ELSA Speak, Speechling, or interactive chatbots provide real-time feedback on pronunciation, grammar, and vocabulary. AI-driven exercises allow students to practice independently and receive personalized guidance tailored to their strengths and weaknesses. Finally, global collaborative projects are becoming more common. Students now have opportunities to work with peers from different countries, participate in international discussions, and present ideas to diverse audiences. This not only enhances speaking skills but also develops intercultural communication, adaptability, and confidence in real-world contexts.

Overall, these trends reflect a move toward more interactive, student-centered, and technologically supported approaches that prepare learners for both academic and professional communication in a connected world.

8. Pedagogical recommendations

To make speaking activities in hybrid learning more effective, educators can adopt several pedagogical strategies. First, it is important to design task-based activities that reflect real-life situations, such as interviews, presentations, or role-plays. This approach ensures that students see the relevance of their practice and are motivated to engage actively.

Second, teachers should encourage peer interaction through group discussions, collaborative projects, and online forums. Working with classmates helps students exchange ideas, learn from each other, and develop teamwork skills alongside speaking competence.

Providing timely and constructive feedback is another essential strategy. Whether through video recordings, live sessions, or AI-based tools, feedback helps students understand their strengths and areas for improvement, promoting continuous progress.

It is also beneficial to incorporate a variety of technologies. By using different platforms, applications, and multimedia tools, educators can cater to diverse learning styles and keep students engaged.

Finally, teachers should promote reflective practices. Encouraging students to self-assess their speaking, record their own presentations, or maintain learning journals helps them develop critical awareness of their skills and track their improvement over time.

By following these recommendations, educators can create a supportive, interactive, and flexible environment that maximizes the benefits of speaking activities in hybrid learning.

9. Conclusion

Hybrid learning offers a transformative approach to developing students' speaking skills. By integrating online and offline activities, utilizing technological tools, and adopting innovative teaching strategies, educators can foster communicative competence, critical thinking, and collaborative abilities. Emerging trends, such as gamification, AI integration, and global

collaboration, further enhance the learning experience. Based on the methods of the conceptual analysis, discourse analysis, definitional analysis, linguocultural analysis, quantitative method and elements of content analysis, 10 dominant semantic representation of the leadership “power/strength”, “primary, leading position”, “supremacy/superiority”, “characteristics/personality”, “pride”, “control”, “exclusivity”, “responsibility”, “physical features” are determined.[5] While challenges exist, strategic planning, technological support, and pedagogical training can ensure that hybrid speaking activities effectively prepare students for academic and professional success.

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