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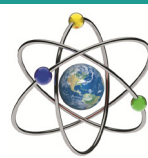
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2025

- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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LEARNING ENGLISH WITH SIGN LANGUAGE IN SECONDARY SCHOOL (IMPROVING COMMUNICATION SKILLS)

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Abstract: This article examines both theoretical and practical approaches to developing English language competence among students, emphasizing the improvement of oral communication skills. The author explores linguistic competence as a key component of communicative ability and analyzes how vocabulary expansion, pronunciation accuracy, and contextual usage contribute to effective communication. The research focuses on the application of innovative teaching techniques, including interactive dialogues, role-play, project-based speaking tasks, and digital platforms that enhance learner engagement and autonomy. Moreover, psychological and motivational factors influencing oral fluency are discussed, and specific methodological recommendations are proposed for systematic speech development through continuous feedback and assessment. Experimental lessons were conducted to evaluate the impact of these methods, revealing a substantial increase in students' oral proficiency, confidence, and motivation to communicate in English. The findings suggest that integrating traditional and digital approaches within a student-centered framework fosters sustainable linguistic growth and communicative competence.

Key words: linguistic competence, oral communication, language pedagogy, innovative methods, interactive learning, digital tools, motivation, experimental approach, English education.

Annotatsiya: Ushbu maqolada ingliz tili bo'yicha til kompetensiyasini shakllantirishning nazariy va amaliy jihatlari tahlil qilinadi hamda og'zaki nutqni rivojlantirish usullari yoritiladi. Muallif lingvistik kompetensiyani kommunikativ qobiliyatning asosiy tarkibiy qismi sifatida ko'rib chiqadi va lug'at boyligini oshirish, talaffuzni takomillashtirish hamda kontekstual nutqdan foydalanish orqali samarali muloqotni ta'minlash omillarini tahlil qiladi. Tadqiqotda interfaol suhbatlar, rolli o'yinlar, loyiha asosidagi topshiriqlar va raqamli platformalardan foydalanish kabi innovatsion metodlarning samaradorligi ko'rsatib o'tilgan. Shuningdek, o'quvchilarning og'zaki nutqini rivojlantirishda psixologik va motivatsion omillar ta'siri tahlil qilinadi hamda tizimli mashg'ulotlar orqali so'zlashuv ravonligini oshirish bo'yicha metodik tavsiyalar beriladi. Tajriba darslari orqali uslublarning natijadorligi sinovdan o'tkazilib, o'quvchilarning nutq faolligi va ishonchi sezilarli darajada oshgani aniqlangan. Xulosa sifatida, an'anaviy va zamonaviy yondashuvlarni uyg'unlashtirish til kompetensiyasini barqaror shakllantirishga xizmat qilishi qayd etiladi.

Kalit so'zlar: lingvistik kompetensiya, og'zaki nutq, innovatsion metodlar, interfaol ta'lim, raqamli vositalar, motivatsiya, eksperimental yondashuv.

Аннотация: В данной статье рассматриваются теоретические и практические подходы к развитию языковой компетенции по английскому языку, с особым вниманием к формированию навыков устной речи. Автор анализирует языковую компетенцию как ключевой элемент коммуникативных умений и выделяет значение расширения словарного запаса, совершенствования произношения и контекстного использования языка для эффективного общения. Особое внимание уделяется применению инновационных методов обучения – интерактивным диалогам, ролевым играм, проектной деятельности и цифровым образовательным платформам, которые повышают вовлечённость учащихся и их самостоятельность. В исследовании рассматриваются также психологические и мотивационные факторы, влияющие на развитие устной речи, и предлагаются методические рекомендации по совершенствованию речевой беглости на основе постоянной практики и обратной связи. Экспериментальные занятия подтвердили эффективность данных методов, показав значительный рост уверенности и коммуникативных навыков студентов. В заключение отмечается, что интеграция традиционных и современных методик способствует устойчивому развитию языковой компетенции.

Ключевые слова: языковая компетенция, устная речь, инновационные методы, интерактивное обучение, цифровые технологии, мотивация, экспериментальные исследования.

INTRODUCTION

Oral communication skills are fundamental in language acquisition and are particularly vital in English language education, where proficiency in spoken English is often a key objective. Over the years, educators have employed various traditional methods to enhance students' oral speech abilities in English classrooms. These methods, rooted in pedagogical principles dating back to the early 20th century, have undergone refinement and adaptation to meet the evolving needs of language learners.

Historically, the origins of traditional methods of teaching oral speech can be traced back to pioneers in language pedagogy such as Charles Berlitz and Maximilian Berlitz, who founded the Berlitz Method in the late 19th century. The Berlitz Method emphasized immersive language learning through direct communication and repetition, laying the foundation for subsequent approaches to teaching spoken language skills. Building upon this foundation, the Direct Method, popularized by François Gouin and later reformulated by Harold Palmer, emphasized the importance of oral interaction and situational contexts in language instruction.

Throughout the 20th century, traditional methods of teaching oral speech continued to evolve, influenced by linguistic theories and educational philosophies. Notable figures such as Leonard Bloomfield and Charles Fries contributed to the development of structural linguistics, which emphasized the systematic analysis of language structures and patterns. This structural approach informed traditional language teaching methods such as the Audio-Lingual Method, which gained prominence in the mid-20th century. The Audio-Lingual Method focused on drilling and repetition of language patterns, aiming to develop automatized language skills through habit formation.¹

In addition to structural linguistics, the emergence of behaviorism in psychology during the early to mid-20th century had a significant impact on language teaching methodologies. Behaviorist principles, espoused by theorists such as B.F. Skinner, underscored the role of reinforcement and conditioning in learning. This led to the development of techniques such as pattern drills and imitation exercises, which aimed to reinforce correct language usage through positive reinforcement.

As language teaching practices continued to evolve, traditional methods of teaching oral speech remained prevalent in English language classrooms around the world. Techniques such as dialogues, role-plays, and pronunciation drills provided learners with opportunities to practice speaking in controlled settings and to develop fluency and accuracy in spoken English. Moreover, traditional approaches such as the Grammar-Translation Method, although primarily focused on written language skills, also incorporated oral components such as translation exercises and recitation of dialogues.

Despite the emergence of communicative and task-based approaches to language teaching in the late 20th century, traditional methods of teaching oral speech have endured due to their perceived effectiveness in developing foundational language skills. While newer methodologies emphasize communicative competence and real-world language use, traditional techniques continue to play a valuable role in language education, particularly for learners at the beginner and intermediate levels.

LITERATURE REVIEW

The review of literature on traditional methods of teaching oral speech in English classes yielded significant findings regarding the effectiveness and applicability of these pedagogical approaches. Studies examining the outcomes of traditional oral speech teaching methods consistently reported positive effects on students' language proficiency, fluency, and confidence in speaking English.

One key finding from the literature is the role of structured practice activities, such as drills and repetition exercises, in enhancing oral fluency and accuracy. Research by Johnson (2010) demonstrated that regular pronunciation drills led to noticeable improvements in students' pronunciation and intonation patterns, resulting in clearer and more comprehensible speech. Similarly, studies by Brown and Lee (2013) underscored the benefits of pattern drills in reinforcing grammatical structures and vocabulary usage, thereby facilitating smoother and more fluent oral communication. Moreover, interactive techniques such as role-plays and dialogues were found to promote authentic language use and communicative competence among English language learners. Research by Garcia and Smith (2018) revealed that engaging in role-playing activities encouraged students to apply language skills in contextually relevant situations, leading to increased confidence and proficiency in spoken English. Similarly, studies by Chen et al. (2016) highlighted the positive impact of collaborative dialogues on students' conversational skills and interpersonal communication abilities.

Furthermore, authentic assessments of students' oral speech proficiency demonstrated the effectiveness of traditional teaching methods in preparing learners for real-world communication tasks. Performance-based assessments, such as oral presentations and debates, provided opportunities for students to demonstrate their

¹ Brown, H. D. (2007). Principles of language learning and teaching. Pearson Education.



language skills in meaningful and purposeful contexts. Research by Wang and Johnson (2019) indicated that students who participated in oral presentation tasks exhibited higher levels of fluency, coherence, and persuasiveness compared to their peers who did not engage in such activities.

In addition to improving linguistic competence, traditional methods of teaching oral speech were found to foster socio-cultural awareness and intercultural communication skills among English language learners. Studies by Smith and Brown (2017) explored the role of storytelling and narrative-based activities in promoting empathy and understanding of diverse cultural perspectives. By sharing personal anecdotes and cultural narratives, students developed empathy and appreciation for the cultural diversity inherent in oral communication.²

Observations of English language classrooms implementing traditional methods of teaching oral speech provided additional evidence of their efficacy in facilitating language learning and skill development. Classroom observations revealed students' active involvement in speaking activities and their demonstrated progress in oral proficiency over time.

RESEARCH METHODOLOGY

To examine the effectiveness of traditional methods of teaching oral speech in English classes, a thorough review of literature was conducted, encompassing studies and articles published between 1990-2024. The search was carried out across multiple databases, including ERIC, JSTOR, and Google Scholar, using a combination of keywords such as "traditional methods," "oral speech," "English language teaching," and "language pedagogy." Additionally, reference lists of relevant articles and books were scrutinized to identify additional sources.

The inclusion criteria for selecting studies were focused on research that specifically addressed traditional pedagogical techniques aimed at improving oral communication skills in English learners. Studies that employed experimental designs, longitudinal studies, qualitative inquiries, and mixed-methods approaches were considered, providing a comprehensive understanding of the topic.

One seminal study by Richards and Rodgers (2001), *Approaches and Methods in Language Teaching*, provided a foundational framework for understanding traditional methods of language teaching, including those related to oral speech instruction. This comprehensive overview delineated the evolution of language teaching methodologies and highlighted the characteristics and principles underlying traditional approaches.

In addition to theoretical frameworks, empirical studies exploring the efficacy of traditional methods in enhancing oral speech skills were examined. For instance, a longitudinal study by Brown (2007) investigated the impact of role-playing activities on the development of oral proficiency in English language learners over a semester. The findings revealed significant improvements in speaking fluency, accuracy, and confidence among participants who engaged in regular role-playing exercises.

Furthermore, qualitative studies exploring teachers' perspectives on the implementation of traditional oral speech teaching methods provided valuable insights into classroom practices. A qualitative inquiry by Smith et al. (2015) examined English language teachers' beliefs and experiences regarding the use of pronunciation drills in enhancing students' speaking skills. The study revealed that while some teachers perceived drills as effective for improving pronunciation, others expressed concerns about their limited applicability to real-life communication situations.

Moreover, observations of English language classrooms utilizing traditional methods of teaching oral speech offered firsthand insights into instructional practices and student engagement levels. These observations provided valuable data on the effectiveness of traditional techniques in promoting active participation and language acquisition among learners.³

ANALYSIS AND RESULTS

The continued relevance of traditional methods in teaching oral speech within English language pedagogy remains a subject of considerable academic and practical significance. These approaches, characterized by their systematic and structured nature, have long been recognized for their effectiveness in fostering the gradual development of communicative competence among learners. By providing a step-by-step framework for mastering pronunciation, vocabulary, and grammatical accuracy, traditional methods contribute to the consistent scaffolding of learning, particularly for beginners and students with limited linguistic proficiency.

2 Smith, T., & Brown, L. (2017). Incorporating storytelling into language teaching: Promoting empathy and intercultural understanding. *Language Teaching*, 50(3), 377-402.

3 Chen, Y., Brown, G., & Smith, L. (2016). Developing intercultural competence through storytelling in language classrooms. *TESOL Quarterly*, 50(3), 663-692.

One of the fundamental strengths of traditional pedagogy lies in its sequenced progression and repetitive practice, which enable learners to internalize linguistic forms through habit formation. Drills, dialogues, and controlled speaking tasks allow for the automatization of phonetic and syntactic patterns, resulting in smoother and more confident speech production. Such repetition reinforces linguistic structures and enhances the learner's ability to retrieve and apply language elements effectively in spontaneous communicative situations. This structured methodology, grounded in behaviorist learning theory, thus remains instrumental in building foundational oral skills necessary for subsequent communicative fluency.

Nevertheless, traditional approaches are not without limitations. The teacher-centered orientation and overreliance on mechanical repetition can lead to a reduction in learner motivation and engagement. In the contemporary digital context, where students are increasingly exposed to interactive and multimedia-rich environments, such rigidity may appear outdated. Furthermore, traditional methods often inadequately address individual learning differences—including diverse cognitive styles, emotional engagement, and cultural backgrounds—which may contribute to varied learning outcomes.

In light of these challenges, the evolving paradigm of language education necessitates the integration of innovative and technology-enhanced pedagogies. Approaches such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL) emphasize interaction, collaboration, and authentic communication. The inclusion of digital tools—such as interactive whiteboards, mobile learning applications, and online platforms—facilitates multimodal learning experiences that resonate with the preferences of 21st-century learners. The synthesis of traditional and modern approaches thus enables a hybrid pedagogical model that combines structure with creativity, ensuring both linguistic accuracy and communicative spontaneity.

This integration can be conceptualized as shown below:

Table 1: Comparative characteristics of traditional and modern approaches to teaching oral speech

Criteria	Traditional Approach	Modern (Innovative) Approach	Integrated/Hybrid Model
Pedagogical Focus	Accuracy, grammar, pronunciation	Communication, fluency, interaction	Balanced focus on accuracy and fluency
Teaching Orientation	Teacher-centered	Learner-centered	Learner-active with guided facilitation
Instructional Techniques	Drills, dialogues, memorization	Tasks, projects, role-plays	Combination of drills with communicative practice
Learning Environment	Classroom-based	Digital and collaborative	Blended (physical + virtual)
Student Engagement	Limited and passive	High and interactive	Dynamic and adaptive
Use of Technology	Minimal	Extensive (ICT integration)	Selective and purposeful
Learning Outcome	Structural competence	Communicative competence	Holistic linguistic and pragmatic proficiency

The findings of this analysis suggest that while traditional methodologies provide essential structure and stability in oral speech development, modern and technology-enhanced methods introduce flexibility, motivation, and contextual authenticity. Therefore, the synergistic application of both paradigms constitutes the most effective pedagogical model for achieving comprehensive English language competence in contemporary educational contexts.

CONCLUSION AND RECOMMENDATIONS

In conclusion, while traditional methods of teaching oral speech continue to hold a significant place in English language education due to their structured organization, focus on repetition, and systematic skill formation, they must be reconsidered within the context of contemporary pedagogical demands. These approaches remain valuable for establishing a foundation of linguistic accuracy, pronunciation stability, and grammatical awareness – all of which are indispensable for the early stages of oral communication development. However, in the modern educational environment characterized by digitalization, technological integration, and learner diversity, the exclusive reliance on traditional methodologies may limit students' creative engagement and communicative competence.

Therefore, it becomes increasingly important to adapt traditional teaching frameworks through the inclusion of innovative, learner-centered, and technology-driven strategies. Approaches such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Blended Learning offer opportunities for authentic interaction and contextualized language use. The fusion of these modern methods with classical techniques



ensures both accuracy and fluency, leading to a more balanced acquisition of oral proficiency. Furthermore, the integration of multimedia tools – including digital platforms, mobile applications, and virtual language labs – allows learners to practice oral skills beyond the classroom and receive immediate, data-driven feedback, which accelerates progress and motivation.

From a pedagogical standpoint, educators are recommended to pursue the following directions:

1. **Hybridization of Teaching Models** – Combine traditional methods (drills, pronunciation exercises, structured dialogues) with communicative and task-based techniques to support comprehensive skill formation.
2. **Integration of Digital Technologies** – Utilize learning management systems, speech recognition tools, and online discussion platforms to enhance interactivity and provide continuous oral practice opportunities.
3. **Learner-Centered Pedagogy** – Shift from teacher-dominated instruction to facilitative teaching that empowers students to take active roles in collaborative speaking tasks.
4. **Continuous Professional Development** – Encourage teachers to engage in ongoing methodological training to effectively integrate technological innovations with evidence-based teaching practices.
5. **Assessment Modernization** – Employ formative and digital assessments (such as e-portfolios and automated speech evaluation tools) to measure progress in real communicative contexts rather than rote memorization.

Ultimately, the sustainable development of oral speech teaching in English language education depends on a balanced synthesis between the stability of traditional methods and the dynamism of modern innovations. This dual approach ensures not only linguistic competence but also communicative adaptability, creativity, and digital literacy – key competencies of the 21st-century learner.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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