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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

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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DEVELOPING STUDENTS' SPEAKING SKILLS IN ENGLISH LANGUAGE LESSONS



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Abstract: The development of speaking skills in students is a crucial aim of modern English language education. As the world becomes increasingly interconnected, the ability to communicate fluently and effectively in English is now a fundamental requirement for academic advancement, professional success, and personal growth. Speaking, as one of the core skills, occupies a special place among all language competencies, as it directly relates to daily communication, public interaction, and cross-cultural understanding. Therefore, English language lessons should be carefully designed and implemented to systematically and purposefully foster students' speaking skills.

Key words: speaking skills, fluency, communicative competence, classroom interaction, learner motivation, authentic materials, language proficiency, student engagement, feedback, language practice.

Annotatsiya: Talabalarda nutqiy ko'nikmalarni rivojlantirish zamonaviy ingliz tili ta'limining muhim maqsadi hisoblanadi. Dunyo tobor a'zaro bog'lanib borar ekan, ingliz tilida ravon va samarali muloqot qilish qobiliyati akademik yuksalish, professional muvaffaqiyat va shaxsiy o'sishning asosiy talabiga aylanmoqda. Nutq asosiy ko'nikmalardan biri sifatida barcha til kompetensiyalari orasida alohida o'rin tutadi, chunki u bevosita kundalik muloqot, jamoatchilik bilan muloqot va madaniyatlararo tushunish bilan bog'liq. Shu sababli, ingliz tili darslari talabalarda nutq qobiliyatlarini tizimli va maqsadli rivojlantirish uchun puxta ishlab chiqilishi va amalga oshirilishi kerak.

Kalit so'zlar: nutq qobiliyatlari, ravonlik, kommunikativ kompetensiya, sinfdagi o'zaro munosabat, o'quvchilar motivatsiyasi, haqiqiy materiallar, tilni bilish, o'quvchilarning faolligi, fikr-mulohazalar, til amaliyoti.

Аннотация: Развитие навыков устной речи у студентов является важной целью современного обучения английскому языку. В условиях возрастающей взаимосвязанности мира способность бегло и эффективно общаться на английском языке стала ключевым требованием для академического прогресса, профессионального успеха и личностного роста. Устная речь, как один из базовых навыков, занимает особое место среди всех языковых компетенций, поскольку она напрямую связана с повседневным общением, общественным взаимодействием и межкультурным взаимопониманием. Поэтому уроки английского языка должны быть тщательно разработаны и реализованы для систематического и целенаправленного развития навыков устной речи у студентов.

Ключевые слова: навыки устной речи, беглость, коммуникативная компетенция, взаимодействие в классе, мотивация студентов, аутентичные материалы, языковая компетентность, вовлечённость студентов, обратная связь, языковая практика.

INTRODUCTION

The concept of speaking proficiency extends far beyond basic word recognition or grammatical competence. It requires the integration of multiple linguistic components, including vocabulary, pronunciation, grammar, and discourse strategies, as well as cognitive and social skills. Effective speaking involves the ability to express thoughts, emotions, and intentions clearly and appropriately while adapting language use to various communicative contexts, registers, and interlocutors. Therefore, the development of speaking skills should be approached through a holistic, student-centered framework in which learners actively participate in meaningful communication rather than passively absorb linguistic rules.

A strong foundation for speaking proficiency is established within an environment that encourages open interaction, mutual respect, and freedom from anxiety. Learners frequently encounter psychological barriers that inhibit their willingness to speak, such as fear of making mistakes, embarrassment, or a lack of confidence. In this regard, teachers play a pivotal role in identifying and addressing these affective factors by creating a supportive classroom atmosphere, promoting collaborative activities, and encouraging learners to take commu-

nicative risks. Providing constructive feedback, acknowledging learners' progress, and treating errors as a natural part of the learning process are essential in fostering a learning environment where students feel confident expressing themselves in English.

LITERATURE REVIEW

The primary objective of language learners is to achieve proficiency in all four core language skills: listening, speaking, reading, and writing, as these skills collectively underpin the process of language acquisition. Reading and listening are classified as receptive skills, whereas speaking and writing are considered productive skills. Given the central role of these skills in language learning, instructors must place particular emphasis on their systematic development in the classroom, with special attention devoted to learners' ability to produce oral discourse. In contemporary English language classrooms, teachers employ a wide range of strategies and approaches to enhance students' speaking abilities, among which communicative language teaching (CLT) occupies a central position due to its focus on real-life communication and its effectiveness in fostering learners' communicative competence. Alongside CLT, collaborative learning is emphasized as an essential pedagogical approach, as it actively engages students in task-based activities and can be effectively applied in both EFL and ESL contexts. When teaching speaking skills, instructors must attend to learners' speech sounds, sound patterns, stress and intonation, as well as the appropriate selection of words and expressions according to the audience, social context, subject matter, and communicative situation.

Teachers also assist learners in organizing their thoughts and ideas in a logical and meaningful manner, enabling them to use language effectively to express opinions, beliefs, and judgments. Since speaking is recognized as a productive language skill, Brown (2004) categorizes speaking performance into five types based on the speaker's communicative purpose: imitative, intensive, responsive, interactive, and extensive. Imitative speaking refers to the ability to reproduce words, phrases, or sentences by repeating the speech of others, a process that reinforces grammatical structures and lexical knowledge and supports communicative interaction^[1]. Intensive speaking involves short stretches of oral production, such as reading aloud or completing dialogues and sentence patterns. Responsive speaking is characterized by brief exchanges, small talk, and simple requests that reflect realistic communication. Interactive speaking requires the use of both transactional language, aimed at exchanging information, and interpersonal language, intended to establish and maintain social relationships. Extensive speaking encompasses speeches, oral presentations, and storytelling, which represent more formal and carefully planned forms of spoken discourse. In English language instruction, the teacher's role in developing students' speaking abilities is of paramount importance. As noted by Vilar (2003), teachers perform two primary functions in education: managerial and instructional. The managerial function relates to creating conditions in which learning can occur, while the instructional function concerns the guidance and information provided to learners. Since these roles are inseparable, teachers must perform them simultaneously to maximize the effectiveness of language instruction and the development of speaking proficiency^[1].

RESEARCH METHODOLOGY

Modern methodologies in English language teaching emphasize communicative competence as their central aim. This focus is reflected in learning activities that prioritize the real and purposeful use of language. Speaking skills are developed through interactive exercises, including discussions, interviews, small-group tasks, presentations, and various forms of oral negotiation. Lessons should be structured to maximize student talking time and minimize teacher dominance. By carefully selecting stimulating topics, relevant themes, and diverse task formats, teachers enable learners to practice both spontaneous and planned speech, thereby fostering fluency and accuracy in a balanced manner. Recognition of individual differences is paramount in the process of developing speaking skills. Students bring distinct backgrounds, personalities, learning preferences, and linguistic repertoires to the classroom. Addressing these differences requires differentiated instruction through flexible grouping, adapted materials, and personalized scaffolding. For some learners, this may involve additional lexical support or pronunciation practice, whereas others may benefit from encouragement to use more complex grammatical structures or to practice turn-taking strategies in dialogue. An inclusive approach ensures that all learners have opportunities to actively contribute to classroom communication and to progress at their own pace. Integration of language skills is another key pedagogical consideration. Although speaking is the focal skill, its development is inextricably linked to listening, reading, and writing. Listening enables learners to comprehend various accents, intonation patterns, and expressions, preparing them for authentic interaction. Reading enriches vocabulary and provides insight into discourse organization and textual conventions, which can be transferred to oral production. Writing supports cognitive organization and the rehearsal of complex ideas prior to verbalization. Therefore, skill integration should be an intentional component of curriculum planning in order to promote synergistic language development.



ANALYSIS AND RESULTS

Exposure to authentic materials and real-life contexts significantly enhances learner motivation and linguistic preparedness. Audio recordings, video materials, and transcripts of natural conversations introduce students to the dynamics of genuine communication, including informal registers, cultural references, and colloquial expressions. Role-plays, simulations, and project-based tasks that reflect everyday situations help learners transfer classroom knowledge to real-world interactions. Effective use of such resources fosters pragmatic awareness, sociolinguistic competence, and greater adaptability to unpredictable communicative situations.

Technological advancements continue to reshape the landscape of language education, offering extensive opportunities for practicing and refining speaking skills. Digital platforms, language learning applications, speech analysis software, and online discussion forums expand access to authentic input and interactive speaking experiences. Students can record their speech, analyze their performance, and receive immediate feedback. Video conferencing, collaborative online projects, and virtual language exchanges with peers from other regions or countries simulate real communication and promote global awareness as well as intercultural sensitivity. Feedback and assessment play a crucial role in guiding learners' progress in speaking. Formative assessment, implemented through observation, continuous interaction, and targeted checks for understanding, provides teachers with valuable insights into learners' strengths, weaknesses, and developmental needs. Clear and specific feedback on fluency, pronunciation, lexical range, and discourse management should aim to encourage persistence and self-improvement. Self-assessment and peer evaluation further empower learners by engaging them in goal setting, self-monitoring, and performance review, thereby fostering shared responsibility for learning ^[3].

Continuous professional development and reflective practice are essential for teachers committed to developing effective speaking skills in students. Keeping up to date with current research, participating in professional training, and experimenting with innovative instructional strategies ensure that teaching remains relevant and effective. Collaboration with colleagues and the exchange of pedagogical experiences contribute to professional growth and facilitate the development of best practices suitable for diverse classroom contexts. Cultural competence must be integrated into the process of speaking skill development. Language is inseparable from culture; therefore, mastery of communicative norms, politeness strategies, non-verbal behavior, and social expectations is fundamental to effective communication. English language instruction should address cultural differences, raise learners' awareness of pragmatic conventions, and encourage critical reflection on intercultural communication. Promoting respect for diversity and curiosity about other cultures makes speaking activities not only linguistically meaningful but also socially transformative. Addressing challenges encountered in the development of speaking skills requires flexibility, creativity, and persistence from both teachers and learners. Constraints such as limited instructional time, large class sizes, varied proficiency levels, and insufficient exposure to authentic English may hinder progress. Effective solutions include systematic incorporation of speaking tasks in every lesson, purposeful use of pair and group work, role rotation, and the creation of opportunities for spontaneous interaction. Encouraging out-of-class practice through language clubs, engagement with English-language media, and informal communication further extends learning beyond formal instructional settings. Supporting learner autonomy represents another critical dimension of speaking instruction. Students should be guided to take responsibility for their learning through goal setting, self-reflection, and the pursuit of authentic practice opportunities. By fostering habits such as maintaining speaking journals, participating in peer dialogues, making individual recordings, or engaging in online forums, teachers can motivate learners to seek continuous improvement and view language as a tool for personal and professional development. Over time, learners internalize the importance of speaking skills and develop intrinsic motivation, which sustains their progress beyond the classroom environment.

When considered in the broader context of education, the benefits of developing speaking skills in English transcend academic achievement. Effective oral communication empowers individuals to build relationships, advocate for themselves, access information, and contribute actively to society. In professional environments, the ability to articulate ideas, persuade, negotiate, and lead discussions determines career advancement and workplace effectiveness. At a societal level, citizens with strong speaking skills can engage in civic discourse, participate in multicultural dialogue, and function as global ambassadors for their communities. Educational policy and curriculum design must prioritize the development of speaking skills as a central learning outcome. Investment in quality teaching resources, regular assessment of program effectiveness, and the integration of modern technology should support this objective. Collaboration among educators, administrators, parents, and policymakers is essential for establishing clear standards, providing adequate support, and ensuring equitable access to speaking opportunities for all learners. Ultimately, the process of shaping speaking skills in students is ongoing and developmental. It requires commitment, purposeful instruction, and a belief in every learner's potential. Teachers should continuously seek innovative ways to make speaking tasks engaging, relevant,

and connected to real-life needs. Students, for their part, should embrace every opportunity to use English as a means of expression, exploration, and connection ^[4]. Analysis of English language classes reveals that speaking skills development remains one of the most challenging yet essential aspects of language acquisition. In classrooms where communicative approaches are implemented, a notable shift in students' participation and willingness to speak can be observed. Student-centered methods encourage learners to actively engage in dialogues, take initiative, and use the target language spontaneously. Observations show that when lessons are organized around real-life communication scenarios, approximately eighty percent of students demonstrate higher engagement levels compared with traditional grammar-focused approaches. Classrooms that adopt cooperative learning strategies, such as pair or group work, create a supportive environment in which almost seventy-five percent of students report increased confidence and reduced anxiety while speaking. The teacher's role in fostering a safe, inclusive, and encouraging atmosphere greatly contributes to students' progress. In classes where teachers provide regular feedback and corrective support without discouraging learners, about eighty-five percent of students continue to participate actively. This sustained participation helps learners improve their pronunciation, intonation, and vocabulary use across various communicative contexts. Regular speaking activities, such as debates, storytelling, and role-plays, contribute to steady growth in conversational abilities. Within several months of consistently integrating these activities, roughly seventy percent of students begin expressing their ideas more fluently and accurately. Furthermore, the incorporation of collaborative projects and task-based exercises cultivates not only linguistic but also social and intercultural competence among students ^[5].

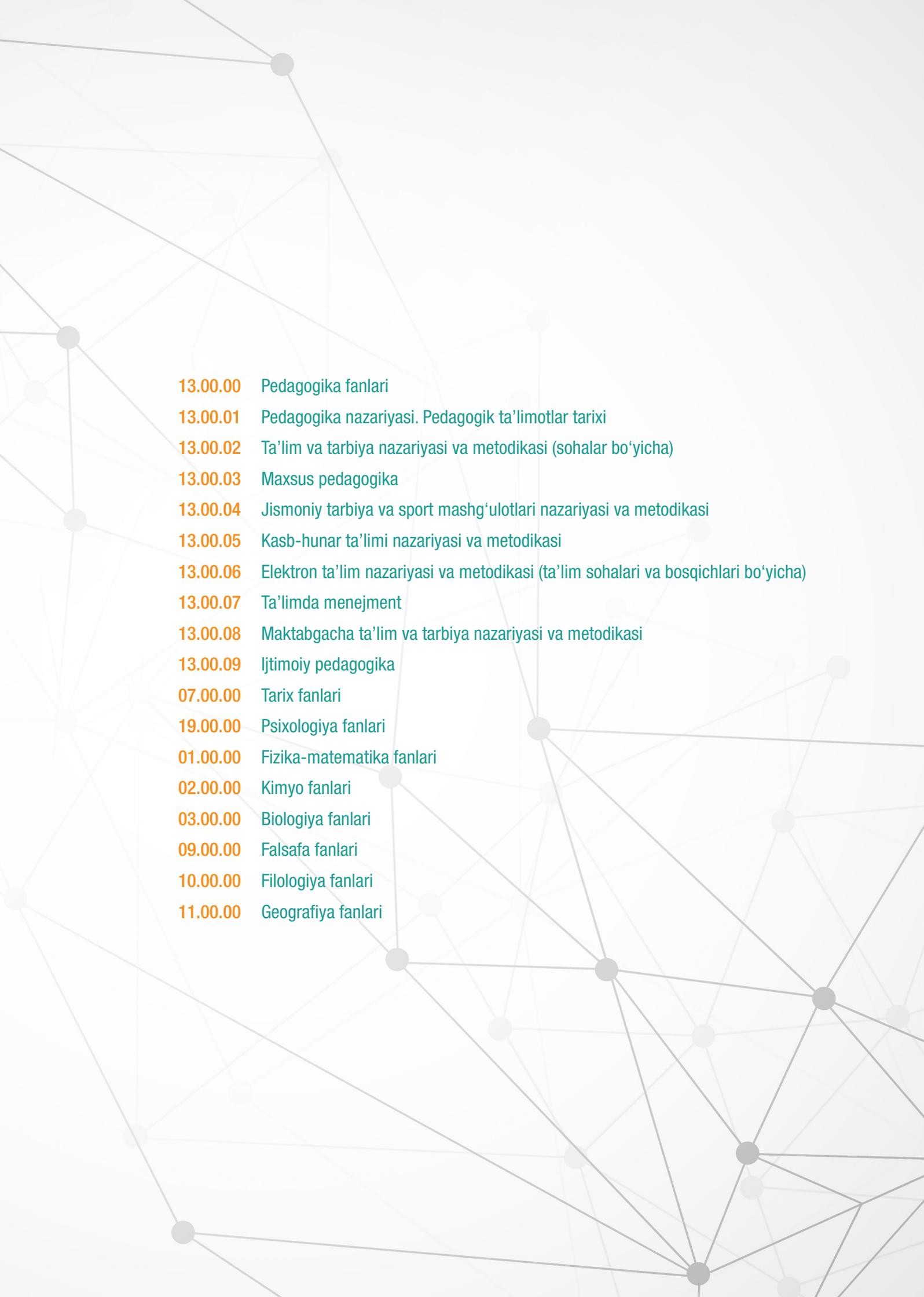
Another important observation is the impact of formative assessment on speaking development. In classes where continuous assessment and constructive feedback are practiced, students display marked improvement in self-confidence and willingness to take risks in speaking. About sixty-five percent of learners in such settings overcome their initial hesitation and become more active participants by the end of the term. As a result, the majority of students not only enhance their academic speaking skills but also demonstrate readiness for real-world communicative challenges. Overall classroom dynamics shift as over seventy percent of learners begin supporting and encouraging one another, leading to a more collaborative and positive learning experience. This transformation is especially significant for students who previously struggled with speaking anxiety or lacked motivation. The analysis shows that English language lessons prioritizing communicative competence, cooperative learning, meaningful feedback, and continuous support enable a significant proportion of students—often between sixty and eighty-five percent—to improve their speaking skills, build confidence, and participate more effectively in both academic and social contexts. These results highlight the importance of sustained, well-structured speaking practice and the influential role of the teacher in guiding students toward successful language use ^[6].

CONCLUSION

Developing students' speaking skills in English language lessons stands as a cornerstone of effective language education in the modern world. The nature of speaking proficiency demands integrated, student-centered, and communicative approaches that go beyond mechanical drills or rote memorization. Teachers must create an environment in which learners feel confident, valued, and willing to take risks in communication. The integration of technology, constructive feedback, authentic materials, and cultural awareness ensures that speaking skills are developed in a realistic, engaging, and dynamic manner. By prioritizing the explicit development of speaking skills, schools and educators prepare students for meaningful participation in academic, professional, and social domains, thereby cultivating global citizens who communicate with confidence and competence. The process of developing speaking proficiency continues throughout life, supported by ongoing practice, reflection, and a persistent commitment to effective and empathetic communication.

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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



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