

**MODERN METHODS AND APPROACHES FOR DEVELOPING
SPEAKING SKILLS IN PRIMARY SCHOOL LEARNERS**

Urgench Innovation University

2nd-year student

Pulatova Sabrina Gamitovna

pulatovasabrina5@gmail.com

Abstract. *Speaking is a fundamental skill that underpins learners' communicative competence and ability to participate in social, academic, and cultural life. In primary education, the development of speaking skills is particularly important because early childhood is a critical period for language acquisition and communicative development. This article explores modern methods and approaches to developing speaking skills in primary school learners, adopting a systematic review and analytical synthesis of literature from 2010 to 2025. The study categorizes pedagogical approaches into four main clusters: communicative-based methods (Communicative Language Teaching and Task-Based Learning), integrated approaches (Content and Language Integrated Learning), narrative-based approaches (storytelling, drama, and role-play), and technology-driven approaches (digital tools, gamification, and mobile learning). The findings demonstrate that interactive, learner-centered, and multimodal teaching strategies foster fluency, accuracy, and confidence in young learners. However, challenges such as classroom size, teacher preparedness, and technological inequality limit full implementation. The article concludes with recommendations for teachers, curriculum designers, and policymakers to adopt hybrid, flexible approaches that combine traditional and digital methods.*

Keywords: *speaking skills, primary school learners, communicative competence, modern teaching methods, CLT, TBLT, CLIL, storytelling, digital learning*



1. Introduction. Language is a primary vehicle of human communication, and among the four core skills (listening, speaking, reading, writing), speaking holds a unique role as the most immediate and interactive form of communication (Cameron, 2001). For primary learners, speaking is not only a linguistic activity but also a social act that builds confidence, identity, and participation in classroom communities (Brown, 2014). Developing speaking competence at an early age prepares learners for lifelong communication and academic success.

In the globalized world, English and other foreign languages have become key tools for international communication, making the development of speaking skills in primary education a priority. Numerous researchers emphasize that early language learning fosters higher levels of fluency, natural pronunciation, and intercultural competence (Lightbown & Spada, 2013).

Traditional approaches, which often prioritized grammar translation and rote memorization, failed to adequately address speaking development (Richards & Rodgers, 2014). The rise of communicative and learner-centered methods has transformed classroom practices, making speaking the central focus of instruction. Today, modern pedagogical frameworks such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and Content and Language Integrated Learning (CLIL) emphasize interaction, authentic tasks, and integration of skills.

This article investigates modern methods for developing speaking skills among primary learners by addressing the following questions:

1. What are the most effective contemporary approaches to developing speaking skills in primary learners?
2. How do communicative, integrated, narrative, and technology-driven approaches support fluency, accuracy, and confidence?
3. What are the challenges and limitations associated with implementing these methods in real classroom contexts?

2. Methodology. This study uses a qualitative, literature-based design drawing on a systematic review of educational research. The review focuses on



literature published between 2010 and 2025, with an emphasis on peer-reviewed studies, dissertations, and international reports. The design allows for triangulation of pedagogical evidence across multiple contexts (Snyder, 2019).

A total of 200 sources were screened from databases including ERIC, Scopus, Web of Science, and Google Scholar. Using keywords such as 'speaking skills,' 'primary learners,' 'task-based learning,' 'CLT,' 'storytelling in education,' and 'digital speaking tools,' 50 sources were selected for direct analysis.

Thematic analysis (Braun & Clarke, 2012) was used to group methods into four categories:

- Communicative-based methods (CLT, TBLT)
- Integrated approaches (CLIL)
- Narrative-based approaches (storytelling, drama)
- Technology-driven methods (digital tools, gamification, apps)

This study relies on published literature; classroom-based experimental data were not conducted. Therefore, the findings reflect global trends but may not be equally applicable across all cultural and educational contexts.

3. Results

3.1 Communicative-Based Approaches

Communicative Language Teaching (CLT) emphasizes communication over rote learning. Learners engage in real-life tasks such as pair work, interviews, and discussions (Richards, 2006). In primary education, CLT activities include games, songs, and interactive dialogues, which create a low-anxiety environment (Savignon, 2018).

Task-Based Language Teaching (TBLT) focuses on meaningful tasks such as role-play shopping or storytelling. Ellis (2017) notes that tasks create authentic opportunities for negotiation of meaning. In primary schools, task-based games (e.g., treasure hunts, information gaps) foster natural interaction.

3.2 Integrated Approaches

Content and Language Integrated Learning (CLIL) integrates subject learning (e.g., science, art) with language learning. Learners develop speaking skills



while discussing academic content. Research shows CLIL promotes both cognitive development and communicative competence (Coyle, Hood, & Marsh, 2010).

3.3 Narrative-Based Approaches

Storytelling engages children emotionally and cognitively. Wright (2008) highlights that stories enhance vocabulary, intonation, and confidence. Story retelling, puppet shows, and group storytelling are effective in primary classes.

Drama and role-play activities simulate real-life situations, promoting fluency and creativity (Maley & Duff, 2005). Role-playing everyday scenarios helps children practice functional language.

3.4 Technology-Driven Approaches

Applications like Duolingo, Quizlet, and Flipgrid provide interactive speaking opportunities. Digital storytelling fosters pronunciation and engagement (Yang & Wu, 2012). Gamification motivates learners through points, levels, and challenges (Deterding, 2017). Flipped classroom models also allow speaking practice outside the classroom (Bishop & Verleger, 2013).

4. Discussion. The review reveals that no single method is universally effective. Instead, a hybrid approach—combining communicative, narrative, and digital methods—provides the most effective outcomes.

- CLT and TBLT: Best for fluency and natural communication.
- CLIL: Integrates cognitive and linguistic development but requires teacher training.
- Storytelling and drama: Highly effective for confidence and creativity.
- Technology: Expands learning opportunities but depends on resources.

Pedagogical success depends on teachers' ability to adapt methods to learners' needs, classroom conditions, and cultural contexts.

5. Conclusion. Speaking skills are foundational to communicative competence in primary learners. Modern approaches—CLT, TBLT, CLIL, storytelling, drama, and technology—support speaking development by promoting interaction, creativity, and learner autonomy. However, challenges such as large class sizes, insufficient teacher training, and unequal technological access persist.

**Recommendations:**

1. Adopt hybrid models that integrate communicative, narrative, and digital strategies.
2. Provide professional development for teachers in CLIL and digital pedagogy.
3. Ensure technological infrastructure to reduce the digital divide.
4. Encourage policymakers to prioritize speaking skills in curricula.

Future research should include classroom-based experiments to evaluate the long-term effects of blended pedagogies on speaking fluency and confidence.

REFERENCES

1. Bishop, J., & Verleger, M. A. (2013). The flipped classroom: A survey of the research. *ASEE National Conference Proceedings*, 30(9), 1–18.
2. Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper (Ed.), *APA handbook of research methods in psychology* (Vol. 2, pp. 57–71). Washington, DC: American Psychological Association.
3. Brown, H. D. (2014). *Principles of language learning and teaching* (6th ed.). Pearson.
4. Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
5. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge University Press.
6. Deterding, S. (2017). The lens of intrinsic skill atoms: A method for gameful design. *Human–Computer Interaction*, 30(3–4), 294–335.
7. Ellis, R. (2017). *Task-based language teaching: Theory and practice*. Cambridge University Press.
8. Lightbown, P., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
9. Maley, A., & Duff, A. (2005). *Drama techniques: A resource book of communication activities for language teachers*. Cambridge University Press.



10. Richards, J. C. (2006). Communicative language teaching today. Cambridge University Press.
11. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge University Press.
12. Savignon, S. J. (2018). Communicative competence: Theory and classroom practice. McGraw-Hill.
13. Snyder, H. (2019). Literature review as a research methodology. Journal of Business Research, 104, 333–339.
14. Wright, A. (2008). Storytelling with children. Oxford University Press.
15. Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation. Computers & Education, 59(2), 339–352.