

## WORKING WITH METHODS FOR DEVELOPING SPEAKING

*Republic of Uzbekistan Ministry of  
Higher Education, Science and Innovations  
Andijan Regional Administration Andijan  
City Technical School No. 5, Department of  
"Foreign Languages", English teacher  
Salomova Mohira Mirzakomilovna*

**Abstract:** Speaking is recognized as one of the most essential skills in language learning and communication. The act of speaking conveys not only words but also ideas, emotions, social relationships, and cultural values. In order to ensure effective communication and language proficiency, the development of speaking skills occupies a significant position in both theoretical and practical dimensions of language education. The ongoing evolution of linguistic research and pedagogic strategies consistently demonstrates that speaking is a dynamic and multifaceted process, which requires a systematic and nuanced approach to teaching and learning. Within these dimensions, various methods have emerged, each with specific contributions to the overall improvement of learners' speaking abilities.

**Key words:** Speaking skills, communicative competence, task-based learning, fluency, accuracy, pronunciation practice, interactive activities, roleplay, classroom environment, motivation

Language, by its very nature, is a tool of communication that enables individuals to express thoughts, feelings, and intentions. Among the four language skills—listening, speaking, reading, and writing—speaking is often considered the most challenging to master and teach. This is due to several intrinsic characteristics of speaking: it is spontaneous, interactive, and context-dependent. Mastery of speaking enables learners to participate in real-life conversations, engage in social interactions, perform professional tasks, and demonstrate their language competence in authentic situations. Therefore, the systematic development of speaking skills is a central pillar in any language program. The process of learning to speak a new language differs significantly from learning other skills. Whereas reading and writing allow learners more time to process and plan responses, speaking frequently demands immediate feedback and on-the-spot thinking. The ability to construct coherent speech, navigate various communicative situations, and appropriately use language to achieve specific purposes is the result of not only grammatical and lexical knowledge but also pragmatic awareness and sociolinguistic competence. Despite the complexities, numerous

methodologies and strategies have been adopted to foster speaking skills in educational settings [1].

Throughout the history of language teaching, multiple approaches have come to prominence. Early language teaching placed significant emphasis on grammar and translation. However, these methods did not contribute directly to speaking ability, as actual speaking practice was limited or neglected. With the advent of the direct method and, later, communicative language teaching, the focus shifted toward the communicative function of language and practical use in spoken contexts. The communicative approach posits that the principal goal of language teaching is communicative competence—the ability to use language appropriately and effectively in real-life situations. Under this paradigm, the development of speaking skills receives prime attention. Teachers create situations and activities that simulate real-life language use, facilitating the improvement of fluency, accuracy, and appropriacy in spoken language. Task-based learning constitutes another widely-used approach in speaking development. Within this framework, learners engage in meaningful tasks that require active communication and problem-solving. These tasks may involve discussions, debates, negotiations, roleplays, information-gaps, and other interactive formats. Task-based methods prioritize the use of authentic language and the negotiation of meaning, both of which are essential for meaningful spoken interaction. Fluency and accuracy are central concepts in speaking development. Fluency refers to the ability to produce language at a natural rate without pauses or hesitations, while accuracy involves the correct use of grammar, vocabulary, and pronunciation. An effective methodology must address both aspects. Some pedagogical strategies focus initially on fluency to build students' confidence, followed by accuracy to refine their language use. Others integrate both from the outset. The balance between these components depends on learners' needs, the context of instruction, and the goals of the curriculum [2].

One of the primary challenges in teaching speaking is providing learners with ample and meaningful opportunities to speak. The classroom must be transformed into a safe and supportive environment where learners feel encouraged to express themselves, experiment with new language, and accept mistakes as part of the learning process. Teacher talk should be minimized to maximize learner talk. Instructors act as facilitators, guiding conversations, scaffolding students' utterances, and providing constructive feedback. Interactive activities are pivotal, as they enable learners to practice language in ways that mirror authentic use. Pair work and group work are effective techniques for fostering interaction among students. These formats simulate natural conversation patterns and encourage negotiation of meaning, clarification requests, and turn-taking. Additionally, they provide a less intimidating environment compared to speaking before the whole class. Within such groups, students can practice



language, self-correct, and support each other's learning. Furthermore, pair and group activities promote autonomy and collaboration—skills that are invaluable in both language learning and broader social contexts [3].

Roleplays and simulations are particularly useful methods in developing speaking skills. By assigning learners roles and contexts, teachers help to replicate real-life communication scenarios. These activities compel students to use language creatively and adaptively, responding to unpredictable dialogue and changing circumstances. Roleplays can range from formal business meetings to casual conversations, thus accommodating a wide spectrum of speaking purposes and registers. Discussion and debate are advanced strategies for enhancing higher-order thinking and communicative sophistication. By articulating and defending positions, students refine their ability to construct arguments, persuade others, and accommodate alternative perspectives. Structured discussions encourage the use of discourse markers, appropriate intonation, and interactional strategies. These formats require students to listen actively, respond appropriately, and manage the flow of conversation—skills that are critical for effective oral communication. Pronunciation practice is another crucial aspect of speaking development. Clear pronunciation ensures intelligibility and facilitates smoother communication. Teachers use various approaches—such as repetition drills, minimal pairs, and phonetic instruction—to target segmental (individual sounds) and suprasegmental features (stress, rhythm, intonation). Although technological developments have augmented these traditional practices by enabling individualized feedback and auditory models, direct interaction remains a vital component of effective pronunciation instruction [4].

Corrective feedback is fundamental in the development of speaking abilities. Immediate correction may sometimes impede fluency, while delayed correction can lead to fossilization of errors. Teachers must strike a balance between providing feedback that improves accuracy and maintaining an environment that supports risk-taking and active participation. Techniques such as recasting, elicitation, and clarification requests enable teachers to correct errors indirectly, thereby supporting learning without undermining confidence. Assessment in speaking is multidimensional. Teachers evaluate not only the accuracy of language but also fluency, coherence, interactional ability, and appropriacy. Both formative and summative assessments are common, ranging from informal classroom observations and peer evaluations to more structured oral examinations and proficiency interviews. Rubrics that distinguish between different components of speaking can offer students clear guidance on areas of strength and opportunities for growth. Technology has significantly transformed the landscape of speaking instruction in recent years. Digital platforms, language learning applications, and online communication tools enable learners to access authentic language, record their voices, and interact with speakers from diverse backgrounds.

Synchronous conversations via video calls or chat platforms provide real-time, immersive exchanges, while asynchronous tools, such as audio journals or pronunciation software, allow for self-paced practice and reflection. Despite these advancements, the human element of teaching remains irreplaceable in guiding, motivating, and supporting learners [5].

Developing speaking skills is a gradual process that requires patience, practice, and sustained engagement. Teachers play a pivotal role by creating a learning environment that balances challenge and support, where students are inspired to take risks, experiment with language, and reflect on their progress. By employing a diversity of methods and adapting instruction to the unique needs of each learner, educators lay the foundation for speaking proficiency and communicative competence [6].

**Conclusion:** The development of speaking skills stands at the center of effective language teaching and real-world communication. A comprehensive approach to speaking instruction encompasses a variety of methods and strategies—ranging from communicative activities, task-based learning, and pronunciation training to the integration of technology, cultural competence, and formative assessment. The interplay of fluency, accuracy, motivation, and learner autonomy shapes the path toward successful oral communication. Teachers, as facilitators and guides, create supportive and dynamic environments where learners can grow confidently and express themselves authentically. Ultimately, the evolution of speaking abilities is an ongoing journey that not only enriches language proficiency but also empowers individuals to engage meaningfully within their communities and the broader world.

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