

INTERACTIVE LEARNING METHODS FOR THE DEVELOPMENT OF SPEAKING SKILLS

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Abstract. Speaking is one of the most vital language skills in learning English since it enables students to communicate successfully in social, professional, and academic settings. However, a lack of classroom interaction, a lack of confidence, and a fear of making mistakes make it difficult for many university students to become more proficient speakers. Through collaboration and communication, the interactive learning approaches give students excellent chances to practice English in a real-life setting. In addition to discussing the advantages and disadvantages of interactive education, this article examines the significance of interactive learning in the development of speaking abilities. The results of the study indicate that learners' fluency, confidence, and communicative competence are significantly impacted by student-centered learning.

Keywords. speaking skills, interactive learning, teaching English language, communicative competence, collaborative learning, higher education, EFL learners.

Introduction. Speaking is a crucial part of learning a language because it enables students to communicate with others, convey information, and express ideas. Speaking is sometimes seen as the most challenging ability to learn in English as a Foreign Language (EFL) schools, since students have few opportunities for authentic communication. Conventional teaching approaches typically place more emphasis on language and syntax than on actual interaction. This results in pupils who have theoretical understanding but lack confidence when speaking. As a result, interactive learning strategies that actively engage students in meaningful communication and offer chances for language use in everyday situations are becoming more and more popular in language teaching today.

Main Part. Interactive Learning's Significance in Speaking Skill Development

By putting the learner at the center of the educational process, interactive learning encourages active participation rather than passive listening. Learners can practice speaking English through authentic chances like group discussions, role-playing, interviews, pair work, and classroom debates. Unlike traditional lectures, these activities require students to communicate with their peers, ask questions, solve difficulties, and voice their opinions. Students' vocabulary, pronunciation, grammatical accuracy, and speaking fluency will all increase as they engage in more communicative tasks. Additionally, interactive learning fosters a supportive learning environment where errors are accepted as a normal part of the learning process. Students are encouraged to participate more confidently and experience less speaking anxiety as a result.

Collaborative Learning and Technology in Speaking Instruction

By cooperating and sharing their educational experiences, students can enhance their speaking skills through collaborative learning. Working in pairs or small groups allows students to exchange ideas, negotiate meaning, and provide constructive criticism to one another. Language proficiency, teamwork, critical thinking, and communication skills are all developed through this contact. Furthermore, the options for speaking practice have been greatly expanded by contemporary instructional technologies. English can be practiced outside of the classroom with artificial intelligence-based speaking assistants, video conferencing apps, internet discussion boards, and language learning applications. These online resources increase learner motivation by providing immediate feedback on vocabulary, pronunciation, and fluency. Students can effectively communicate in both academic and professional settings in a dynamic learning environment created by educational technology and collaborative learning.

Obstacles and Methods for Improving Speaking Proficiency

Although there are benefits to interactive learning, there are also numerous obstacles that prevent students from developing their speaking skills. Many students are reluctant to

participate in class discussions because they fear making grammatical or pronunciation errors. Language development is further hampered by large class numbers, a lack of speaking practice, and little exposure to English outside of the classroom. Teachers must create a welcoming and supportive environment in the classroom where students feel free to express themselves in order to overcome these obstacles. Frequent speaking practice, insightful criticism, real-world communication assignments, and project-based learning can all significantly boost students' self-assurance and fluency. Additionally, there are more chances for autonomous work when digital tools are used in English language instruction. By means of consistent communication and suitable instructional techniques, students can develop their speaking competence gradually and become confident communicators in English.

Conclusion. In conclusion, the study demonstrates how crucial it is to use interactive learning strategies to help university students improve their speaking abilities. These techniques improve students' fluency, confidence, and communicative competence by promoting dialogue, teamwork, and active engagement. Speaking nervousness and a lack of experience are obstacles that can be addressed with supportive teaching strategies and skillful use of educational technology. As a result, interactive learning ought to play a significant role in teaching English in universities.

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