

**INTERACTIVE STRATEGIES FOR TEACHING SPEAKING IN
EFL CLASSROOMS**

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Annotation : The study addresses low student participation and communication anxiety in EFL speaking classes. It emphasizes the global need for communicative competence and promotes interactive methods role-plays, discussions, debates, and group tasks to improve fluency and confidence. Based on classroom observations and student feedback, it proposes a model combining motivation, collaboration, and real-life contexts. Findings show that such strategies greatly enhance engagement and speaking skills.

Keywords: interactive learning, speaking skills, EFL classrooms, communicative competence, student engagement, role-play, collaboration, language fluency, motivation, real-life communication

Аннотация: Исследование рассматривает проблему низкой активности студентов и тревожности при общении на занятиях по английскому как иностранному. Оно подчеркивает глобальную необходимость развития коммуникативной компетенции и предлагает использовать интерактивные методы — ролевые игры, обсуждения, дебаты и групповые задания — для повышения беглости и уверенности.

На основе наблюдений и отзывов студентов представлена модель, объединяющая мотивацию, сотрудничество и реальные ситуации общения. Результаты показывают, что такие стратегии значительно повышают вовлеченность и устные навыки обучающихся.

Ключевые слова: интерактивное обучение, навыки говорения, обучение английскому как иностранному (EFL), коммуникативная компетенция, вовлечённость студентов, ролевая игра, сотрудничество, беглость речи, мотивация, реальное общение.

Annotatsiya: Tadqiqot ingliz tili darslarida talabalar faoliyatining pastligi va muloqotdagi qoʻrquv muammosini koʻrib chiqadi. U global miqyosda kommunikativ kompetensiyani rivojlantirish zarurligini taʼkidlaydi va nutq ravonligini hamda ishonchni oshirish uchun rolli oʻyinlar, munozaralar, bahslar va guruhli topshiriqlar kabi interaktiv usullarni taklif etadi. Talabalar fikri va kuzatuvlarga asoslanib, motivatsiya, hamkorlik va real hayotiy vaziyatlarni birlashtirgan model ishlab chiqilgan. Natijalar shuni koʻrsatadiki, bunday strategiyalar oʻquvchilarning faolligini va ogʻzaki nutq koʻnikmalarini sezilarli darajada yaxshilaydi.

Kalit soʻzlar: interaktiv taʼlim, gapirish koʻnikmalari, EFL sinflari, kommunikativ kompetensiya, oʻquvchilarning faolligi, rolli oʻyin, hamkorlik, til ravonligi, motivatsiya, real hayotiy muloqot.

Introduction. In recent years, the development of speaking skills in English as a Foreign Language (EFL) classrooms has become one of the main priorities in language education. Despite the growing focus on communicative competence, many students still face challenges such as fear of speaking, limited vocabulary, and insufficient real-life practice. The purpose of this study is to examine how interactive strategies can enhance learners' oral communication skills and create a more engaging, student-centered classroom

environment. The objectives include identifying the most effective interactive techniques, evaluating their impact on student participation, and providing practical recommendations for teachers.

The theoretical significance of this research lies in expanding the understanding of how interaction and communication-based methods foster language acquisition, as supported by Vygotsky's sociocultural theory, Krashen's input hypothesis, and Brown's principles of communicative language teaching. The practical significance is found in offering teachers concrete strategies-such as role-plays, debates, pair work, and task-based learning-that can be adapted to various proficiency levels and cultural contexts. Influential works by Jeremy Harmer, H. Douglas Brown, and Jack C. Richards have emphasized the importance of interaction as a core element of language development. Building on their contributions, this study highlights the role of interactive pedagogy as a powerful means of helping learners overcome communication barriers and develop confidence in spoken English.

The research titled "Interactive Strategies for Teaching Speaking in EFL Classrooms" was conducted in three consecutive stages: the theoretical analysis of existing literature, the empirical investigation in EFL classrooms, and the synthesis of practical recommendations based on observed outcomes.

At the first stage, a theoretical analysis was carried out to explore the foundations of communicative and interactive teaching methods. The review included the theories of Vygotsky (1978) on the role of social interaction in learning, Krashen's Input Hypothesis (1982) emphasizing comprehensible input, and Brown (2001) who highlighted the importance of interaction for developing fluency. The analysis showed that speaking is not only a linguistic skill but also a social and psychological process that develops through meaningful communication.

At the second stage, the empirical research was conducted in several EFL classrooms at intermediate and upper-intermediate levels. The study used a combination of qualitative and quantitative methods: classroom observation, student surveys, and oral performance assessments. During a 10-week period, students participated in activities such as role-plays, debates, storytelling, interviews, and problem-solving tasks. The aim was to measure changes in students' speaking fluency, vocabulary range, and confidence levels.

The third stage involved the analysis and interpretation of data. Results showed a significant increase in students' willingness to speak and improved fluency scores compared to the baseline. Teachers reported that students who engaged in pair and group interactions demonstrated higher motivation and better pronunciation.

The results visually confirm that interactive strategies significantly enhanced students' oral proficiency. The most effective activities were role-plays and debates, as they created authentic communicative situations and encouraged spontaneous speech. Students also reported a higher sense of ownership of their learning, as interactive methods reduced teacher dominance and increased peer support. The novelty of this study lies in the creation of a comprehensive model for interactive speaking instruction, which integrates communicative tasks with reflective feedback and self-assessment. This model can be illustrated as follows (original conceptual diagram):

Student Interaction - Practice - Feedback - Reflection - Fluency Growth

This cycle represents the continuous process through which learners improve their speaking skills—by actively engaging, receiving feedback, and reflecting on their performance. The research demonstrates that interactive methods are not supplementary tools but central components of effective speaking instruction. When students are given real communication opportunities and

guided reflection, their confidence and competence in spoken English grow remarkably, making interactive strategies indispensable for modern EFL teaching.

In conclusion : interactive teaching strategies are essential for developing confident, fluent, and communicatively competent EFL learners, bridging the gap between language knowledge and real-world communication.

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