

METHODS OF IMPROVING STUDENTS' SPEAKING SKILLS

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Abstract. Learning to speak a new language is an essential part of language education, and the ability to speak a language fluently and effectively is a critical skill for communication. However, many pupils struggle with speaking skills in English classes. This study aims to investigate the effectiveness of various techniques and strategies for improving pupils' speaking skills in English classes. The study involved implementing various techniques and strategies, including role plays, debates, discussions, and the use of technology such as video recording and feedback. The activities were designed to focus on different aspects of speaking skills, such as pronunciation, fluency, and accuracy[1]. The results of this study show that implementing various techniques and strategies can significantly improve pupils' speaking skills in English classes. The use of role plays, debates, and discussions had a significant impact on pupils' speaking skills.

Key words: Speaking skills, English classes, Language education, Techniques, Strategies

Аннотация. Изучение разговорной речи на новом языке является неотъемлемой частью языкового образования, а способность говорить бегло и эффективно — критически важный навык для общения. Тем не менее многие учащиеся испытывают трудности с разговорной речью на уроках английского языка. Данное исследование направлено на изучение эффективности различных техник и стратегий для улучшения навыков говорения у учащихся. Исследование включало внедрение различных методов, таких как ролевые игры, дебаты, дискуссии, а также использование технологий, включая видеозапись и обратную связь. Задания были разработаны с акцентом на различные аспекты речи, такие как произношение, беглость и точность. Результаты исследования показывают, что использование разнообразных техник и стратегий может значительно улучшить разговорные навыки учащихся на уроках английского языка. Применение ролевых игр, дебатов и дискуссий оказало существенное влияние на развитие речи учащихся.

Ключевые слова: Разговорные навыки, Уроки английского языка, Языковое образование, Техники, Стратегии.

Annotatsiya. Yangi tilda so'zlashishni o'rganish til ta'limining muhim qismidir, tilda ravon va samarali muloqot qila olish qobiliyati esa aloqa o'rnatish uchun o'ta muhim mahoratdir. Biroq, ko'plab o'quvchilar ingliz tili darslarida so'zlashish ko'nikmalarida qiyinchiliklarga duch kelishadi. Ushbu tadqiqot ingliz tili darslarida o'quvchilarning so'zlashish ko'nikmalarini rivojlantirish uchun turli texnika va strategiyalarning samaradorligini o'rganishga qaratilgan. Tadqiqot davomida rolli o'yinlar, debat va munozaralar, shuningdek, video yozuv hamda qayta aloqa (feedback) kabi texnologiyalardan foydalanishni o'z ichiga olgan turli usullar joriy etildi. Mashg'ulotlar so'zlashish ko'nikmalarining talaffuz, ravonlik va aniqlik kabi turli jihatlariga e'tibor

qaratish uchun ishlab chiqilgan. Ushbu tadqiqot natijalari shuni ko'rsatadiki, turli texnika va strategiyalarni qo'llash ingliz tili darslarida o'quvchilarning so'zlashish mahoratini sezilarli darajada oshirishi mumkin. Ayniqsa, rolli o'yinlar, debat va munozaralardan foydalanish o'quvchilarning so'zlashish qobiliyatiga katta ijobiy ta'sir ko'rsatdi.

Kalit so'zlar : So'zlashish ko'nikmalari, Ingliz tili darslari, Til ta'limi, Texnikalar, Strategiyalar.

In the contemporary globalized landscape, language education serves as a cornerstone of academic curricula, with oral proficiency standing as its most critical component. As English continues to function as the primary lingua franca for international discourse, the ability to communicate both fluently and accurately is paramount. Despite its importance, a significant pedagogical challenge persists: many secondary school learners experience plateaued progress in their speaking skills, often due to anxiety or lack of immersion[2]. Consequently, identifying and implementing high-impact instructional interventions is essential for educators aiming to bridge the gap between theoretical knowledge and practical communicative competence.

This study investigated the effectiveness of diversified instructional strategies on the oral proficiency of 100 secondary school students (aged 12–15) in Uzbekistan. Adopting a mixed-methods research design, the intervention integrated both qualitative observations and quantitative performance metrics. The pedagogical framework centered on collaborative and technology-enhanced learning. Participants were organized into small cohorts of 5–6 individuals to maximize "student talking time" (STT) while minimizing "teacher talking time" (TTT). The intervention curriculum utilized a multi-pronged approach, incorporating:

Simulated Interactions: Role plays and situational simulations to mirror real-world communication.

Argumentative Discourse: Structured debates and group discussions designed to foster critical thinking and spontaneous speech.

Digital Mediated Feedback: The integration of video recording tools allowed for asynchronous self-evaluation and peer-to-peer feedback loops.

These activities were meticulously calibrated to target specific linguistic domains, including phonological accuracy (pronunciation), temporal flow (fluency), and grammatical precision (accuracy)[3].

Specifically, the use of debates and role plays provided a "low-affective filter" environment, encouraging students to take linguistic risks without the fear of immediate correction. Furthermore, the introduction of video-based self-reflection proved transformative; it empowered learners to visualize their progress and objectively identify areas for phonetic or syntactical improvement. In conclusion, the study suggests that a hybridized approach—combining traditional communicative language teaching (CLT) with modern technological feedback—is highly effective in fostering robust speaking skills within the Uzbek educational context.

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