



TO ENCOURAGE THE IMPORTANCE OF SPEAKING SKILLS DURING THE ENGLISH CLASSES

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Abstract. *This article discusses the significance of developing speaking skills during English language classes, analyzing modern teaching approaches that increase student engagement and improve the communicative quality of instruction. Additionally, major barriers affecting oral performance are examined, and scientifically based pedagogical solutions are proposed to overcome them.*

Keywords: *speaking skills, communication, English teaching, methodology, motivation, classroom interaction*

INTRODUCTION.

In the process of learning a foreign language, speaking is considered one of the most essential and practical skills. The ability to communicate fluently in English has become a key requirement in education, business, technology, international mobility, and modern social life. Today, English teachers are expected not only to teach vocabulary and grammar but also to develop students' communicative competence. Therefore, encouraging speaking in English classrooms is of primary importance.

In many educational institutions, students face challenges in expressing themselves fluently. Some learners understand grammar well but still struggle to speak freely. This situation indicates the necessity for a methodological approach that places speaking at the center of the learning process. The objective of this article is to investigate effective strategies that encourage speaking during English lessons and to present practical recommendations for teachers and students.

The Role of Speaking in Communicative Learning

Communicative language teaching (CLT) is widely accepted as the leading approach in modern foreign language education. It places emphasis on real-life communication and meaningful interaction rather than mechanical exercises. Speaking, within this approach, is not simply the repetition of memorized structures but active participation in dialogue, discussion, negotiation of meaning, and the exchange of ideas.

According to modern pedagogy, students need to speak regularly and confidently to internalize linguistic knowledge. Speaking also reinforces vocabulary, grammatical structures, phonetics, and listening comprehension. Research in language acquisition shows that regular oral participation leads to faster progress, better retention, and higher motivation.

Moreover, speaking is the skill most directly connected to real-life needs. Students who may not require writing or translation in their careers will inevitably need oral communication in professional environments, workplace settings, interviews, or international collaboration. Therefore, teaching speaking should serve the practical needs of learners.

Challenges Preventing Effective Speaking

There are several common barriers observed in schools and universities that limit active participation in speaking activities:

1. Psychological Barriers

Many students feel anxiety, fear of making mistakes, or lack self-confidence. This emotional tension reduces participation in classroom discussions. When students perceive mistakes as failures rather than part of the



learning process, they tend to remain silent.

2. Limited Vocabulary

A narrow lexical base restricts students' ability to express complex opinions and arguments. Without sufficient vocabulary expansion, speaking activities do not develop naturally.

3. Teacher-centered Instruction

In traditional lessons, the teacher speaks most of the time, while students listen passively. Such instruction prevents students from developing interactive and autonomous speaking abilities.

4. Lack of Real-Life Context

When speaking tasks do not reflect real communicative situations, students cannot transfer classroom learning to authentic environments. Artificial drills often fail to stimulate creativity and meaningful response.

5. Insufficient Speaking Time

In many classes, the time allocated for speaking is too limited, especially in large groups. If each student only speaks for thirty seconds in an entire lesson, real progress cannot be expected.

Methodological Approaches Encouraging Speaking

1. Pair and Group Work

Pair and group activities transform students from passive listeners into active communicators. Discussions, debates, interviews, role-plays, simulations, and collaborative tasks allow students to talk more, take risks, and practice language freely.

2. Using Communicative Games

Games such as “Find Someone Who,” “Guess the Situation,” and “Twenty Questions” make speaking enjoyable and reduce psychological pressure. Students become engaged naturally and begin using language instinctively.

3. Problem-Solving Activities

Tasks that require teamwork—such as reaching a common decision, solving a puzzle, prioritizing tasks—motivate students to express their opinions clearly. Communicative problem-solving is proven to be effective in increasing spontaneous speech.

4. The “Flipped Classroom”

When students prepare content at home and spend class time speaking, discussing, and applying knowledge, classroom interaction becomes significantly more productive. This model also increases individual responsibility and active learning.

5. Technology-Assisted Speaking

Digital tools such as video recordings, online debates, voice messages, AI chat simulators, and virtual speaking tasks allow students to practice outside the classroom. These methods develop pronunciation, fluency, and confidence.

6. Teacher's Role as a Facilitator

In modern communicative teaching, the teacher does not dominate the lesson but guides learning, encourages participation, and minimizes correction during active speech. Emphasis is placed on fluency first and accuracy afterwards.

Building Student Motivation

Motivation plays a crucial role in developing speaking skills. Students who understand the practical value of English are more willing to communicate. Teachers can increase motivation by:

- ☐ connecting lessons to real-life needs;
- ☐ presenting authentic materials (interviews, movies, podcasts);
- ☐ showing measurable improvement in students' speaking performance;
- ☐ providing supportive feedback;
- ☐ recognizing individual progress;
- ☐ giving students autonomy in choosing topics and tasks.

When students feel ownership over their learning process, participation increases naturally.

Recommendations



Based on the analysis above, the following strategies are suggested:

1. Increase student speaking time in each lesson by reducing teacher talk.
2. Use pair and group interaction as the primary classroom format.
3. Design activities that require authentic communication rather than repetition.
4. Integrate digital speaking platforms to extend practice beyond the classroom.
5. Reduce psychological barriers by creating a relaxed, supportive atmosphere.
6. Provide constructive feedback focusing on communication effectiveness first.

Conclusion. Developing speaking skills in English classrooms is a fundamental objective of modern language education. Speaking is not only a linguistic ability but also a tool for cognitive, social, and professional growth. Effective development of speaking requires a communicative learning environment where students practice regularly, engage in meaningful tasks, and interact confidently without fear of making mistakes.

When the classroom atmosphere is supportive and dynamic, and when students are given responsibility for real communication, noticeable progress is achieved in fluency, accuracy, motivation, and long-term language retention. For this reason, encouraging speaking should be at the center of every English lesson, guiding the methodology, materials, teacher behavior, and evaluation system.

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