

## THE METHODS OF DEVELOPING ENGLISH SPEAKING SKILL

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**Annotation:** This article examines both conventional and contemporary strategies for enhancing English speaking skills. It emphasizes methods that improve fluency and confidence in spoken English, such as learner-centered approaches, technology utilization, and communicative practice.

**Keywords:** English speaking skills, language development, communicative methods, fluency, technology in language learning, learner-centered approach

In modern applied linguistics, the development of English speaking skills is considered a fundamental aspect of language development, reflecting both cognitive and communicative competence. The ability to speak fluently in English involves more than just vocabulary acquisition or grammatical accuracy—it encompasses interactional ability, pragmatic awareness, and the confidence to engage in real-life communication. Scholars emphasize that the evolution of speaking skills is directly connected to the implementation of specific teaching methods and technological innovations in language learning.

One of the most prominent approaches to fostering speaking fluency is the communicative method. This method prioritizes meaningful interaction over mechanical repetition. According to Hymes' theory of communicative competence, learners do not only need to master language structures but also the sociolinguistic rules that govern language use. In communicative classrooms, learners participate in role plays, discussions, interviews, and problem-solving tasks. These activities create authentic contexts where language is used as a tool for communication, not as a subject of analysis. For instance, speaking tasks such as debates or storytelling enhance both spontaneity and fluency, contributing to deeper linguistic automatization.

Alongside traditional communicative practices, the integration of technology in language learning has reshaped the pedagogical landscape. Digital platforms, such as language learning apps, video conferencing tools, and virtual reality environments, provide immersive and interactive opportunities for students to practice speaking.

Scholars such as Warschauer and Kern argue that technology not only increases learner motivation but also promotes accessibility to native-like speech models and global communicative settings. Applications like Duolingo or platforms like Tandem facilitate learner exposure to diverse dialects and sociolects of English, thereby enriching both fluency and cultural competence.

Another crucial element in developing speaking skills is the learner-centered approach. This pedagogical orientation shifts the focus from teacher-led instruction to student autonomy and personalized learning. Within this model, students take active roles in setting their speaking goals,

choosing relevant topics, and reflecting on their speaking performances. Vygotsky's theory of the Zone of Proximal Development underpins this approach, suggesting that speaking skills are best developed through scaffolded interaction and peer collaboration. Project-based learning, peer feedback, and self-assessment are typical tools employed in learner-centered classrooms to promote speaking proficiency.

Furthermore, fluency—the smooth, natural, and confident use of language—requires systematic exposure and real-time practice. Fluency-building methods such as shadowing, repetition drills, and timed speaking tasks have been empirically proven to improve speech rate and coherence. Nation and Newton note that speaking fluency is best developed when learners are encouraged to focus on meaning rather than form, allowing them to build automaticity in speech production.

Building upon the foundations of communicative methods and learner-centered instruction, the further advancement of English speaking skills demands a strategic and adaptive approach that addresses both individual learner needs and the evolving context of global communication.

One such strategy involves the intentional language development of discourse-level features, such as coherence, cohesion, and discourse markers. Fluency is no longer perceived as mere speed or accuracy, but as the ability to express complex thoughts with logical structure and emotional nuance. To achieve this, educators increasingly incorporate task-based learning that challenges learners to produce extended speech within meaningful, goal-oriented contexts.

Furthermore, technology in language learning continues to play a transformative role. Artificial intelligence (AI)-powered applications, speech recognition tools, and real-time feedback systems offer learners immediate insights into their pronunciation, intonation, and grammar usage. These tools create data-informed learning environments where students can monitor their progress and adjust their strategies accordingly. For example, platforms like ELSA Speak or Speechling offer targeted

fluency training, helping learners internalize rhythm and stress patterns of natural English speech.

This integration of technology not only enhances motivation and engagement but also ensures a higher level of linguistic precision and communicative adaptability.

Equally important is the continuous promotion of communicative methods that foster spontaneity and critical thinking. Incorporating real-life simulations, such as mock interviews, academic presentations, and negotiation tasks, immerses students in contexts that mirror authentic communication.

These methods help learners manage interactional features like turn-taking, clarification requests, and repair strategies—skills vital for effective spoken communication in both academic and professional spheres.

At the core of these strategies remains the learner-centered approach, which emphasizes

differentiation and learner autonomy. Through tools like learning portfolios, reflection journals, and personalized speaking logs, students can take ownership of their language journey. This empowerment

cultivates meta-cognitive awareness and encourages goal-setting, which are key for sustaining long-term fluency development. In such classrooms, the teacher functions more as a facilitator or coach, guiding students toward their communicative potential rather than controlling every aspect of instruction.

Nevertheless, despite methodological advancements, challenges persist. Many learners struggle with anxiety, limited exposure to authentic language, or insufficient opportunities for interaction. Addressing these barriers requires inclusive pedagogical planning that integrates emotional support, diverse communication models, and intercultural awareness. Strategies such as small-group interactions, peer mentoring, and collaborative projects can reduce effective filters and create safe spaces for oral experimentation.

In summary, the development of English speaking skills is a multifaceted process that requires a dynamic blend of methodological innovation, technological support, and personalized learning strategies. As explored throughout this article, communicative methods offer a strong foundation by immersing learners in authentic, interaction-driven contexts. At the same time, learner-centered approaches empower students to take ownership of their learning, fostering greater motivation, autonomy and reflective thinking.

Moreover, the integration of technology has significantly transformed the ways in which learners can access and engage with spoken English. Tools powered by artificial intelligence, real-time feedback systems, and virtual communication platforms not only enhance accessibility but also provide customized support that aligns with learners' individual strengths and weaknesses. These tools bridge the gap between classroom practice and real-world application, allowing students to rehearse, refine, and ultimately master their spoken English in meaningful contexts.

Importantly, fluency in English should not be viewed merely as the ability to speak quickly or accurately. True fluency involves the ability to communicate ideas clearly, respond appropriately to different social situations, and express oneself with coherence, confidence, and cultural sensitivity. Achieving this level of competence requires a learning environment that supports risk-taking, encourages creative expression, and provides consistent opportunities for interaction.

Despite the progress made in pedagogy and technology, challenges such as language anxiety, lack of speaking opportunities, and limited exposure to authentic speech still hinder learners' progress. To address these issues, educators must design inclusive, flexible, and emotionally supportive learning environments that reduce barriers and promote positive speaking experiences.

Ultimately, the path toward effective English speaking is continuous and evolving. By combining communicative practice, technological innovation, and learner-driven methodologies, educators can cultivate learners who are not only fluent speakers but also confident global communicators capable of thriving in diverse academic, social, and professional settings.

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