

THE WAYS OF TEACHING SPEAKING SKILL

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Abstract: *Teaching speaking skills in a foreign or second language classroom is essential for fostering communicative competence. This article examines various approaches and techniques that educators can use to enhance speaking abilities among learners. It discusses the traditional grammar-translation and audio-lingual methods, along with modern communicative and task-based approaches that emphasize real-world interaction. The role of authentic materials, peer interaction, and error correction is also explored, alongside the integration of technology such as language learning applications and digital media. Furthermore, the article emphasizes the importance of creating a low-stress, student-centered environment where learners feel comfortable experimenting with language and engaging in meaningful communication. By adopting a variety of strategies, teachers can cater to different learner needs, enabling more effective development of speaking skills.*

Keywords: *speaking skills, communicative competence, language teaching methods, task-based learning, grammar-translation method, audio-lingual method, authentic materials, error correction, peer interaction, technology in language teaching.*

Introduction

The ability to communicate effectively in a second language is one of the primary goals for language learners, making speaking skills a key focus in language education. Traditionally, teaching speaking was approached with methods that focused on accuracy and memorization, such as the grammar-translation and audio-lingual methods. However, with the rise of communicative language teaching (CLT), the emphasis has shifted to fostering fluency and real-life communication.

Speaking is one of the most fundamental skills in language acquisition, often considered the most direct form of communication. As language learners seek to express their thoughts, ideas, and emotions in the target language, the development of speaking skills becomes a primary focus of language instruction. Unlike receptive skills such as listening and reading, speaking requires immediate and real-time language production, making it one of the most challenging skills for learners to master.

Effective teaching of speaking skills is essential for learners to achieve communicative competence, enabling them to use the language in various social contexts. Over the years, language teaching methodologies have evolved, shifting from accuracy-based approaches like grammar-translation to fluency-driven methods such as communicative language teaching (CLT) and task-based learning (TBL). This evolution reflects a growing

understanding of the need for learners to practice speaking in realistic, interactive settings rather than solely focusing on linguistic correctness.

In today's classrooms, teachers employ a wide range of strategies to support speaking development, from traditional drills to modern communicative tasks. Moreover, advancements in technology have provided additional tools, such as language learning apps and online conversation platforms, which allow learners to engage in meaningful speaking practice beyond the classroom.

This article explores the various methods used to teach speaking skills, examining their benefits and challenges. It also highlights the role of authentic materials, peer interaction, and a supportive learning environment in fostering language production. By understanding these approaches, teachers can better facilitate the development of speaking proficiency in their students, preparing them for real-world communication.

Traditional Approaches to Teaching Speaking

1. **Grammar-Translation Method:** This approach focuses on the accuracy of language use, primarily through reading and writing. While speaking is not the central focus, it often involves translating spoken texts and repeating grammatical structures.

2. **Audio-Lingual Method:** Rooted in behaviorism, this method relies on repetition, drills, and memorization of dialogues to teach speaking. Learners practice speaking through structured dialogues, reinforcing language patterns.

Communicative and Task-Based Approaches:

1. **Communicative Language Teaching (CLT):** CLT focuses on interaction as the core of language learning. Speaking activities like role-play, debates, and group discussions encourage learners to use language spontaneously in real-life contexts. The emphasis is on fluency over accuracy, allowing learners to communicate effectively even when making mistakes.

2. **Task-Based Learning (TBL):** This approach uses tasks such as problem-solving, interviews, or collaborative projects to engage students in meaningful language use. Speaking tasks are designed to replicate real-world activities, helping learners use the target language for specific purposes.

Role of Authentic Materials Incorporating authentic materials, such as news broadcasts, podcasts, interviews, and dialogues from native speakers, allows learners to experience how the language is used in real contexts. Authentic materials not only expose learners to natural language use but also motivate them by showing the practical value of their learning.

Technology in Teaching Speaking With advancements in technology, new tools have emerged to support speaking practice. Language learning applications, online conversation platforms, and video-conferencing tools connect learners with native speakers or conversation partners worldwide. These tools offer opportunities for learners to practice speaking in diverse, real-world contexts outside the classroom.



MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

Creating a Supportive Classroom Environment A supportive, low-anxiety classroom environment is vital for successful speaking skill development. Teachers should encourage a culture where making mistakes is seen as part of the learning process.

Collaborative activities and peer feedback sessions can create a safe space for learners to experiment with the language, leading to greater speaking confidence.

Error Correction in Speaking Activities Effective error correction is a delicate balance between maintaining fluency and addressing linguistic inaccuracies. In the early stages of speaking practice, it is often best to prioritize fluency and delay correction until learners are comfortable. Later, targeted feedback on common errors can be provided, helping learners refine their language skills without inhibiting their willingness to speak.

Conclusion

Developing speaking skills requires a blend of methods that cater to different learning styles and objectives. While traditional methods focus on structure and accuracy, communicative and task-based approaches emphasize real-world interaction and fluency. Incorporating authentic materials, leveraging technology, and fostering a supportive classroom environment further enhance speaking skill development. Teachers should adopt a flexible approach, integrating various techniques to meet the diverse needs of language learners and guide them toward confident, effective communication.

Teaching speaking skills is a complex but crucial component of language education, as it equips learners with the ability to communicate effectively in real-life situations. Over time, language teaching methods have evolved from accuracy-focused approaches, such as the grammar-translation method, to more fluency-oriented approaches like communicative language teaching and task-based learning. Each method offers unique benefits, whether emphasizing structured practice or fostering spontaneous communication.

Incorporating authentic materials, promoting peer interaction, and utilizing technology are essential strategies for creating an engaging, interactive learning environment. Additionally, a supportive classroom atmosphere that encourages risk-taking and views mistakes as learning opportunities is critical for building learners' speaking confidence.

Ultimately, a balanced approach, integrating various techniques tailored to learners' needs, enables teachers to cultivate speaking proficiency effectively. By combining these diverse strategies, educators can guide students toward fluency, helping them become confident, competent speakers in the target language.



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