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METHODOLOGY OF FORMING SPEAKING SKILLS IN DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE CLASSES

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Abstract

The article investigates how teachers develop speaking skills in their students who need to achieve communicative competence from their foreign language studies. The study uses contemporary Uzbek and international scholarly literature to identify essential methods and teaching resources and theoretical models that support successful speaking skill development. The article demonstrates that digital technologies and interactive formats should be integrated with communicative methodology to create an effective system which improves student oral skills. The findings contribute to ongoing discourse on optimizing foreign language pedagogy in the context of Uzbekistan's educational reforms.

Keywords

communicative competence, speaking skills, communicative approach, interactive methods, digital technologies, oral proficiency

Annotatsiya

Ushbu maqola chet tili ta'limida kommunikativ kompetensiyaning markaziy tarkibiy qismi sifatida so'zlashuv ko'nikmalarini shakllantirishning metodologik asoslarini o'rganadi. Zamonaviy o'zbek va xalqaro ilmiy adabiyotlar tahlili asosida so'zlashuv ko'nikmalarini samarali rivojlantirishni ta'minlovchi asosiy yondashuvlar, pedagogik vositalar va nazariy asoslar aniqlanadi. Maqolada kommunikativ metodologiya raqamli texnologiyalar va interaktiv formatlar bilan tizimli ravishda uyg'unlashtirilganda o'rganuvchilarning og'zaki nutq savodxonligida eng barqaror natijalarga erishilishi ta'kidlanadi. Olingan xulosalar O'zbekiston ta'lim islohotlari doirasida chet tili pedagogikasini optimallashtirishga oid ilmiy muloqotga hissa qo'shadi.

Kalit so'zlar

kommunikativ kompetensiya, so'zlashuv ko'nikmalari, kommunikativ yondashuv, interaktiv metodlar, raqamli texnologiyalar, og'zaki nutq savodxonligi

Аннотация

В данной статье рассматриваются методологические основы формирования навыков говорения как центрального компонента коммуникативной компетенции в обучении иностранным языкам. На основе анализа современной узбекской и

международной научной литературы выявлены ключевые подходы, педагогические инструменты и теоретические основы, обеспечивающие эффективное развитие навыков говорения. В статье утверждается, что коммуникативная методология, систематически интегрированная с цифровыми технологиями и интерактивными форматами, обеспечивает наиболее устойчивые результаты в развитии устной речевой компетентности обучающихся. Полученные выводы вносят вклад в продолжающийся научный дискурс по оптимизации педагогики иностранного языка в контексте образовательных реформ Узбекистана.

Ключевые слова

коммуникативная компетенция, навыки говорения, коммуникативный подход, интерактивные методы, цифровые технологии, устная речевая компетентность

INTRODUCTION

The formation of communicative competence has become one of the central imperatives of contemporary foreign language education which shows a global shift in teaching methods from grammar-translation models to practice-oriented and meaning-focused learning systems. The educational framework places special emphasis on speaking abilities because people use their spoken language skills to show their language proficiency which creates important social effects. The current educational modernization efforts in Uzbekistan make this educational priority more critical because national curricula require students to demonstrate practical foreign language skills instead of simply knowing foreign language facts [1]. The problem, however, persists because most classroom environments continue to teach students about linguistic rules through passive methods which prevent them from developing their speaking skills. Researchers working within Uzbek educational contexts have consistently identified insufficient speaking practice, lack of authentic communicative tasks, and limited use of interactive methodologies as primary obstacles to the development of genuine oral competence [2], [4].

METHODOLOGY AND LITERATURE REVIEW

The current research focuses entirely on reviewing recent academic studies that examine how people develop their ability to communicate and speak in foreign language education. The communicative approach, as theorized and applied in foreign language teaching, rests on the premise that language is fundamentally a social tool and that its acquisition is most effective when learners engage in purposeful, meaning-oriented interaction [3]. Contemporary researchers have developed multiple research directions from this original research base. Israilova demonstrates that interactive teaching methods which include role-plays and discussions and problem-solving tasks lead to two educational outcomes because they drive students to create spoken language and they also make students develop their ability to think about their own learning process [1]. Yuldasheva's analysis of English language teaching methodology argues that the communicative approach must be continuously refined to account for the specific sociocultural and institutional contexts of Uzbek learners who face a challenge because their classroom experience emphasizes listening skills instead of speaking skills.

Researchers The study conducted by Rahmonov shows that German language instruction achieves better results in developing communicative competence through the use of structured oral tasks which teachers implement within educational environments that encourage students to take risks and work together while using real-world language skills [3]. Ahmedova emphasizes that communicative competence develops through systematic processes which

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require teachers to implement teaching methods that combine multiple skills in a structured sequence for students to learn speaking skills through continuous practice. Bozorova's study demonstrates that English language lessons require a new design because the current educational system needs to replace teacher-led presentations with interactive student learning environments which allow students to use their speaking skills for actual communication instead of assessment purposes [5].

Sherdil shows through his research that digital technologies serve an important function in academic learning because students use digital platforms and multimedia resources to boost their motivation to speak while they practice speaking skills in real-world situations which they cannot access from traditional classrooms [6]. The study conducted by Umarova shows that animations help students build their interactive skills because visual and multimodal stimuli work as effective speaking prompts which decrease student anxiety while they create more contextually appropriate spontaneous speech [7]. Xoliqova's research about teaching methods for building sentence formation skills shows that students need both grammatical knowledge and speaking ability to succeed at their work because tasks require them to show grammatical proficiency while using language in real situations [8], [9]. Mamayusupova studies language and speech development to show that people acquire their ability to communicate through a process which links all their skills together because their ability to speak, understand others, and use language concepts develop together in an ongoing process of growth [10].

RESULTS AND DISCUSSION

The reviewed literature produces multiple shared findings which establish a unified research framework that researchers can use to develop their speaking skills. The communicative approach stands as the most effective theoretical framework for teaching foreign language speaking skills when teachers implement it as a complete educational system that guides their selection of learning materials and evaluation methods and their management of classroom activities. The shift from form-focused teaching methods to meaning-focused teaching practices requires educators to undergo a complete transformation which affects their responsibilities and students' control over their learning and the fundamental objectives of classroom interactions. Interactive methods which include collaborative tasks and simulations and dialogic activities and problem-based scenarios serve as the main teaching approach that enables students to develop their speaking skills. The methods achieve their effectiveness through two mechanisms which enable students to practice speaking and establish authentic communication environments that force students to use all their language skills and practical knowledge to reach their communication objectives.

This conditions the kind of procedural, automatized knowledge that characterizes real fluency, as opposed to the declarative knowledge that conventional grammar instruction typically produces. Third, digital technologies have emerged as a significant enabling factor in modern speaking instruction, expanding the range of authentic communicative contexts available to learners and allowing for individualized, self-paced oral practice beyond the constraints of the classroom hour [6], [7]. The integration of animations, digital simulations, and multimedia platforms does not replace the interpersonal dimension of communicative practice but augments it by providing additional motivational and contextual scaffolding. Fourth, the development of speaking skills must be understood in relation to the broader architecture of communicative competence, which encompasses not only linguistic but also sociolinguistic, discourse, and strategic dimensions. Effective methodology therefore attends not only to phonological and grammatical accuracy in oral production but also to learners' ability to manage interaction, negotiate meaning, deploy conversational strategies, and adapt

their speech to different audiences and purposes. This holistic conception of speaking competence has direct implications for task design, sequencing, and assessment in the foreign language classroom. Fifth, the specific institutional and sociocultural context of Uzbek educational settings warrants particular methodological attention: researchers consistently note that learners accustomed to teacher-directed, examination-oriented instruction may require explicit pedagogical scaffolding to develop the confidence, initiative, and tolerance for ambiguity that communicative speaking tasks demand.

CONCLUSION

The analysis conducted in this article confirms that the formation of speaking skills within the framework of communicative competence development constitutes both a pedagogical priority and a methodological challenge in contemporary foreign language education. The literature reviewed demonstrates broad scholarly consensus on the primacy of the communicative approach, the pedagogical value of interactive and task-based methods, and the growing importance of digital technologies as enablers of authentic oral practice. At the same time, effective speaking instruction demands more than the adoption of particular techniques: it requires a coherent methodological philosophy that integrates task design, learner agency, contextual authenticity, and systematic scaffolding within the specific conditions of the educational environment. For Uzbek foreign language pedagogy, the integration of these principles represents both a theoretical imperative and a practical necessity in meeting the communicative demands of contemporary society.

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