

DEVELOPING QUESTIONING SKILLS IN ENGLISH LANGUAGE CLASSROOMS: STAGES AND THEORETICAL PRINCIPLES

Pirnapasova Umida Anvarovna

*Teacher of Tashkent State University
of Uzbek Language and Literature named after Alisher Navoiy*

E-mail: pirnapasovaumida@gmail.com

<https://doi.org/10.5281/zenodo.20268848>

Annotation: This article is devoted to improving the methods of developing students questioning skills in English language classes. In the current era of globalization and rapidly developing digital education, the development of questioning skills serves as a key tool for enhancing students' knowledge and increasing their interest in the subject. Therefore, improving the methods of developing students' questioning skills in English language lessons has become highly important. The research highlights the linguadidactic essence of questioning skills, their role in developing communicative competence, as well as the theoretical and practical foundations of their formation. In addition, the effectiveness of modern pedagogical approaches, interactive methods, and innovative technologies aimed at improving questioning skills in English classes is analyzed.

Keywords: questioning skills, English language education, communicative competence, interactive methods, innovative technologies, Linguadidactics.

INGLIZ TILI MASHG'ULOTLARIDA SAVOL BERISH KO'NIKMASINI SHAKLLANTIRISH BOSQICHLARI VA TAMOYILLARI

Annotatsiya: Mazkur maqola ingliz tili mashg'ulotlarida o'quvchilarning savol berish ko'nikmalarini shakllantirish metodlarini takomillashtirish masalasiga bag'ishlangan. Hozirgi globallashuv va raqamli ta'lim rivojlanayotgan davrda talabalar bilimini oshirish, ularni fanga bo'lgan qiziqishlarini uyg'otishda savol berish metodlarini shakllantirish asosiy manba bo'lib xizmat qiladi. Shu sababli ingliz tili mashg'ulotlarida o'quvchilarning savol berish ko'nikmalarini shakllantirish metodlarini takomillashtirish muhim ahamiyat kasb etmoqda. Tadqiqot ishida savol berish ko'nikmasining lingvodidaktik mohiyati, uning kommunikativ kompetensiyani rivojlantirishdagi o'rni hamda uni shakllantirishning nazariy va amaliy asoslari yoritilgan. Shuningdek, ingliz tili darslarida savol berish ko'nikmasini rivojlantirishga qaratilgan zamonaviy pedagogik yondashuvlar, interaktiv metodlar va innovatsion texnologiyalarning samaradorligi tahlil qilingan.

INTRODUCTION.

In foreign language teaching methodology, the development of communicative competence is considered one of the primary objectives. One of the most important components of communicative competence is the ability to ask questions effectively. In English language classes, questioning skills play a crucial role in developing students' thinking abilities, enhancing their capacity to engage in communication, and creating opportunities to use the target language in real-life situations. Therefore, the development of questioning skills is regarded as one of the essential methodological directions in language teaching.

Questioning skill can be defined as a learner's ability to formulate grammatically and logically

correct questions in a particular communicative situation in order to obtain necessary information, maintain a conversation, exchange ideas, and manage interaction effectively. This skill depends not only on grammatical knowledge but also on vocabulary range, pronunciation, listening comprehension, and communicative culture.

In English, the process of asking questions has its own specific grammatical structure. Students are required to use auxiliary verbs, interrogative pronouns, tense forms, and correct word order appropriately while constructing questions. Consequently, the development of questioning skills also contributes significantly to strengthening learners' grammatical competence.

From a linguadidactic perspective, questions can be classified into several types:

General questions (Yes/No questions);

Special questions (Wh-questions);

Alternative questions;

Tag questions;

Indirect questions.

Each type of question performs different communicative functions depending on the context. For example, general questions are used to obtain short and direct answers, while special questions allow learners to gather more detailed information from their interlocutors. Indirect questions, on the other hand, are especially important in formal and polite communication contexts.

In English language teaching, the development of questioning skills is considered an essential component of enhancing students' communicative competence. Contemporary pedagogical and methodological studies emphasize that this skill is one of the key factors in promoting learners' independent thinking, active participation in communication, and critical thinking abilities.

According to Jack C. Richards and Jeremy Harmer, asking questions serves as an effective tool for transforming passive knowledge into active language use, enabling students to become active participants in the learning process rather than passive recipients of information.

Stages of Developing Questioning Skills

The process of developing questioning skills in English language classes should be organized systematically and gradually. It generally includes the following stages:

1. Motivational Stage

At the motivational stage, learners develop the need and interest to ask questions. At this stage, the teacher encourages students to ask questions through problem-solving situations, visual materials such as pictures and videos, and authentic communicative contexts. According to Lev Vygotsky, students' cognitive activity is closely related to motivation; therefore, fostering interest and engagement is considered the first step in developing effective questioning skills.

2. Reproductive Stage

At the reproductive stage, learners are taught to formulate questions based on ready-made patterns and models. Questions are generated using dialogues, grammatical structures, and templates provided by the teacher. The primary focus at this stage is on grammatical accuracy and correct sentence formation.

Examples:

Are you a student?

What is your name?

Where do you live?

Did you cook anything yesterday?

How long did it take you to get to the library yesterday?

This stage helps students develop the initial mechanism of question formation and strengthens their understanding of English interrogative structures.

3. Productive Stage

At the productive stage, learners begin to formulate their own questions independently. At this level, the use of open-ended questions, referential questions, and problem-solving questions is strongly encouraged, as these types of questions foster creativity and critical thinking.

The teacher usually provides a specific topic or communicative situation, and students generate questions based on that context.

Example: Topic – “*Travel*”

Where did you travel last summer?

How did you go there?

Who did you travel with?

At this stage, learners’ vocabulary range, logical thinking, and ability to express ideas independently are significantly enhanced.

4. Interactive Stage

The interactive stage focuses on using questioning skills in authentic communication through pair work and group activities. Teaching methods such as Role Play, debates, interviews, and discussions are particularly effective at this level.

This stage represents the highest level of questioning competence, where learners can ask questions freely and spontaneously in real communicative situations. Questions emerge naturally according to the flow and content of the conversation.

Examples:

Why do you think learning English is important?

What would you change in the education system?

How can technology improve language learning?

At this stage, students demonstrate critical thinking, problem-solving abilities, and advanced communicative competence.

5. Reflective and Evaluation Stage

At the final stage, learners analyze the questions they have asked, identify their mistakes, and evaluate their own progress. This reflective process develops metacognitive skills and promotes autonomous learning.

The development of questioning skills is therefore a gradual and systematic process. In methodological literature, this process is commonly described as a multi-stage progression from controlled practice to independent communicative use.

Principles of Developing Questioning Skills

To effectively develop questioning skills, it is essential to follow several didactic and methodological principles.

Communicative Principle

According to this principle, questions should not be artificial but should serve a real communicative purpose. Learners should use questions to obtain information, exchange opinions, and maintain interaction.

Activity Principle

All learners should actively participate in classroom activities. Question-and-answer tasks increase students’ verbal engagement and encourage active language use.

Principle of Consistency and Systematicity

Questioning skills should be developed progressively—from simple to more complex forms.

Learners first master basic questions and then gradually move toward more sophisticated communicative questioning.

Individualization Principle

Each learner's language proficiency level, interests, and psychological characteristics should be taken into account. More advanced learners may be given complex tasks, while struggling students should receive simplified exercises tailored to their needs.

Interactivity Principle

Pair work, group discussions, debates, and role-playing activities are essential for promoting questioning behavior. Interactive methods encourage students to express their thoughts freely and engage in meaningful communication.

Today, in English language teaching, the development of questioning skills is viewed not only as a grammatical objective but also as an important means of developing communicative competence. A learner who knows how to ask questions effectively can maintain conversations, express independent opinions, and use English successfully in real-life situations. Therefore, the systematic use of questioning-based activities in the classroom is essential for achieving successful language learning outcomes.

CONCLUSION.

The analysis of the scientific literature and academic sources used in preparing this article demonstrates that the development of questioning skills in English language classes is one of the most relevant and significant areas of modern language teaching methodology. In particular, the theoretical perspectives and scholarly contributions of Jack C. Richards, Jeremy Harmer, H. Douglas Brown, Lev Vygotsky, and Stephen Krashen were carefully examined. Their research highlights key pedagogical concepts such as the communicative approach, interactive teaching methods, Scaffolding, and the development of learners' independent and critical thinking skills. Based on these theoretical foundations, the present study identifies and substantiates effective methodological approaches and instructional strategies for enhancing questioning skills, thereby contributing to the development of learners' communicative competence and improving the overall effectiveness of English language teaching from a Linguadidactics perspective.

REFERENCES:

1. Harmer J. The Practice of English Language Teaching – London: Longman, 2007.
2. Harmer J. How to Teach English – London: Pearson Longman, 2007.
3. Brown H.D. Teaching by Principles: An Interactive Approach to Language Pedagogy – New York: Longman, 2001.
4. Brown H.D. Principles of Language Learning and Teaching – Pearson Education, 2007.
5. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching – Cambridge University Press, 2001.
6. Scrivener J. Learning Teaching – Oxford: Macmillan, 2011.
7. Thornbury S. How to Teach Speaking – London: Longman, 2005.
8. Celce-Murcia M. Teaching English as a Second or Foreign Language – Boston: Heinle & Heinle, 2001.
9. Nigmatovna, P. D. Y. N. (2025). ZAMONAVIY PEDAGOGIK TEXNOLOGIYALAR ORQALI TA'LIMNI INDIVIDUALLASHTIRISH.
10. THE ROLE OF AN INDIVIDUALIZED APPROACH IN MODERN EDUCATION . (2025). Global Science Review, 3(1), 3-12. <https://global-science-review.com/ojs/index.php/gsr/article/view/481>



11. Nargiza, Y. (2024). Increasing student's interest in english language in mixed education technology.
12. Nigmatovna, Y. N. INCREASING STUDENT'S INTEREST IN ENGLISH LANGUAGE IN MIXED EDUCATION TECHNOLOGY.