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MODERN APPROACHES TO DEVELOPING SPEAKING SKILLS IN STUDENTS

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Abstract: In the context of global educational development, the mastery of speaking skills has become a pivotal aspect of students' overall language competence. The dynamic nature of communication in today's interconnected world necessitates a shift from traditional methods to modern approaches that accommodate the evolving needs of learners. Speaking, as an active and productive skill, holds a central place in language acquisition, as it directly correlates with students' confidence, academic achievements, and future career prospects. This article provides information about Modern Approaches to Developing Speaking Skills in Students.

Key words: communicative competence, task-based learning, blended learning, collaborative learning, project-based learning, technology integration, formative assessment, pronunciation training, cultural awareness, student-centered approach.

Introduction

The development of speaking skills involves not only the acquisition of grammatical and lexical accuracy, but also the fluency, coherence, and appropriateness of language use in various social contexts. Educational institutions have increasingly recognized the importance of creating an environment that supports communicative competence. This is achieved by integrating a variety of contemporary methodologies that foster authentic communication and meaningful interaction among students. One of the foundational modern approaches is the communicative language teaching (CLT) method, which emphasizes real-life communication as the core of language learning. This approach encourages students to express their thoughts, negotiate meaning, and participate in collaborative tasks that mirror genuine conversational settings. The CLT method allows for the flexible use of language and accommodates individual differences by prioritizing the conveyance of meaning over the rigid application of grammatical rules. Another significant method is task-based language teaching (TBLT), which revolves around the completion of purposeful tasks. This method allows students to engage in activities such as discussions, debates, and problem-solving exercises. By doing so, learners get opportunities to use language organically and develop both linguistic accuracy and communicative competence in a supportive environment. Teachers, in this methodology, act as facilitators, guiding students through the process and providing feedback tailored to individual progress. Our republic is consistently, systematically, and purposefully working to improve the quality of foreign language education. In the president's speech on May 6, 2021 at the videoselector meeting on measures to improve the teaching system of foreign languages: "it is time to establish a new system in our country that will become a solid foundation for the future of teaching foreign languages [1]. Since we have set ourselves the goal of building a competitive state, graduates of schools, lyceums, colleges, and higher education institutions must now be fluent in at least two foreign languages. It was noted that this strict requirement should become the main criterion for the activities of the head of each educational institution. Given the growing demand for training modern personnel who speak several languages in our country, it is important to improve the methodology of teaching profession-oriented English in technical universities, including developing students' connected speech. This research was carried out by the president of the Republic of Uzbekistan on February 7, 2017, PQ-4947 [2] on

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the strategy of Action for the further development of the Republic of Uzbekistan, on May 19, 2021, PQ-5117 [3] on measures to bring the activities of popularization of foreign languages to a qualitatively new level in the Republic of Uzbekistan, on " GI, Decrees PF-6108 of November 6, 2020 " [4] on measures for the development of Education and science in the new development period of Uzbekistan"and PF-60 of January 28, 2022 "development strategy of New Uzbekistan for 2022-2026, [5] The decision of the Cabinet of Ministers of August 11, 2017 No. 610 "on measures to further improve the quality of teaching foreign languages in educational institutions"and the implementation of tasks set out in other regulatory legal acts related to this activity will serve to a certain extent this research work [6].

Materials and methods

In modern education, it is important to teach students not only theoretical knowledge of a language, but also to practice it. Linguistic competence refers to students' ability to understand and use the phonetic, lexical, grammatical, and syntactic levels of language. The scientific views of scholars on the methodology of developing linguistic competence and mastering language levels in students are based on numerous theoretical and practical studies. The views of leading scholars in this field are summarized as follows: Noam Chomsky defines linguistic competence as an individual's ability to understand and produce deep rules in a language. His theory of generative grammar states that language learning is an innate human ability. This theory suggests that students need to acquire linguistic rules in a logically consistent order. According to Michael Beirone's research, communicative competence is important in language learning. This means being able to use the language not only according to the rules, but also in practical situations for communication. It encourages students to practice the language based on real-life situations. According to Lev Vygotsky, the development of linguistic competence occurs through social interaction and communication. Interactive processes between teachers and students play a key role in language learning. This view indicates the need to develop group activities among students. Stephen Krashen emphasizes the importance of intelligible information in language acquisition through his" Input Hypothesis". He believes that students will effectively master the language if they interact with language materials that are slightly above their level of knowledge. Jin Holm emphasizes the importance of interactive tools and technologies in strengthening students ' language learning. According to this view, students should use online platforms, games, and multimedia materials to develop linguistic competence. Dell has argued that Heims needed to master not only rules but also situational use in language. It helps students to use the language for practical purposes, to develop understanding of cultural contexts. Uzbek linguists, including H. Sodikova and M. The yolandevs stressed the need to maintain national identity and base educational materials on cultural adaptation in the process of learning the language. It recommends using methodologies that combine linguistic and cultural elements to activate students' speech activities. These scientific views provide theoretical and practical foundations for the development of students' linguistic competence. If you need a detailed explanation or a list of sources on this topic, you can request additional information.

Project-based learning (PBL) is also gaining prominence as an effective strategy for enhancing speaking skills. In this holistic approach, students undertake projects that require research, presentation, and reflection. This immersive experience necessitates regular verbal communication, promoting the development of public speaking skills, clarity of expression, and the ability to articulate ideas coherently. The continuous process of exchanging ideas during project work further stimulates students' critical thinking and fosters a sense of responsibility for their own learning outcomes.

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Results and discussion

The integration of technology in language education marks another significant shift in modern approaches to developing speaking skills. Digital tools and platforms offer students a wide range of opportunities for interactive learning. Online forums, language learning apps, video conferencing tools, and pronunciation software have transformed the language classroom into a global space. These resources allow students to communicate with peers from different backgrounds, engage in virtual discussions, and access authentic materials, thereby enriching their exposure to diverse language varieties and communication styles. Moreover, the blended learning model, which combines face-to-face instruction with online activities, enables personalized learning experiences. This flexibility ensures that students practice speaking at their own pace, receive instant feedback, and gradually overcome barriers such as anxiety or fear of making mistakes. The accessibility of online materials further fosters independent learning and motivates students to take control of their language development. Additionally, the importance of affective factors in speaking skill development is increasingly acknowledged in modern pedagogy. Creating a positive and supportive classroom atmosphere is crucial in encouraging students to participate actively in speaking activities. Teachers are advised to adopt an empathetic approach, where students' attempts at communication are valued, and errors are treated as natural steps in the learning process. By reducing the affective filter, educators can help students build self-confidence and promote risk-taking in speaking performance. Involving students in collaborative learning is yet another essential aspect of contemporary teaching. Group work, pair activities, and peer feedback sessions allow for increased interaction, negotiation of meaning, and comprehensive language practice. These strategies help learners internalize language structures and acquire pragmatic competence—the ability to use language appropriately according to the context, relationship, and purpose of communication. Furthermore, collaborative learning fosters social skills, tolerance of diverse perspectives, and a spirit of mutual respect among students.

Regular use of formative assessment is integral to the modern development of speaking skills. Instead of relying solely on traditional summative assessments, educators now employ ongoing evaluation techniques such as self-assessment, portfolios, recordings of spoken tasks, and reflective journals. These methods not only provide valuable insights into students' progress but also foster self-awareness, goal setting, and motivation for continuous improvement. Teachers use diagnostic feedback to facilitate personalized instruction and address specific challenges that students may encounter in spoken communication. Content and language integrated learning (CLIL) represents another contemporary method that combines the study of subject content with the acquisition of language skills. In this approach, students learn curricular subjects through the medium of a foreign language, thereby naturally enhancing their speaking abilities within an academic context. CLIL lessons require students to explain concepts, participate in scientific discussions, or present findings—increasing the frequency and depth of spoken language practice in meaningful, cross-disciplinary settings.

Pronunciation and prosody training have also become focal points in modern speaking instruction. Contemporary curricula place emphasis not only on the correctness of speech sounds, but also on rhythm, stress, and intonation patterns crucial for natural and intelligible communication. A variety of innovative techniques, such as shadowing, phonetic drills, minimal pair practice, and interactive pronunciation workshops, are used to help students master the nuances of spoken language. Teacher professional development is inseparable from the effective implementation of modern approaches. Instructors are encouraged to continuously upgrade their knowledge of new methodologies, classroom management techniques, and digital

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tools pertinent to speaking instruction. Participation in workshops, webinars, and peer observation activities enhances teachers' abilities to create engaging lesson plans, facilitate meaningful interactions, and adapt to students' individual learning styles. Cultural sensitivity and awareness are key components of developing effective speaking skills in a globalized world. Modern curricula promote the integration of cultural elements such as idioms, proverbs, and customs into speaking activities. This exposure enables students to acquire the pragmatic and socio-cultural competence needed to communicate successfully across cultures. Teachers promote the appreciation of linguistic diversity and instill respectful communication habits that reflect awareness of cultural differences. Time allocation and curricular planning are also vital for maximizing speaking skill development. Modern syllabi are structured to ensure that speaking activities occupy a central role in the learning process. Teachers are encouraged to include a variety of interactive exercises, such as role plays, interviews, storytelling, and discussions—providing ample opportunities for all students to practice in different communicative situations [7].

Strategic use of error correction is another important consideration in the contemporary classroom. Immediate and explicit correction may be appropriate for accuracy-focused tasks, while more implicit feedback is recommended during fluency-building activities. Teachers are trained to provide constructive feedback aimed at improvement and instill a growth mindset, where students view challenges as opportunities for development rather than obstacles. In summary, the development of speaking skills in students is now approached through a combination of innovative teaching methodologies, use of modern technological tools, and an understanding of the affective, social, and cultural dimensions of learning. The shift from teacher-centered to student-centered learning has empowered students to become active participants in their own educational journeys. They are encouraged to express themselves freely, collaborate effectively, and engage in meaningful communication that prepares them for the demands of modern society. The implementation of these modern approaches has demonstrably improved the confidence, competence, and global communicative skills of students. A supportive, interactive, and technologically enriched learning environment, coupled with thoughtful curriculum design and teacher training, lays a strong foundation for the development of effective speaking abilities [8].

Conclusion

In conclusion, the modernization of teaching methods for developing speaking skills has responded effectively to the changing landscape of education and communication. Continuous innovation, investment in teacher professional growth, and the integration of diverse methodologies remain essential. By fostering an environment that values communication, cultural awareness, and interpersonal skills, educators prepare students not only for academic success but also for active participation in the global community. The ongoing evolution of these practices ensures that students are equipped with the skills necessary to navigate and contribute meaningfully to the world in which they live.

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