

DEVELOPING STUDENTS' SPEECH COMPETENCE IN ENGLISH LANGUAGE TEACHING

Maqsudova Gulnoz Olimovna

Teacher. PhD. Uzbekistan National Pedagogical University

Annotation: This article looks at successful approaches and theoretical grounds for improving students' speaking competency in English language acquisition. Speech competency is a primary aim in English education, and it includes listening, speaking, expressing ideas, and communicating methods. The study examines both classic and novel approaches for improving speech competence, such as games, role-playing, and digital tools. Practical examples from Uzbekistan and other countries are offered.

Keywords: speech competence, oral skills, EFL, teaching methodology, pedagogical innovations, analytical approach, motivation, communicative strategies

Annotatsiya: Ushbu maqola talabalarda og'zaki nutq kompetensiyasini rivojlantirishning samarali metodlari va nazariy asoslarini o'rganadi. Nutqiy kompetensiya ingliz tilini o'rgatishda asosiy maqsadlardan biri bo'lib, u tinglash, gapirish, fikrlarni ifodalash va kommunikativ strategiyalarni o'z ichiga oladi. Maqolada an'anaviy va innovatsion metodlar, shu jumladan o'yinlar, rol o'yinlari va texnologik vositalar orqali nutq kompetensiyasini oshirish usullari tahlil qilinadi. Shuningdek, O'zbekiston va xalqaro kontekstda amaliy misollar keltiriladi.

Kalit so'zlar: nutq kompetensiyasi, og'zaki ko'nikmalar, EFL, o'qitish metodikasi, pedagogik innovatsiyalar, tahliliy yondashuv, motivatsiya, kommunikativ strategiyalar

Аннотация: В статье рассматриваются эффективные методы и теоретические основы развития речевой компетенции студентов при изучении английского языка. Речевая компетенция является основной целью преподавания английского языка и включает в себя навыки аудирования, говорения, выражения мыслей и коммуникативные стратегии. Анализируются традиционные и инновационные методы, включая игры, ролевые упражнения

и цифровые инструменты для повышения речевой компетенции. Приводятся практические примеры из Узбекистана и международного опыта.

Ключевые слова: речевая компетенция, устные навыки, EFL, методика преподавания, педагогические инновации, аналитический подход, мотивация, коммуникативные стратегии

In today's globalized society, students need to be able to communicate successfully in English (Richards & Rodgers, 2014, p. 23). Developing speech competence include not just grammatical precision, but also the ability to express ideas, participate in debates, and employ appropriate communicative tactics (Brown, 2007, p. 45).

In Uzbekistan, English language training has been more focused on communicative ability, in accordance with international standards such as the CEFR (Common European Framework of Reference) (Abdullaev, 2020, p. 12). This transition necessitates instructors implementing novel techniques that improve both motivation and practical communication abilities.

The purpose of this article is to investigate several approaches for improving students' English-speaking competency and to assess their efficiency in both theoretical and practical settings.

Canale and Swain (1980, p. 5) describe speech competence as the combination of grammatical, sociolinguistic, discourse, and strategic competences. It emphasizes not just linguistic purity but also context-appropriate communication.

Grammatical competency includes knowledge of syntax, morphology, and phonology.

Understanding cultural norms and context appropriateness are essential components of sociolinguistic competency.

Discourse competency includes coherence and cohesiveness in protracted speech.

Strategic competency comprises compensation techniques for communication disruptions (Bachman, 1990, p.78).

According to research, including active learning strategies like role-playing, discussions, and project-based assignments increases students' speaking abilities greatly (Harmer, 2015, p. 102).

Methodological approaches

1. Traditional Methods

Lectures and repetition exercises give basic grammatical information but have little effectiveness in improving communicative ability (Thornbury, 2005, p. 88).

Dialogues and supervised practice aid learners in producing appropriate phrases, but they frequently lack spontaneity.

2 Innovative Methods

Role-playing and simulations enable pupils to practise real-world events (Larsen-Freeman, 2000, p. 67).

Task-based learning (TBL) engages students in meaningful tasks that improve fluency and engagement (Ellis, 2003, p. 135).

Digital tools and online platforms (e.g., language apps, video conferencing) provide interactive and self-paced practice (Godwin-Jones, 2018, p. 44).

3 Integration in Uzbekistan.

In Uzbekistan, colleges have begun to include project work and group discussions into English lessons. Students, for example, make brief presentations on cultural issues or engage in collaborative storytelling, which boosts both confidence and speaking competence (Islomov, 2021, p. 23).

Analytical and Creative Insights

Combining old and modern ways enables instructors to strike a balance between accuracy and communicating skills. For example:

Gamification of school activities increases motivation while also offering valuable language practice.

Peer feedback promotes introspective learning and enhances strategic competencies.

Students can employ language in genuine circumstances by working on mini-

projects like interviewing classmates or generating conversations.

The creative customization of content to students' interests and cultural backgrounds considerably improves engagement and retention (Richards, 2017, p.56).

Conclusion:

Developing students' speech competency necessitates a holistic strategy that incorporates grammar education, communicative activities, and novel teaching approaches. Both theoretical theories and actual examples from Uzbekistan show that active, student-centered techniques are the most effective. Educators should continue to use technology, collaborative projects, and incentive tactics to develop confident and proficient English speakers.

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