

DEVELOPING ENGLISH SPEAKING SKILLS THROUGH INTERACTIVE TECHNIQUES**Bahronov Nodirbek Aliyevich**

Bukhara State University

Researcher of the Faculty of foreign languages

Abstract: The article studies how interactive methods help language learners improve their English-speaking abilities. The research investigates current teaching methods and educational practices that help students develop their speaking skills. The research results show that interactive teaching methods improve students' speaking fluency and accuracy and their ability to speak with confidence when these methods are used in language teaching programs.

Keywords: speaking skills, interactive techniques, communicative competence, language pedagogy, oral communication, task-based learning

Аннотация: В данной статье рассматривается роль интерактивных методов в развитии навыков говорения на английском языке у изучающих язык. Исследование анализирует современные методологические подходы и педагогические практики, способствующие формированию компетенции устного общения. Результаты показывают, что интерактивные методы значительно повышают беглость речи учащихся, точность и коммуникативную уверенность при их систематической интеграции в языковую педагогику.

Ключевые слова: навыки говорения, интерактивные методы, коммуникативная компетенция, языковая педагогика, устное общение, обучение на основе задач

Annotatsiya: Ushbu maqolada til o'rganuvchilar orasida ingliz tilida nutq ko'nikmalarini rivojlantirishda interfaol texnikalarning roli o'rganiladi. Tadqiqot og'zaki muloqot kompetensiyasini shakllantirishga yordam beradigan zamonaviy metodologik yondashuvlar va pedagogik amaliyotlarni tahlil qiladi. Natijalar shuni ko'rsatadiki, interfaol texnikalar til pedagogikasiga tizimli ravishda integratsiya qilinganda o'quvchilarning nutq ravonligi, aniqligi va kommunikativ ishonchini sezilarli darajada oshiradi.

Kalit so'zlar: nutq ko'nikmalari, interfaol texnikalar, kommunikativ kompetensiya, til pedagogikasi, og'zaki muloqot, vazifaga asoslangan ta'lim

Introduction. Speaking proficiency represents a fundamental component of communicative language competence, yet remains one of the most challenging skills for English language learners to develop effectively. The ability to express ideas fluently and accurately in oral communication requires not only linguistic knowledge but also pragmatic awareness and psychological readiness to engage in spontaneous interaction [1]. Traditional language teaching methodologies used to focus on teaching students how to understand language and speak correctly while they studied grammar rules which caused students to learn about language but not develop their ability to speak it effectively [2]. The use of interactive techniques enables learners to take active roles in their learning, which proves to be an effective method for developing speaking skills. These approaches align with contemporary understanding of language acquisition as a socially-constructed process requiring meaningful interaction and negotiation of meaning [3].

Methodology and Literature Review. The researchers use systematic literature review methodology to analyze academic research about interactive methods that help students develop their speaking abilities. Language pedagogy uses interactive techniques which involve various teaching methods that allow students to learn through active participation and develop their skills



through real communication and group learning activities. Richards [4] establishes essential principles that guide interactive speaking instruction which states that communication needs to take precedence over accurate speech and students need real-world language practice opportunities and they need to practice speaking for extended periods [5]. Task-based language teaching functions as an interactive method which requires students to complete mission-based work that needs them to speak in order to reach their learning goals instead of learning through isolated language exercises.

Technology-enhanced learning environments have expanded possibilities for interactive speaking practice through digital platforms enabling synchronous and asynchronous oral communication, multimedia presentation creation, and access to authentic language input from diverse sources [6]. The scaffolding principle which originates from sociocultural learning theory requires interactive activities to provide learners with suitable support so they can complete communication tasks which exceed their current capabilities until they achieve required proficiency [7]. Peer interaction serves a vital function in speaking development because collaborative dialogue provides learners with extensive practice opportunities while they develop language skills through metalinguistic awareness [8].

Results and Discussion. The theoretical and empirical research studies reveal multiple important results about how interactive methods for teaching speaking skills function and their effectiveness. First, interactive methods produce better results than traditional teacher-led methods because students who practice communicative activities show greater improvement in their ability to speak English with natural fluency and they produce longer spoken responses during their speaking exercises [4]. The interactive context promotes better speaking performance because its focus on meaningful communication instead of strict accuracy requirements diminishes the anxiety and fear that block lower-skilled learners from using their actual language skills.

Interactive activities that use task-based design become most effective when their cognitive and linguistic requirements match the appropriate level of challenge for learners who need to develop new skills through their capacity to execute tasks with help from others and through their communication abilities according to [5]. The information gap activities that require learners to exchange their unique knowledge for task completion showed high value because they created real communication situations where learners had to pay full attention to their partners instead of using set language patterns. The implementation of technology into educational programs creates increased opportunities for students to practice their speaking skills because it enables them to interact with different conversation partners while using real-world documents and studying in various environments that exist outside of scheduled classroom times.

The digital platforms which allow learners to record and review their oral work create metacognitive awareness while students develop self-assessment skills which are essential for their independent speaking progress. The existing research identifies multiple implementation challenges which require educators to develop proper teaching solutions. Interactive techniques require extensive classroom time which creates conflicts with both curricular requirements and assessment methods that concentrate on specific language skills. Teachers need extensive professional training to create and conduct interactive speaking lessons because this method of teaching requires different classroom management and lesson design and assessment techniques compared to standard presentation-practice teaching methods. Students who have grown up in educational systems that value teacher authority and formal learning methods which prohibit socializing with peers tend to show resistance to learning activities.

Conclusion. The study shows that interactive educational methods provide major benefits to students who learn English speaking skills through structured teaching methods based on scientific teaching methods. The research evidence shows that learner-centered communicative activities and task-based instruction and technology-enhanced interaction methods enable better



speaking fluency and accuracy and confidence development than traditional teaching methods which focus on receptive learning and formal accuracy training. The benefits become accessible when educators develop tasks according to established design principles while creating appropriate support systems for learners who have different skill levels and building classroom settings which treat oral mistakes as chances for improvement. Successful implementation requires teachers who understand how to guide class discussions while establishing genuine communication goals and maintaining the right balance between developing speaking skills and correcting errors. Digital technologies create many new ways for interactive learning yet teaching effectiveness depends on choosing educational tools which match specific learning objectives instead of using technology just because it exists. Schools that want to improve their speaking programs must allocate funds for teacher training which helps instructors adopt interactive teaching methods and develop programs that provide students with enough time to practice speaking and build assessment methods that measure both speaking abilities and separate language skills.

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