



qilingan. Yog’ kistalar-bu kistalarichida yog’ saqlaydi va ichidagi yog’i quyuq bo’ladi. Xavfsiz hisoblanadi va teri va teri osti epiteliasidan xosil bo’ladi. Asosan terini burmali joylarida uchraydi, chunki bu joylarda yog’ bezlarining og’zi to’silishi oson bo’ladi. Yog’ bezchalari yo’li to’silib qolsa yog’ kistalari bo’ladi. Agar soch follikulasi yo’li to’silib qoladigan bo’lsa epidermal kista shakillanadi. Ismdan 10 smgacha etishi mumkin. Bu kistalarni farqlashda suvli yostiqlardan foydalanish mumkin.

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BUILDING ORAL SKILLS THROUGH NEEDS-BASED INTERACTIVE METHODS IN HIGH SCHOOL ENGLISH

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Abstract. This study investigates the effectiveness of needs-based interactive methods in developing oral communication skills among high school English learners. The experimental group received instruction based on systematic needs analysis and participated in interactive activities including role-plays, debates, and collaborative tasks, while the control group followed traditional teaching methods. Data were collected through pre- and post-intervention oral proficiency tests, classroom observations, student journals, and interviews. The study concludes that needs-based interactive methods provide an effective pedagogical approach for developing oral proficiency in high school English classrooms, though successful implementation requires adequate teacher training and careful activity design.

Keywords: oral communication skills, needs-based instruction, interactive methods, high school English learners, speaking proficiency, communicative language teaching, needs analysis, task-based learning, student-centered instruction, English language education

**YUQORI SINF INGLIZ TILI DARSLARIDA EHTIYOJGA ASOSLANGAN INTERAKTIV
METODLAR ORQALI OG’ZAKI NUTQ KO’NIKMALARINI RIVOJLANTIRISH**



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Annotatsiya. Ushbu tadqiqot o’rta maktab o’quvchilari orasida ingliz tilidagi og’zaki muloqot ko’nikmalarini rivojlantirishda ehtiyojga asoslangan interaktiv metodlarning samaradorligini o’rganadi. Eksperimental guruh tizimli ehtiyoj tahliliga asoslangan holda dars o’tgan va rolli o’yinlar, munozaralar hamda jamoaviy topshiriqlar kabi interaktiv faoliyatlarda ishtirok etgan. Nazorat guruhi esa an’anaviy o’qitish usullaridan foydalangan. Ma’lumotlar tajribadan oldin va keyin o’tkazilgan og’zaki nutq testlari, sinf kuzatuvlari, o’quvchi kundaliklari va suhbatlar orqali to’plangan. Tadqiqot natijalariga ko’ra, ehtiyojga asoslangan interaktiv metodlar o’rta maktab ingliz tili darslarida og’zaki nutq malakalarini rivojlantirish uchun samarali pedagogik yondashuv bo’lib, uning muvaffaqiyatli qo’llanishi o’qituvchilarning yetarli tayyorgarligi va mashg’ulotlarning puxta loyihalanganligiga bog’liq.

Kalit so’zlar: og’zaki muloqot ko’nikmalari, ehtiyojga asoslangan o’qitish, interaktiv metodlar, o’rta maktab ingliz tili o’quvchilari, so’zlashuv malakasi, kommunikativ til o’qitish, ehtiyoj tahlili, topshiriqqa asoslangan o’qitish, o’quvchi markazli ta’lim, ingliz tili ta’limi.

РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ, ОСНОВАННЫХ НА АНАЛИЗЕ ПОТРЕБНОСТЕЙ, В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В СТАРШИХ КЛАССАХ

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Аннотация. В данном исследовании изучается эффективность интерактивных методов, основанных на анализе потребностей, в развитии навыков устного общения у учащихся старших классов, изучающих английский язык. Экспериментальная группа проходила обучение на основе систематического анализа потребностей и участвовала в интерактивных видах деятельности, включая ролевые игры, дебаты и коллективные задания, тогда как контрольная группа обучалась по традиционным методикам. Данные были собраны с помощью тестов на устную речь до и после эксперимента, наблюдений на уроках, дневников учащихся и интервью. Исследование показало, что интерактивные методы, основанные на анализе потребностей, являются эффективным педагогическим подходом к развитию устной речи на уроках английского языка в старших классах, хотя успешная реализация требует достаточной подготовки преподавателей и тщательной разработки учебных заданий.

Ключевые слова: навыки устной речи, обучение на основе анализа потребностей, интерактивные методы, учащиеся старших классов, уровень разговорной речи, коммуникативное обучение языку, анализ потребностей, обучение на основе заданий, обучение, ориентированное на учащихся, преподавание английского языка.

Introduction

In today's globalized world, oral communication proficiency in English has become an essential skill for high school students, yet many learners struggle to develop confident speaking abilities despite years of classroom instruction. Traditional teaching methods often fail to address the diverse linguistic needs and learning styles of individual students, resulting in passive learners who possess theoretical knowledge but lack practical communication skills. This challenge has prompted educators to explore more dynamic approaches that place student needs at the center of instruction. Needs-based interactive methods offer a promising solution by combining learner-centered strategies with engaging, communicative activities that actively involve students in meaningful language practice.

Literature Review and Methodology

The development of oral communication skills through needs-based interactive methods is grounded in communicative language teaching principles, which emphasize meaningful interaction as central to language acquisition.[6] Needs analysis, as conceptualized by Hutchinson and Waters (1987), provides a systematic framework for identifying learners' specific linguistic requirements and tailoring



instruction accordingly, leading to enhanced motivation and more targeted skill development.[3] Research consistently demonstrates that interactive methods such as role-plays, collaborative tasks, and information-gap activities create authentic communicative contexts that improve fluency, pronunciation, and pragmatic competence.[7,8] Empirical studies by Kayi (2006) and Goh and Burns (2012) confirm that student-centered interactive approaches significantly outperform traditional teacher-fronted instruction in developing speaking skills.[2,5] Furthermore, cooperative learning research by Johnson and Johnson (2009) reveals that peer interaction reduces speaking anxiety and encourages language risk-taking, particularly beneficial for adolescent learners.[4]

This study employed a mixed-methods action research design to investigate the effectiveness of needs-based interactive methods in developing oral communication skills among high school English learners over a 12-week period. The research was conducted with 60 students aged 15-17 from two intact classes at a secondary school, with one class serving as the experimental group receiving needs-based interactive instruction and the other as the control group following traditional teaching methods. Initial needs analysis was conducted through questionnaires, diagnostic speaking tests, and student interviews to identify learners' proficiency levels, communication goals, learning preferences, and specific areas of difficulty. Based on these findings, interactive activities including role-plays, debates, information-gap tasks, group discussions, and problem-solving simulations were designed and implemented three times weekly in the experimental group. Data collection instruments included pre- and post-intervention oral proficiency tests assessed using a standardized speaking rubric, classroom observations recorded through field notes and video recordings, student self-assessment journals, and semi-structured interviews to capture learners' perceptions and attitudes toward the instructional approach.

Results and Discussion

The quantitative analysis revealed statistically significant improvements in oral communication skills among students in the experimental group compared to the control group. Pre-test results indicated no significant difference between the two groups, establishing baseline equivalence. However, post-intervention assessments showed that the experimental group achieved substantially higher oral proficiency scores compared to the control group, with an independent-sample t-test confirming statistical significance. Paired-sample t-tests demonstrated that the experimental group's mean improvement of 16.2 points was significantly greater than the control group's 4.5-point gain. Qualitative data from classroom observations corroborated these findings, revealing that students in the experimental group displayed increased spontaneity, longer speaking turns, and greater willingness to initiate conversations. Student journals and interviews indicated heightened confidence and reduced speaking anxiety, with 85% of experimental group participants reporting that personalized interactive activities made them feel more comfortable speaking English. Thematic analysis identified three recurring themes: enhanced motivation through relevant tasks, improved fluency through regular peer interaction, and increased confidence from supportive collaborative environments.

These findings align with communicative language teaching theory and previous research demonstrating that needs-based interactive methods create optimal conditions for oral skill development. However, several challenges emerged during implementation, including the time-intensive nature of needs analysis and activity preparation, varying participation levels among less confident students, and classroom management complexities during group work. These challenges suggest that while needs-based interactive methods are highly effective, successful implementation requires adequate teacher training, gradual introduction of collaborative activities, and continuous monitoring to ensure equitable participation. The study's limitations include the relatively short intervention period and focus on a single educational context, indicating that longitudinal research across diverse settings would provide deeper insights into the sustained impact of this pedagogical approach.

Conclusion. This study demonstrates that needs-based interactive methods significantly enhance oral communication skills among high school English learners, offering a viable alternative to traditional teacher-centered instruction. The substantial improvements observed in speaking proficiency, fluency, and learner confidence confirm that tailoring instruction to students' specific needs and engaging them in meaningful interactive tasks creates optimal conditions for oral skill development. While the approach presents implementation challenges including time demands and classroom management considerations, the benefits clearly outweigh these obstacles. The findings underscore the importance of conducting systematic needs analysis and designing communicative activities that provide authentic speaking opportunities aligned with learners' goals and proficiency levels. For educational practice, this research



suggests that English language teachers should prioritize student-centered interactive methodologies and invest in professional development to effectively implement these approaches.

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INKLYUZIV MADANIYATNI RIVOJLANTIRISH JARAYONIDA O'QUVCHILARDA O'ZINI ANGLASH VA MULOQOT MADANIYATINI SHAKLLANTIRISH USULLARI

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Annotatsiya. Ushbu maqola bo'lajak o'qituvchilarda inklyuziv madaniyat ta'lim va o'qitish siyosati hamda amaliyotini o'rganishadi va bu jarayon yangi xodimlar va o'quvchilar tomonidan faol qo'llab-quvvatlanishi talab qiladi. Maktabda inklyuziv madaniyatni shakllantirish xavfsiz, bag'rikeng hamjamiyat yaratishga xizmat qiladi. Bu hamjamiyat hamkorlik g'oyalarini qo'llab-quvvatlaydi.

Kalit so'zlar. Inklyuziv ta'lim, tarbiya, korreksiya, inklyuziv madaniyat, eksklyuziv

METHODS OF DEVELOPING STUDENTS' SELF-AWARENESS AND COMMUNICATION CULTURE IN THE PROCESS OF FOSTERING INCLUSIVE CULTURE

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Abstract. This article examines the policy and practice of inclusive education and training for prospective teachers, and this process requires active support from new staff and students. The formation of an inclusive culture in schools serves to create a safe, tolerant community. This community supports the ideals of cooperation.

Keywords. Inclusive education, upbringing, correction, inclusive culture, exclusive

МЕТОДЫ ФОРМИРОВАНИЯ САМОСОЗНАНИЯ И КУЛЬТУРЫ ОБЩЕНИЯ У УЧАЩИХСЯ В ПРОЦЕССЕ РАЗВИТИЯ ИНКЛЮЗИВНОЙ КУЛЬТУРЫ

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