

professional development, reflective practice, and institutional support. As the global role of English continues to evolve, the importance of cultural awareness in language education will only increase. Ultimately, integrating cultural awareness into EFL teaching ensures that language learning goes beyond grammar and vocabulary, preparing students to become empathetic, adaptable, and culturally competent global citizens.

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KOMMUNIKATIV VA INTERFAOL METODLAR ASOSIDA TALABALARDA INGLIZ TILIDA OG‘ZAKI NUTQ (SPEAKING) KO‘NIKMALARINI RIVOJLANTIRISH METODIKASI

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Annotatsiya: Mazkur maqolada kommunikativ va interfaol metodlar asosida talabalarda ingliz tilida og‘zaki nutq (speaking) ko‘nikmalarini rivojlantirish masalasi tahlil qilinadi. Tadqiqotning asosiy maqsadi talabalarning og‘zaki nutq faoliyatini rivojlantirishda samarali metodik yondashuvlarni aniqlash hamda ularning o‘quv jarayonidagi ahamiyatini o‘rganishdan iborat. Tadqiqot jarayonida pedagogik kuzatuv, interfaol mashg‘ulotlar, rol o‘yinlari, guruhli muhokamalar va kommunikativ topshiriqlardan foydalanildi. Tadqiqot natijalari shuni ko‘rsatdiki, kommunikativ va interfaol metodlardan foydalanish talabalar nutq faoliyatini faollashtiradi, ularning lug‘at boyligini oshiradi hamda ingliz tilida erkin muloqot qilish qobiliyatini shakllantiradi. Maqolada ingliz tilini o‘qitish jarayonida og‘zaki nutq ko‘nikmalarini rivojlantirishga qaratilgan amaliy tavsiyalar ham berilgan.

Kalit so‘zlar: ingliz tili, speaking ko‘nikmasi, kommunikativ metod, interfaol metodlar, og‘zaki nutq, til o‘qitish metodikasi, rol o‘yinlari, munozara, kommunikativ kompetensiya, til o‘rganish.

Аннотация: В данной статье рассматривается развитие навыков устной речи студентов на английском языке на основе коммуникативных и интерактивных методов обучения. Основная цель исследования – определить эффективные методические подходы, способствующие развитию речевой активности студентов и улучшению их коммуникативной компетенции. В ходе исследования были использованы педагогическое наблюдение, интерактивные занятия, ролевые игры, групповые обсуждения и коммуникативные задания. Результаты исследования показали, что применение коммуникативных и интерактивных методов значительно повышает уровень устной речи студентов, способствует расширению словарного запаса и формированию навыков свободного общения на английском языке. В статье также представлены практические рекомендации для преподавателей по эффективному использованию данных методов в образовательном процессе.

Ключевые слова: английский язык, устная речь, коммуникативный метод, интерактивное обучение, speaking навыки, методика преподавания языка, ролевая игра, дискуссия, коммуникативная компетенция.

Abstract: The article examines the development of students' speaking skills in English through communicative and interactive teaching methods. The main objective of the research is to identify effective methodological approaches that help students improve their oral communication and communicative competence in the process of learning English. The study employed pedagogical observation, interactive lessons, role plays, group discussions, and communicative

tasks as research methods. The results of the research indicate that the use of communicative and interactive methods significantly improves students' speaking abilities, increases their vocabulary range, and enhances their confidence in expressing ideas in English. The article also provides practical recommendations for teachers on how to effectively apply these methods in English language teaching.

Keywords: English language, speaking skills, communicative method, interactive learning, oral communication, language teaching methodology, role play, discussion, communicative competence.

Introduction. In the era of globalization, the role of foreign languages in education and professional development has significantly increased. Among all foreign languages, English has become the most widely used language for international communication, scientific research, education, and technological development. As a result, the ability to communicate effectively in English has become an essential skill for students in higher educational institutions.

One of the most important components of language learning is the development of speaking skills. Speaking is a productive language skill that enables learners to express their thoughts, share information, and participate in communication with others. However, many students who study English for several years still experience difficulties in speaking fluently and confidently.

This problem often arises due to the dominance of traditional teaching methods that focus mainly on grammar rules, translation exercises, and memorization of vocabulary. While these methods may contribute to the development of theoretical knowledge, they do not always provide sufficient opportunities for students to practice real communication in the target language.

Modern language teaching methodology emphasizes the importance of communicative competence, which includes not only linguistic knowledge but also the ability to use language appropriately in real-life situations. In this context, communicative and interactive teaching methods have become increasingly popular in English language education.

Communicative language teaching focuses on meaningful interaction and encourages students to actively use the language in authentic contexts. Interactive methods, on the other hand, promote collaboration, discussion, and active participation of students in the learning process.

The aim of this research is to analyze the effectiveness of communicative and interactive methods in developing students' speaking skills in English. The study also seeks to identify practical techniques

that can help teachers improve the quality of speaking instruction in higher education institutions.

The significance of this research lies in its practical implications for English language teachers. The findings of the study may contribute to improving teaching strategies and creating a more effective learning environment that supports the development of students' communicative competence.

Main body. The development of speaking skills is widely recognized as one of the most complex and challenging aspects of foreign language learning. Speaking is a productive skill, which requires the integration of multiple linguistic and cognitive components, including vocabulary knowledge, grammatical competence, accurate pronunciation, pragmatic understanding, and the ability to logically structure ideas. Beyond these linguistic aspects, effective speaking also demands psychological readiness, confidence, and the ability to react quickly in real-time communication scenarios. This combination of linguistic, cognitive, and affective factors makes speaking one of the most demanding skills for learners of English as a foreign language.

Many students studying English encounter persistent difficulties in developing speaking competence. Despite having a relatively strong knowledge of grammar rules or an extensive vocabulary, they often struggle to produce spontaneous speech in meaningful communication. These difficulties are frequently linked to traditional teaching methods, which emphasize theoretical knowledge and rote memorization over practical communicative practice. Consequently, students may excel in written tests yet feel hesitant, anxious, or incapable of expressing themselves fluently in spoken English. This highlights the disconnect between linguistic knowledge and communicative ability, which modern pedagogical approaches aim to address.

Traditional teaching approaches often rely heavily on translation exercises, memorization of vocabulary lists, and repetitive grammar drills. While these activities strengthen linguistic knowledge, they rarely provide opportunities for authentic language use, leaving learners unprepared for real-life communication. Moreover, traditional classrooms are frequently teacher-centered, with limited student interaction, which diminishes learners' motivation and engagement in speaking activities. Recognizing these limitations, modern language pedagogy emphasizes communicative and interactive approaches that provide students with ample opportunities to actively use the language.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is one of the most influential approaches in contemporary foreign language education. The core principle of CLT is that language learning should focus on

meaningful communication rather than the memorization of isolated linguistic forms. In CLT classrooms, students are encouraged to interact, exchange information, negotiate meaning, and express personal ideas using English. This approach shifts the focus from passive reception of knowledge to active language production, thereby facilitating real-life communicative competence.

One of the key strategies in CLT is the use of authentic communication tasks, which simulate real-world situations. For instance, learners may engage in conversations about daily routines, hobbies, career aspirations, or societal issues. Such activities allow students to practice fluency, spontaneous language production, and contextual vocabulary usage, which are essential for effective communication. By repeatedly participating in authentic tasks, learners gradually develop the confidence and flexibility needed to respond naturally in various speaking situations.

Pair work and group work are fundamental elements of CLT. Working in pairs or small groups provides learners with frequent opportunities to practice speaking and receive immediate peer feedback. Pair activities such as interviews, dialogues, and question-and-answer tasks create a low-stress environment, reducing the fear of making mistakes and promoting risk-taking in language use. Similarly, group work encourages collaboration, idea sharing, and cooperative problem-solving, which enhances both linguistic and interpersonal skills.

Another CLT technique is the use of information gap activities, which require learners to communicate in order to complete a task. Each student holds unique information that others need, prompting natural exchanges of questions and responses. For example, one student may have an incomplete schedule or map, while another possesses the missing details. Through this process, learners practice functional language, improve their vocabulary, and reinforce grammatical structures in meaningful contexts, which contributes to long-term retention and communicative effectiveness.

Interactive Teaching Methods. Interactive teaching methods are essential for developing speaking skills, as they shift the learning focus from teacher-centered instruction to active student participation. Unlike traditional methods, interactive strategies prioritize collaboration, engagement, and experiential learning, enabling students to construct knowledge through practice.

Role play is one of the most effective interactive techniques. By simulating real-life situations, such as ordering food at a restaurant, seeking directions as a tourist, or participating in a job interview, students can experiment with language in a safe, low-pressure environment. Role plays enhance not only linguistic skills but also

pragmatic competence, social understanding, and confidence in oral expression. Repeated exposure to such scenarios prepares learners to handle real-world interactions competently.

Classroom discussions further foster oral proficiency and critical thinking. By discussing topics related to technology, culture, education, or environmental issues, students learn to formulate and express opinions, defend their ideas, and engage respectfully with differing viewpoints. Discussions cultivate analytical and argumentation skills, improve vocabulary, and strengthen learners' ability to structure coherent spoken responses.

Debates, as a more structured form of discussion, encourage learners to organize their thoughts systematically, develop persuasive arguments, and respond to opposing perspectives. Participation in debates enhances fluency, logical reasoning, and persuasive communication skills, which are crucial for both academic and professional settings. Debates also build learners' resilience and adaptability in spontaneous conversational exchanges.

Collaborative Learning. Collaborative learning plays a vital role in promoting speaking competence. In collaborative settings, students work together to achieve common goals through projects, presentations, or problem-solving tasks. For example, learners may collaborate to prepare a group presentation on cultural traditions, technological innovations, or environmental conservation. This process involves idea exchange, discussion, delegation of responsibilities, and repeated practice, all of which reinforce oral communication skills. Presenting the final output to the class further develops public speaking abilities and strengthens learners' confidence in expressing ideas to an audience.

Integration of Modern Educational Technologies

The integration of digital technologies in language learning has opened new avenues for developing speaking skills. Language learning applications, online platforms, and multimedia tools allow learners to practice speaking both inside and outside the classroom. For instance, students can record their own speech, participate in virtual discussions, or engage with peers through video conferencing, thereby simulating authentic communication experiences.

The use of authentic audio and video materials is also instrumental. Exposure to native speaker dialogues, interviews, and documentaries familiarizes learners with natural pronunciation, intonation patterns, and conversational expressions. Follow-up activities, such as discussions, summaries, or role plays based on these materials, consolidate learning and improve both listening comprehension and spoken fluency.

Psychological Environment and Feedback. A supportive psychological environment is crucial for speaking development. Learners are more likely to participate in speaking tasks when they feel safe, accepted, and encouraged. Teachers should create a positive classroom climate where mistakes are treated as learning opportunities rather than failures. Constructive feedback is essential; it should highlight students' achievements, provide guidance for improvement, and motivate further practice. Positive reinforcement enhances learner confidence, encourages risk-taking, and fosters a growth mindset in language acquisition.

Empirical Evidence and Pedagogical Implications. Pedagogical observations and research consistently indicate that students who engage in communicative and interactive activities show substantial improvements in speaking proficiency. They become more fluent, self-assured, and willing to participate in conversations, demonstrating increased communicative competence. Moreover, these methods facilitate the development of soft skills, including teamwork, critical thinking, creativity, and problem-solving, which are highly valuable in academic, social, and professional contexts.

In conclusion, the development of speaking skills requires a holistic approach, integrating communicative activities, interactive teaching methods, collaborative learning, and modern technological resources. Systematic application of these approaches not only enhances learners' oral communication abilities but also cultivates essential cognitive and social skills. By transforming the classroom into a dynamic and supportive environment, teachers can empower students to use English confidently, effectively, and creatively in real-life contexts.

Conclusion. The development of speaking skills is a vital yet challenging part of learning a foreign language. Effective speaking requires not only knowledge of vocabulary, grammar, and pronunciation but also confidence, quick thinking, and the ability to organize ideas clearly. Traditional methods focused on memorization and written exercises often fail to prepare learners for real communication, leaving them hesitant to speak despite knowing the language rules.

Communicative and interactive teaching approaches, such as CLT, role plays, discussions, debates, and collaborative projects, provide students with meaningful opportunities to use English in practical situations. These methods help learners improve fluency, spontaneity, and confidence while developing teamwork, critical thinking, and problem-solving skills. Modern technologies, like language apps and multimedia materials, further support speaking practice outside the classroom.

A positive classroom environment and constructive feedback are essential, as they encourage students to take risks, learn from mistakes,

and gradually become confident speakers. In summary, combining communicative, interactive, and technological approaches creates a dynamic learning environment that enables learners to develop effective oral communication skills and prepare for real-world interactions in English.

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VATAN KONSEPTI SEMANTIK MAYDONIDA AKS ETUVCHI “UY, TOM VA O‘LKA” SO‘ZLARINING FUNKSIONAL-SEMANTIK TALQINI

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Annotatsiya: Tilning leksik-semantik tabiatiga e‘tibor bersak, “Vatan” konseptida tildagi mavjud so‘z-konseptlar yig‘indisi semantik maydonni, o‘ziga xos mavzuiy guruhlarini hosil qiladi. Maqolada ushbu semantik maydondagi “uy, tom va o‘lka” so‘zlarining funksional-semantik talqini xususida fikr yuritiladi.