

**THE FORMATION OF SPEAKING SKILLS THROUGH THE METHODS
OF COMMUNICATION**

Abdusattarova Lobar Abdulaziz kizi

lobarabdusattarova@gmail.com

Chirchik State Pedagogical University

Faculty of Tourism Department of foreign languages and literature

Scientific supervisor: Khazratkulova Ezoza Ismat kizi

ANNOTATION: *The article discusses the importance of developing and improving speaking skills in teaching English. The authors examine both subjective and objective factors that influence the success of mastering speaking proficiency. Additionally, various authors' positions on methods and approaches aimed at developing speaking skills are analyzed. Some difficulties encountered in mastering speaking skills in English language classes are addressed. The authors emphasize the priority of the communicative competencies of both teachers and students in teaching English. During the analysis of scientific works dedicated to the problem of developing speaking skills, the author formed their views on the main difficulties in developing speaking abilities and identified the causes behind them. The article also highlights the significance of teachers' knowledge level when preparing practical tasks for speaking activities, as well as their ability to actively utilize their psychological and pedagogical competencies in practice.*

KEY WORDS: *Development of speaking skills, English language, competence, linguistics, speech communication, communicative interaction, dialogic communication, monologic communication, communication tools.*

INTRODUCTION: In the way of language education, the development of speaking skills is paramount, particularly in the teaching of English as a foreign language. As communication forms the backbone of linguistic proficiency, a strong

emphasis on speaking abilities is essential for fostering effective interaction among learners. This article delves into the multifaceted nature of mastering speaking proficiency, exploring both subjective and objective factors that contribute to its success. By analyzing various scholarly perspectives on methodologies and approaches tailored to enhance speaking skills, we aim to shed light on common challenges encountered during English language instruction.

Teaching any foreign language involves developing mandatory skills such as reading, writing, and listening. The difficulties in mastering speaking abilities arise from a number of objective and subjective reasons. By objective reasons, we mean insufficient material-technical equipment for lessons, inconsistency between educational-methodological complexes and goals that need to be addressed in the process of developing speech skills, as well as excessive workload on student groups. This reduces lesson time and indicates that there is insufficient oral communication allocated in the educational-methodological complex for conducting reading lessons alongside a lack of teacher qualification. As subjective reasons, we consider factors such as a student's psychological and emotional state (lack of self-confidence, low self-esteem, fear of making mistakes, etc.). Limitations in vocabulary and an inability to actively use it are also discussed. All the challenges that arise during the process of teaching speaking skills in English can be categorized as "language barriers," overcoming which requires a high level of competence from teachers. To overcome these difficulties, teachers need to implement a range of strategies. First of all, it is important to introduce communicative teaching methods. These methods ensure active participation from students and engage them in speaking activities. For instance, through role-playing, group discussions, and simulation exercises, students have the opportunity to express their thoughts, communicate, and develop their speaking skills in practice. Secondly, teachers should encourage students to work independently. To enhance self-development, students can utilize various resources aimed at strengthening their speaking skills: audiobooks, podcasts, video lessons, and online platforms designed for language learning. Such resources help students learn new words and phrases

while also improving their listening abilities. Thirdly, it is crucial to consider the psychological state of the individual learning the language. The teacher needs to understand the emotions and motivations of the students. By providing support, encouraging them not to fear making mistakes, and appreciating their achievements, teachers can boost students' confidence. Additionally, it is essential to broaden opportunities for developing speaking skills by incorporating engaging and meaningful activities into lessons. For example, organizing lessons based on creative writing or debates in English can help students express their thoughts more freely. Recent analyses indicate that the most significant factor in developing speaking skills is an effective communication environment. Students must have the opportunity to interact with one another since this aids in faster language acquisition. Teachers should also widely incorporate innovative technologies in achieving this goal. In addition to the previously discussed points, further exploration into the challenges and strategies for improving speaking skills in English teaching can shed more light on the subject. For instance, the article could also delve into the impact of the learner's individual learning style. Some students may benefit more from visual aids, while others might perform better through auditory or kinesthetic approaches. Recognizing and adapting to these differences can significantly enhance the effectiveness of speaking skill development. Moreover, the integration of technology in the classroom can help overcome some of the objective challenges. The use of digital platforms and language learning apps that promote interactive speaking practices can provide students with additional opportunities for communication outside of the traditional classroom setting, bridging the gap caused by insufficient face-to-face interactions during lessons. The article can also address the role of cultural awareness in developing speaking skills. Language is deeply intertwined with culture, and understanding cultural contexts can enhance both the speaker's confidence and fluency in communication. By incorporating cultural nuances and real-life scenarios into teaching practices, students may feel more comfortable and motivated to engage in conversations. Another point for consideration is the teacher's role in creating a supportive and

encouraging classroom environment. Teachers must foster an atmosphere where students feel comfortable taking risks, making mistakes, and engaging in speaking activities without fear of judgment. Building such a positive environment can significantly reduce the psychological barriers to speaking, such as fear of making mistakes or being judged by peers.

CONCLUSION: As a result, the process of developing speaking skills in English serves not only to enhance language knowledge but also to shape an individual's communicative competence. Therefore, it is necessary to carefully analyze each aspect of this process and continuously improve it. Only then can we provide quality education for future generations and ensure their successful participation in the global communication arena.

REFERENCES

1. Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12(11).
2. Yuldasheva, N. (2018). "O'zbek tilida og'zaki muloqotni rivojlantirishning psixologik jihatlari." *Psixologiya va ta'lim jurnali*, 4(2), 45-50.
3. Sobirov, D., & Barotov, R. (2020). "Ingliz tilida og'zaki muloqotni rivojlantirishda talabalarning psixologik xususiyatlari." *Pedagogika fanlari bo'yicha tadqiqotlar*.
4. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson Education.