

**EFFECTIVE STRATEGIES FOR TEACHING SPEAKING SKILLS TO
SECONDARY SCHOOL STUDENTS IN UZBEKISTAN**

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RELEVANCE OF THE TOPIC.In the era of globalization and the ongoing educational reforms in the Republic of Uzbekistan, the mastery of foreign languages, particularly English, has become a national priority. Recent presidential decrees emphasize a transition from theoretical grammar knowledge to practical communicative competence. However, secondary school students in Uzbekistan often face significant challenges in oral communication, such as "foreign language anxiety," lack of vocabulary, and limited exposure to authentic English-speaking environments. Identifying and implementing effective strategies tailored to the local cultural and educational context is crucial for developing a generation capable of global integration.

OBJECTIVE.The primary objective of this study is to identify and evaluate innovative communicative strategies that enhance the speaking proficiency of secondary school students in Uzbekistan and to provide pedagogical recommendations for their systematic integration into the national curriculum.

INTRODUCTION.Speaking is often regarded as the most complex yet essential skill in language acquisition. For a long time, the English language teaching (ELT) system in Uzbekistan relied heavily on the grammar-translation method, which prioritized reading and writing over verbal interaction. In today's learner-centered classrooms, the focus has shifted toward the Communicative Language Teaching (CLT) approach. This article explores how teachers can bridge the gap between classroom learning and real-world communication by employing

specific instructional techniques that cater to the psychological and social profiles of Uzbek teenagers.

MAIN BODY

To cultivate robust speaking skills in a secondary school setting, the following strategies have proven to be highly effective:

1. Role-Play and Simulation:

By simulating real-life scenarios—such as checking into a hotel, debating global warming, or conducting a job interview—students are encouraged to use language functionally. Role-plays reduce the formality of the classroom and allow students to "hide" behind a character, which significantly lowers their affective filter (anxiety).

2. Scaffolding through Functional Language:

One of the main reasons students remain silent is a lack of "stems" to start their sentences. Teachers should provide "language scaffolds," such as formulaic expressions for agreeing, disagreeing, or asking for clarification (e.g., "From my perspective...", "Could you elaborate on that?"). This provides a structural safety net for hesitant speakers.

3. Information Gap Activities:

These activities create a genuine "need to communicate." For instance, Student A has a map with missing labels, and Student B has the labels. To complete the task, they must exchange information verbally. This fosters natural, spontaneous speech rather than rehearsed recitation.

4. The Use of Educational Technology (EdTech):

In Uzbekistan's digitalizing classrooms, using multimedia resources, short video discussions, and mobile voice-recording apps allows students to practice speaking outside the traditional lesson time. Interactive platforms like Kahoot or Flipgrid can turn speaking practice into an engaging, competitive experience.

CONCLUSION

The development of speaking skills in Uzbekistan's secondary schools requires a move away from teacher-centered lectures toward student-led interaction. The research concludes that strategies such as role-plays, scaffolding, and information gap tasks not only improve fluency and accuracy but also boost students' self-confidence. For these strategies to succeed, teachers must foster a "mistake-friendly" environment where communication is prioritized over perfection. Ultimately, the goal is to equip Uzbek students with the vocal tools necessary to represent their country on the international stage.

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