

**EFFECTIVE CLASSROOM STRATEGIES FOR ENHANCING
SPEAKING SKILLS IN EFL LEARNERS**

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Abstract. This article analyzes effective classroom strategies for developing students' speaking skills in groups where English is taught as a foreign language (EFL). The study examines the role of the communicative approach, dialogue-oriented activities, pair and group work, role-playing, debate, problem situations, and the impact of project-based learning. It also shows practical mechanisms for reducing students' psychological barriers, increasing motivation, creating a language environment, and increasing speech activity through interactive technologies and feedback techniques. The results of the study show that complex strategies significantly increase students' fluency, accuracy, ability to engage in dialogue, and communicative effectiveness of speech. The article serves as a practical guide for EFL teachers, methodologists, and language learners.

Keywords: speaking, EFL, communicative approach, group work, role-playing, debate, motivation, interactive methods.

In the current era, when English has become a global means of communication, developing the oral skills of EFL students is one of the most important pedagogical tasks. Speaking is not just a matter of pronouncing words, but also a complex skill that requires coherent, fluent, and situational expression

of thought. The teacher's task is to involve the student in active communication, reduce psychological barriers, and create a natural communicative environment in the classroom. This article discusses classroom strategies that are effective in developing the speaking skills of EFL students from a theoretical and practical perspective.

The speaking process relies on three main mechanisms:

1. Cognitive process - forming thoughts, logically structuring them.
2. Lexical-grammatical process - choosing words and grammatical structures.
3. Phonetic process - pronunciation, stress, rhythm and intonation.

The more a student uses the language, the more these three mechanisms become automated. Therefore, it is necessary to create an active speech environment in the classroom.

Communicative approach (CLT) is one of the most effective methods for developing speaking skills. Its main principles are:

- the goal is to convey a thought,
- developing speech appropriate to the situation,
- exercises for real communication,
- stimulating the student's speech initiative.[1]

CLT turns the student from a passive listener into an active participant in communication.

Pair work and group work increase the student's speech activity by 3-4 times.

Reasons:

- students feel more comfortable communicating,
- time is distributed equally to each student,
- students use the learned language units in a natural environment.

Group work develops communication, listening, thinking and discussion skills.

Role-playing simulates real-life situations. Examples:

- making a hotel reservation,

ordering at a restaurant,
give an interview,
asking for directions.

Role-playing teaches the student to construct a correct speech under communicative pressure.

Debates:

develops critical thinking,
requires consistency of speech,
teach how to present arguments,
increases fluency.

Students prepare arguments on a topic, which also increases their lexical wealth.

Problem-solving tasks

Students must make a decision in a situation. For example:

planning a trip with a limited budget,
developing rules for a group,
continuing a film script.[2]

These tasks require communication, thinking, and creative use of language resources.

Projects involve students in a wide range of speaking activities. Students:
prepare a presentation,
collect information,
conduct interviews,
defend a final project presentation.

This approach connects speaking with social activities.

Many students hesitate in speaking because they:
are afraid of making mistakes,
are embarrassed in front of classmates,
are not confident in their language level.

To overcome this, the teacher must:

create a supportive environment,
select small groups,
encourage student activity,
gently correct mistakes.[3]

Modern technologies provide great opportunities for developing speech. The following tools are considered the most effective:

video and audio materials,
mobile applications (Elsa, Cake, Cambly),
virtual role-playing platforms,
online debate rooms,
QR tasks in the classroom.

Interactive technologies bring the student into a real language environment.

Effective feedback should include:

clearly indicating the error,
providing the correct option,
encouraging the student,
providing specific recommendations for development.

Delayed correction — free communication without stopping the mistake during the lesson, then correcting it is the most correct approach for speaking lessons.

The teacher should be a guide, not a sun center in the classroom. He:
creates a communicative environment,
organizes active lessons,
motivates the student,
provides resources for speaking.[4]

Teacher talk is also very important — it should have a fluent, clear and standard pronunciation.

In conclusion, developing speaking skills in EFL students is a complex process, but with the right approach it gives high results. Pair and group work, role-playing, debates, problem situations, project-based learning, interactive

technologies and effective feedback turn students into active communicators. Such strategies develop fluency, accuracy, the ability to communicate, critical thinking and social competencies in students. The integrated approach is considered the most effective model for teaching speaking in EFL classes.

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