FEATURES OF DEVELOPING SPEAKING SKILLS IN ENGLISH

MALIKOVA Lobar Saidamin qizi
Development leaders school, teacher
lobarmalikova2307@gmail.com

ABSTRACT

The acquisition of English speaking proficiency represents a multidimensional cognitive-linguistic process, wherein fluency, accuracy, and pragmatic appropriateness converge as core parameters. This paper delineates the intrinsic features underpinning the development of oral communicative competence, with emphasis on psycholinguistic mechanisms, contextual variability, and interactional dynamics. Anchored in contemporary pedagogical paradigms, including Communicative Language Teaching and Task-Based Instruction, the study critically evaluates methodological trajectories and their efficacy in fostering productive speech performance. Particular attention is given to extralinguistic impediments—such as affective filters and intercultural interference—that constrain oral output. The analysis concludes by offering evidence-based pedagogical insights aimed at optimizing the speaking skill acquisition process in ESL contexts.

Keywords: english speaking skills, oral communicative competence, psycholinguistic mechanisms, pragmatic fluency, task-based language teaching (TBLT), communicative language teaching (CLT), second language acquisition (SLA), fluency and accuracy, speaking skill assessment, learner affective factors.

INTRODUCTION

The ongoing process of globalization represents a period marked by the strengthening of socio-economic, political, and cultural relations among nations. In this context, mastering foreign languages, particularly English has become not only a fundamental means of international communication but also a vital factor in an individual's academic and professional development. Effective verbal interaction in English across fields such as education, technology, and international business is now regarded as a key competence demanded of contemporary specialists.

In particular, the development of speaking skills remains one of the most pressing directions within foreign language education. The significance of this process is reflected not only in the acquisition of linguistic knowledge but also in the ability to communicate successfully in today's dynamic communicative environment. The global prominence of English in diplomacy, science, information technology,

and other domains necessitates a thorough theoretical and practical investigation into the mechanisms of speaking skill formation.

In Uzbekistan, national and international standards for foreign language education, especially within the framework of state educational programs –emphasize the integration of advanced technologies, alongside the development and implementation of innovative pedagogical methods to enhance students' oral proficiency. This underscores the growing need for scientific inquiry into the efficiency of communicative approaches and digital tools in English language instruction.

This study aims to examine the theoretical foundations of developing English speaking skills, to explore modern technologies and advanced methodologies employed in this process, and to identify their linguistic and psycholinguistic characteristics. The scientific and practical relevance of the research lies in its potential to generate concrete recommendations for increasing the effectiveness of English language teaching.

1. THEORETICAL FOUNDATIONS OF SPEAKING SKILL DEVELOPMENT

Issues related to the development of communicative competence in English language instruction have been addressed by scholars such as S. Kazakbayeva, D. Olimova, A. Isaqov, F. Rashidova, and F. Alimov [1: pp. 61–65]. In the Russian context, significant research on the formation and enhancement of communicative competence in foreign language teaching has been conducted by S. I. Shevchenko, V. V. Gromova, E. Yu. Kudryatseva, O. V. Kurteva, T. P. Popova, E. M. Shulgena, E. V. Timokhina, A. K. Amrakhova, and E. V. Kozlovskaya, among others [2; 3]. Internationally, scholars such as D. Nunan, J. Richards, J. Rodgers, H. Widdowson, A. Doff, and J. Harmer [4: P. 177; 5: p. 38] have contributed extensively to the study of English language teaching.
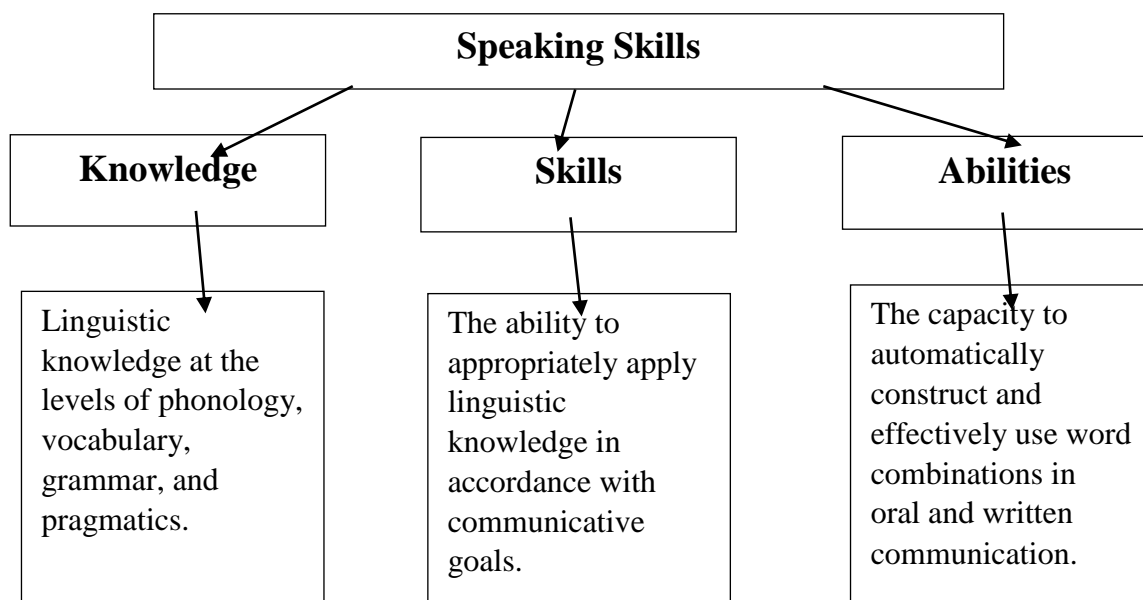
Speaking skills represent a complex phenomenon situated at the intersection of linguistics, psycholinguistics, and pedagogical methodology. The development of such skills is intrinsically linked to the learner's ability to apply theoretical knowledge of the language system in practical communication. Broadly speaking, speaking proficiency can be regarded as an integral component of communicative competence. This concept encompasses the ability to appropriately select linguistic units, employ them effectively in discourse, and fulfill communicative intentions.

The formation of speaking skills is deeply rooted in psycholinguistic processes—particularly in the way language is mentally processed as an internal

model and realized in social interaction. These processes are directly connected to cognitive abilities such as memory, attention, and reasoning.

Speaking skills are based on three fundamental components:

Components of Speaking Skills

```
                        ┌─────────────────────┐
                        │   Speaking Skills   │
                        └─────────────────────┘
              ┌──────────────────┼──────────────────┐
    ┌──────────────┐     ┌──────────────┐     ┌──────────────┐
    │  Knowledge   │     │    Skills    │     │  Abilities   │
    └──────────────┘     └──────────────┘     └──────────────┘
```

Knowledge	Skills	Abilities
Linguistic knowledge at the levels of phonology, vocabulary, grammar, and pragmatics.	The ability to appropriately apply linguistic knowledge in accordance with communicative goals.	The capacity to automatically construct and effectively use word combinations in oral and written communication.

From a linguistic perspective, speaking skills reflect the intrinsic interrelation between the language system and communicative processes. This concept aims to establish a balance between the internal structure of language and the demands of communication. Speaking proficiency manifests across the following linguistic levels:

Phonetic level: The articulation of speech sounds, the structure of intonation patterns, and their adaptation to communicative functions. In linguistic theory, phonetic competencies are evaluated in terms of the acoustic properties of speech signals and their capacity to convey semantic content.

Lexical-semantic level: The ability to enrich communicative content through lexical acquisition and to apply vocabulary appropriately based on contextual analysis. This level emphasizes the in-depth examination of semantic fields, as well as networks of synonymy and antonymy.

Grammatical level: The capacity to construct syntactic structures, correctly utilize morphological units, and maintain the structural integrity of sentences. Moreover, the dynamic interconnection between grammar and pragmatics plays a crucial role in ensuring coherent and meaningful discourse.

Pragmatic level: The contextually appropriate use of linguistic units in alignment with communicative intentions. Within the pragmatic approach, speaking skills are seen as contingent not only upon linguistic knowledge but also upon

cultural and sociolinguistic contexts. For instance, the selection of formal or informal registers and the alignment of intonational patterns with emotional content are central indicators of this level.

2. COMMUNICATIVE REALIZATION OF SPEAKING SKILLS: A FUNCTIONAL-LINGUISTIC APPROACH

In the process of developing speaking skills, the significance of communicative competence is paramount. This competence encompasses not only structural accuracy in language use, but also its sociolinguistic and pragmatic adaptability. The term "communicative competence" was first introduced into linguistic terminology by Dell Hymes [6: P. 269], who challenged the traditional Chomskyan paradigm by emphasizing the necessity of knowing when, how, with whom, and under what circumstances language should be used. Hymes' perspective reconceptualizes linguistic competence by extending it beyond monolithic grammatical knowledge, framing it instead as a context-dependent, intersubjective means of social interaction.

This theoretical foundation underscores the idea that the formation of speaking skills, especially in oral communication, requires not only linguistic resources but also the capacity to effectively manage social interaction. Therefore, communicative competence should be interpreted as a multi-layered set of skills that serve the learner's functional literacy in real-life communicative scenarios.

According to Hymes, communicative competence comprises the following components:

- grammatical Competence: The ability to understand and use grammatical, phonological, and syntactic rules of the language;

- discourse Competence: The ability to logically connect sentences and ideas to form coherent spoken or written discourse that aligns with contextual meaning;

- sociolinguistic Competence: The ability to appropriately use language units within various cultural and social contexts;

- strategic Competence: The ability to employ verbal and non-verbal strategies to overcome communicative difficulties and ensure effective interaction.

Speaking proficiency is considered the practical manifestation of communicative competence. It is primarily reflected in the following dimensions:

Determinants of Speaking Skill Manifestation within Communicative Competence
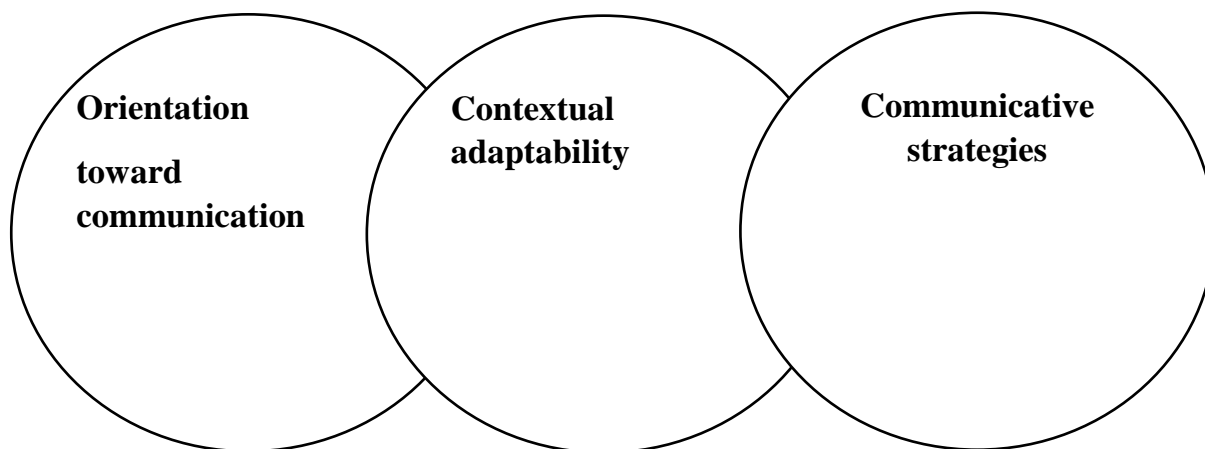
Orientation toward communication: speaking skills are actualized through the real-life use of language, which is demonstrated via the integrated processes of listening, speaking, writing, and reading.

Contextual adaptability: communicative competence equips learners with the ability to utilize language effectively across diverse social and cultural contexts, ensuring flexibility in interaction.

Communicative strategies: these serve as tools within communicative competence to compensate for gaps and barriers in communication by selecting appropriate means, such as employing synonyms or conveying meaning through gestures and non-verbal cues.

According to the research of Lev Vygotsky, communication plays a central role in the process of language acquisition. Exchanging thoughts and receiving cultural information through language represents a core component of communicative interaction. Vygotsky posited that speech facilitates cognitive development and that the communicative functions of language evolve through interpersonal interaction [7: P. 170–176].

In alignment with this view, M. A. K. Halliday emphasized the necessity of learning language within a social context [8: P. 44–51]. His theory suggests that teaching language as a communicative tool presupposes the development of the following functions:

- instrumental function: the use of language to express needs and desires;
- regulatory function: the capacity to influence or control the behavior of others;
- interactional function: the establishment and maintenance of interpersonal relationships.

The renowned psychologist I.A. Zimnyaya interprets the concept of skill as a set of automatized speech processes developed through repeated actions and exercises [9: P. 44–48]. Based on this definition, it can be inferred that skill is not merely a mechanical outcome of repetition, but rather a high-level ability grounded in conscious practice and experiential learning. In this context, speaking skill involves not only the acquisition of grammatical or lexical knowledge, but also the ability to apply such knowledge effectively and automatically in real communicative situations.

This process holds particular significance in foreign language acquisition, where the development of fluent expression is closely linked to the facilitation of natural and spontaneous communication. Mastery of speaking skill enables learners to convey thoughts freely while reducing the cognitive load typically associated with language production.

Thus, drawing on Zimnyaya's perspective, it may be concluded that skill serves as a fundamental mechanism for the practical implementation of acquired knowledge through continuous rehearsal and repetition, ultimately fostering linguistic competence in real-life contexts.

3. SPEECH COMPETENCE AND THE PSYCHOLINGUISTIC DIMENSIONS OF LISTENING

Speech competence occupies a central place as one of the primary objectives of contemporary language education. The term *"competence"* derives etymologically from the Latin word **competentia**, denoting notions such as *"suitability", "proficiency",* and *"appropriateness".* This concept transcends the mere accumulation of knowledge and skills; it denotes the individual's capacity to creatively apply theoretical knowledge within the practical sphere of professional or communicative activity [10].

In linguistic theory, the notion of competence was first introduced in the mid-20th century by Noam Chomsky, who conceptualized it as a set of language-oriented knowledge, skills, and automatisms facilitating linguistic activity. Based on this framework, the competence-based approach in language education is understood as a pedagogical process aimed at fostering the learner's capacity to judiciously apply linguistic materials across personal, professional, and social domains.

Speech competence encompasses the gradual development of four core productive and receptive language skills: listening, speaking, reading, and writing. Through this process, the learner is able to comprehend spoken discourse, express thoughts in monologic form, engage actively in dialogic and polylogic communication, as well as read and write various texts in accordance with literacy conventions. These competencies reinforce the learner's ability to articulate ideas

precisely in both spoken and written discourse, maintain official documentation, and produce creative texts.

Listening comprehension competence, one of the key components of speech activity, is grounded in perceptual-receptive mechanisms and manifests through systemic inter-cognitive connections with other speech skills such as speaking, reading, and writing [8: P. 17–39]. The development and activation of this competence necessitate the engagement of complex psycholinguistic mechanisms, including phonetic decoding, semantic interpretation, pragmatic contextualization, and inferential strategies. Its enhancement involves the integration of linguistic factors (lexical range, grammatical intuition), extralinguistic elements (intonation, facial expressions, gestures), and psychological determinants (attention, memory, motivation), all of which interact in a sophisticated and dynamic manner. Consequently, listening competence must not be perceived merely as a passive form of language acquisition, but rather as an active cognitive and communicative process.

Linguistic complexities: this category encompasses difficulties arising within the grammatical, stylistic, lexical, and phonetic domains. For instance, the intricacies of a language's syntactic and morphological systems, the breadth and depth of vocabulary, as well as the peculiarities of pronunciation and intonation, may significantly hinder the listener's comprehension.

Extralinguistic challenges: these refer to factors external to the structural aspects of language. They include the speed of speech, prosodic features such as tone and rhythm, speaker-specific pronunciation traits, the listener's capacity for sustained attention, and the number of times the speech input can be accessed. Additionally, the presence or absence of visual aids (e.g., *support tools, illustrative images, and diagrams*) can either substantially facilitate or complicate the listening process.

Psychological factors: the listener's individual psychological attributes, such as the development level of auditory perception and comprehension skills, emotional state, and motivation for social interaction, play a critical role in the success of the listening process. Psychological factors often serve as decisive elements in overcoming internal barriers and building communicative self-confidence during interaction.

CONCLUSION

Oral speech and communicative competence constitute an integral component of contemporary education and professional activity, functioning not only as a medium for information exchange but also as an indicator of an individual's intellectual and cultural capacity. For students, the ability to accurately employ professional

terminology, ensure interactivity in communication, and adapt linguistic knowledge to sociolinguistic contexts is of critical importance. The development of the linguistic, sociolinguistic, and strategic dimensions of communicative competence enhances not only professional achievement but also the effectiveness of social interactions.

Thus, integrating both theoretical and practical approaches to the development of oral communication should be regarded as a fundamental factor in preparing globally competitive professionals.

REFERENCES

1.   Djuraev R.X.Til o'qitish metodikasi / O'.Q. Tolipov [va boshqalar]; T. Sattorov taxriri asosida. – T.: Nosir, 2000. – P. 124

2.   Kitaigorodskaya G. A. Principles of intensive learning foreign languages, 1988. – P. 260.

3.   Kozma, R. B., & Hwang, Y. The role of technology in learning environments. Educational Technology Research and Development, 67(4), 2019. – p. 897-911.

4.   Harmer J. The Practice of English Language Teaching (5th ed.). Pearson Education, 2015. – 200 p.

5.   Richards J. C., Rodgers T. S. Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press, 2014. – 138 p.

6.   Hymes D. On Communicative Competence. In J.B. Pride and J. Holmes (Eds.), Sociolinguistics: Selected Readings, 1972. – P. 269–293.

7.   Vygotsky L. S. Mind in Society: The Development of Higher Psychological Processes. Harvard University Press, 1978. – P. 170-176

8.   Halliday M. A. K. Learning How to Mean: Explorations in the Development of Language. Edward Arnold, 1975. – P. 44-51.

9.   Зимняя И. Психологические аспекты обучения говорению на иностранном языке. – М.: МГУ, 1998. – 142с.

10.   Emily, E.B. Examination of Task-Based Language Learning Methods on High School Students' Oral Proficiency in French as a Foreign Language. Abstract of Doctoral Dissertation. –Northern Illinois University, Illinois, 2018. – 99 p.

11.