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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Raqamli ta'lim muhitida o'quvchilarning milliy qadriyatlarga oid tasavvurlarini shakllantirishning pedagogik-psixologik mexanizmlari.....	10
<i>Davlatnazarova Ziyodabonu Muxtor qizi</i>	
Talabalarning xulqidagi devyatsiya darajasining yuqorilab ketishiga ta'sir etuvchi ijtimoiy-psixologik omillar.....	16
<i>Ergashev Jo'rabek Xalilovich</i>	
Zo'rvonlikka uchragan bolalarni va ularning oilalarini zo'rvonlikdan himoya qilishning normativ-huquqiy va ijtimoiy-psixologik asoslari.....	19
<i>Ergasheva Gullolaxon Nosirjon qizi</i>	
Tinglab tushunish kompetensiyasining psixolingvistik va pedagogik asoslari.....	24
<i>Jonbo'tayeva Maxarramxon</i>	
O'z-o'zini rivojlantirish kompetensiyasining kasbiy kompetentlik tizimidagi o'rni.....	27
<i>Kutliyeva Feruzaxon Yusupovna</i>	
Eshitishida nuqsoni bo'lgan bolalarning ijtimoiylashuvini ta'minlashga xizmat qiluvchi zamonaviy kompleksni rivojlantirish.....	31
<i>Yunusov Mirsaid Xudayarovich, Istamova Sevdo Ashirqul qizi</i>	
Elektr tizimlari dinamik barqarorligini STEAM va Spiral (Regressus, Progressus) metodlari asosida o'qitish.....	35
<i>Safarov Xoliyor Sayyid Safar o'g'li</i>	
O'quvchilarda badiiy-estetik did va dizaynerlik ko'nikmalarini rivojlantirish metodikasi.....	39
<i>Norbutayeva Dilafuz Abdurasulovna</i>	
Talabalarda ijtimoiy yetuklikni rivojlantirishning psixologik mexanizmlari va uning ta'lim sifatiga ta'siri.....	43
<i>Rahimova Nazokatxon Kasimjonovna</i>	
Model for Improving Students' Professional Competencies Based on Motivational Learning Approach.....	49
<i>Alibekova Mahzuna</i>	
Bo'lajak tarix o'qituvchilarining tarixiy tafakkurini shakllantirishning tuzilmasi va pedagogik komponentlari... 54	54
<i>Djumaniyazov Farxod Ulugbekovich</i>	
Yengil atletika bilan shug'ullanuvchi 14-16 yoshli sportchi qizlarda mashg'ulotlar davomiyligi.....	59
<i>Oralova Bibixol Husniddin qizi, G'ulomova Maftuna Sayfulla qizi</i>	
Boshlang'ich ta'limda ingliz tilini o'yinlar orqali o'rgatish.....	64
<i>Ruzmetova D. A.</i>	
Bo'lajak texnologiya fani o'qituvchisining axloqiy faoliyatini shakllantirishda pedagogik vositalarning imkoniyatlari.....	68
<i>Saydanova Dilafuz Sadirdinovna</i>	
Xorijiy tajribalar va zamonaviy yondashuvlar asosida tyutorlar kasbiy salohiyatini rivojlantirishda malaka oshirish tizimini takomillashtirish.....	75
<i>Ubaydullayev Zuxriddin Botirovich</i>	
Effective Classroom Activities for Developing Speaking Skills Among EFL Learners.....	79
<i>Akhmatova Munisa Orif qizi</i>	
Xalqaro va milliy baholash dasturlarini hisobga olgan holda boshlang'ich ta'lim mazmunini yangi ta'lim trendlari bilan boyitish.....	86
<i>Gulmira Abdullayeva, Egamberganova Yorqinoy Ollobergan qizi</i>	
Ijtimoiy tarmoqlarning shaxs identifikatsiyasiga ta'sirining ijtimoiy-psixologik omillari.....	90
<i>Tojiboyeva Nodiraxon Tursunaliyevna</i>	
Analysis of the Methodology for Developing Students' Creative Thinking Competence Using Artificial Intelligence Tools Based on STEAM Educational Technologies.....	94
<i>Tursunaliyeva Nazokat Tokhir qizi</i>	



Oliy ta'lim muassasalarida e-Portfolio ma'lumotlarini markazlashmagan tarzda boshqarishning afzalliklari va muammolari	102
Yusupova Dono Adambayevna, Jalolov Tursunbek Sadriiddinovich	
Boshlang'ich sinf o'qituvchilarining inklyuziv-tolerantlik haqidagi qarashlari tahlili	110
Amangeldiyeva Adolat Ravshanbek qizi	
Maktabgacha yoshdagi bolalarni savod o'rgatishga tayyorlashning samarali shakl, metod va didaktik vositalari	115
Go'zal Qurbonova	
Maktabgacha katta yoshdagi bolalarda hayot xavfsizligi ko'nikmalarini shakllantirishning dolzarb pedagogik masalalari.....	121
Muratova Munavvar O'rol qizi	
Tarkibida toponimlar mavjud maqol va matallarning lingvomadaniy xususiyatlari va ularni o'qitishning lingvodidaktik asoslari.....	126
Usmonova Zamira Jaxongirovna	
Psixologik-pedagogik tadqiqotlarda tassavur fenomenologiyasi	130
Axmedova Shaxlo Shoxob qizi	
Bo'lajak tasviriy san'at o'qituvchilarining kasbiy kompetensiyasini rivojlantirish metodikasi (haykaltaroshlik san'ati misolida).....	133
Panayeva Maloxat Muminovna	
Взаимосвязь склонности к сравнению внешности, интернет-зависимости и уровня притязаний у студентов-юношей	136
Багдасарова Диана Левоновна	
Роль каракалпакской народной национальной музыки в формировании духовно-нравственных качеств учащихся	141
Зарымова Турсынай Бердибай кызы	



EFFECTIVE CLASSROOM ACTIVITIES FOR DEVELOPING SPEAKING SKILLS AMONG EFL LEARNERS

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Abstract: Speaking is one of the most essential language skills in English language learning; however, many learners of English as a Foreign Language (EFL) experience difficulties in expressing their ideas confidently and fluently. This article examines effective classroom activities that facilitate the development of speaking skills among EFL learners. Drawing on relevant literature, the study explores the role of role-plays, debates, information-gap activities, storytelling, and group discussions in fostering communicative competence. The review demonstrates that interactive, learner-centred classroom activities significantly enhance students' engagement, motivation, fluency, confidence, and communicative performance. The findings suggest that integrating a variety of speaking activities into English language instruction creates meaningful opportunities for authentic language use and contributes substantially to the development of learners' communicative competence.

Key words: speaking skills, EFL learners, communicative competence, interactive classroom activities, learner-centred instruction, English language teaching.

Annotatsiya: Gapirish ingliz tilini o'rganishdagi eng muhim til ko'nikmalaridan biri hisoblanadi. Biroq ingliz tilini chet tili sifatida (EFL) o'rganuvchilarning aksariyati o'z fikrlarini ishonchli va ravon ifodalashda qiyinchiliklarga duch keladi. Mazkur maqolada EFL o'quvchilarining gapirish ko'nikmalarini rivojlantirishga xizmat qiluvchi samarali dars faoliyatlari tahlil qilinadi. Mavzuga oid ilmiy adabiyotlar asosida rolli o'yinlar, munozaralar, axborot almashishga asoslangan topshiriqlar (information-gap activities), hikoya aytish hamda guruhli muhokamalarning kommunikativ kompetensiyani rivojlantirishdagi o'rni yoritilgan. Tahlil natijalari interaktiv va o'quvchi markazli ta'lim faoliyatlari talabalarning darsdagi faolligini, motivatsiyasini, nutq ravonligini, o'ziga bo'lgan ishonchini hamda kommunikativ samaradorligini sezilarli darajada oshirishini ko'rsatadi. Turli xil gapirish faoliyatlarini dars jarayoniga tizimli ravishda integratsiya qilish o'quvchilarga tilni real kommunikativ vaziyatlarda qo'llash imkoniyatini yaratadi hamda ularning kommunikativ kompetensiyasini samarali rivojlantirishga xizmat qiladi.

Kalit so'zlar: gapirish ko'nikmalari, EFL o'rganuvchilari, kommunikativ kompetensiya, interaktiv dars faoliyatlari, o'quvchi markazli ta'lim, ingliz tilini o'qitish.

Аннотация: Говорение является одним из важнейших языковых навыков при изучении английского языка. Однако многие изучающие английский язык как иностранный (EFL) испытывают трудности при уверенном и беглом выражении своих мыслей. В данной статье рассматриваются эффективные виды учебной деятельности, способствующие развитию навыков говорения у изучающих английский язык как иностранный. На основе анализа современной научной литературы раскрывается роль ролевых игр, дебатов, заданий с информационным дефицитом, рассказывания историй и групповых дискуссий в формировании коммуникативной компетенции. Результаты анализа показывают, что интерактивные и личностно-ориентированные методы обучения значительно повышают учебную активность, мотивацию, беглость речи, уверенность в себе и коммуникативную эффективность обучающихся. Систематическое включение разнообразных видов речевой деятельности в учебный процесс создаёт благоприятные условия для аутентичного использования языка и способствует эффективному развитию коммуникативной компетенции.

Ключевые слова: навыки говорения, изучающие английский язык как иностранный, коммуникативная компетенция, интерактивные виды учебной деятельности, личностно-ориентированное обучение, преподавание английского языка.

INTRODUCTION

The ability to communicate effectively in English has become increasingly important in today's globalized world. English functions as the primary international language of communication in education, business, science, technology, and intercultural interaction. Consequently, developing learners' speaking skills has become one of the principal objectives of English Language Teaching (ELT) programs worldwide. Among the four core language skills—listening, speaking, reading, and writing—speaking is widely regarded as the most essential because it enables learners to express ideas, exchange information, negotiate meaning, and participate in meaningful social interaction (Richards, 2008). Despite its importance, speaking remains one of the most challenging skills for learners of English as a Foreign Language (EFL). Many students possess adequate grammatical knowledge and vocabulary; however, they often struggle to communicate confidently and fluently in authentic communicative situations. These difficulties are commonly attributed to limited opportunities for oral practice, fear of making mistakes, language anxiety, lack of self-confidence, and classroom environments that emphasize linguistic accuracy rather than communicative effectiveness (Ur, 2012). Consequently, learners may achieve satisfactory results in written assessments while experiencing considerable difficulty in spontaneous oral communication.

The increasing emphasis on communicative competence has shifted language teaching from traditional teacher-centered instruction toward learner-centered and communicative approaches. Earlier instructional methods primarily focused on grammar translation, memorization, and explicit teacher explanation. Although such approaches contribute to learners' knowledge of linguistic structures, they do not necessarily prepare students to communicate effectively in authentic contexts (Larsen-Freeman & Anderson, 2011). Contemporary language teaching approaches, by contrast, emphasize meaningful interaction, authentic communication, and active learner participation, recognizing that language is acquired most effectively through purposeful use rather than passive study. Against this background, classroom speaking activities have become an essential component of communicative language instruction. Well-designed interactive activities provide learners with authentic opportunities to practice speaking, negotiate meaning, receive feedback, and develop both linguistic competence and communicative confidence. Therefore, identifying effective classroom activities that promote speaking development remains an important issue in English language teaching research and practice. The present article aims to examine classroom activities that effectively enhance speaking skills among EFL learners. Drawing upon established theories of second language acquisition and recent empirical studies, the article discusses how interactive instructional strategies contribute to improving learners' fluency, confidence, participation, and overall communicative competence.

LITERATURE REVIEW

Speaking is widely recognized as one of the most important skills in second and foreign language learning. It serves as the primary means through which individuals communicate ideas, exchange information, express opinions, and establish social relationships. Within language education, speaking is frequently regarded as the most visible indicator of language proficiency because learners are generally evaluated by their ability to communicate orally rather than solely by their knowledge of grammatical rules (Nunan, 2003). Brown (2007) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Unlike writing, speaking occurs in real time and requires learners to make immediate decisions regarding vocabulary, grammar, pronunciation, discourse organization, and meaning negotiation. Consequently, speaking is considered one of the most cognitively demanding language skills to develop. According to Thornbury (2005), successful oral communication requires the integration of both linguistic competence and communicative competence. Learners need adequate vocabulary, grammatical knowledge, pronunciation accuracy, and discourse management skills while simultaneously being able to apply these resources appropriately in authentic communicative situations. This simultaneous integration of linguistic knowledge and communicative performance makes speaking particularly challenging for EFL learners.

Many learners continue to experience difficulties in oral communication despite years of English language study. Ur (2012) identifies several common barriers to speaking, including inhibition, fear of making mistakes, low self-confidence, insufficient motivation, unequal classroom participation, and limited opportunities for meaningful oral practice. In many EFL contexts, students hesitate to participate in classroom discussions because they fear negative evaluation by teachers or peers. These challenges emphasize the importance of creating supportive, learner-centered classroom environments that encourage risk-taking, active participation, and reduced communication anxiety. The significance of speaking competence extends beyond academic achievement. Effective oral communication enhances learners' educational opportunities, professional development, and intercultural communication. In an increasingly globalized labor market, employers highly value



graduates who are able to communicate confidently and effectively in English. Therefore, the development of speaking competence has become a central objective of contemporary English language education. Several influential theories of second language acquisition provide strong theoretical support for incorporating interactive speaking activities into language classrooms. These perspectives consistently emphasize the importance of interaction, meaningful communication, and active language production in facilitating language acquisition.

One of the most influential theoretical perspectives is Krashen's (1985) Input Hypothesis, which proposes that language acquisition occurs when learners are exposed to comprehensible input that is slightly beyond their current level of linguistic competence ($i + 1$). Although comprehensible input is considered essential for language development, subsequent researchers have argued that exposure alone is insufficient for developing communicative competence. Addressing this limitation, Swain (1985) proposed the Output Hypothesis, arguing that learners must also be provided with opportunities to produce language actively. Through speaking and writing, learners become aware of gaps in their linguistic knowledge, test linguistic hypotheses, and modify their language production. Consequently, speaking activities provide indispensable opportunities for learners to process language deeply and improve both linguistic accuracy and communicative fluency. Long's (1996) Interaction Hypothesis further emphasizes the central role of communication in second language acquisition. According to this perspective, language development occurs through meaningful interaction, particularly when learners negotiate meaning during communication breakdowns. During conversational exchanges, learners request clarification, confirm understanding, reformulate utterances, and modify their language to achieve successful communication. Such interactional processes facilitate both language acquisition and communicative competence development.

More recent communicative approaches, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), advocate the integration of authentic speaking activities into classroom instruction. These approaches encourage learners to use language purposefully while solving problems, exchanging information, participating in discussions, and completing collaborative tasks. Research has consistently demonstrated that learner-centered speaking activities—such as role plays, debates, storytelling, information-gap tasks, interviews, simulations, and group discussions—significantly improve learners' speaking fluency, confidence, motivation, and communicative competence. Collectively, the literature suggests that effective speaking instruction extends beyond teaching linguistic forms. It requires creating interactive learning environments in which students actively use language for meaningful communication. Accordingly, incorporating a variety of communicative classroom activities represents one of the most effective pedagogical strategies for enhancing speaking skills among EFL learners.

RESEARCH METHODOLOGY

Interactive speaking activities are widely recognized as fundamental components of Communicative Language Teaching (CLT) and learner-centered instruction. These activities provide learners with meaningful opportunities to use English for authentic communication rather than merely practicing isolated grammatical structures. Through purposeful interaction, learners develop speaking fluency, communicative confidence, strategic competence, and the ability to negotiate meaning in real-life situations. This study adopts a qualitative literature review approach to examine five classroom activities that have consistently been identified in the literature as effective for enhancing speaking skills among EFL learners: role plays, debates, information-gap activities, storytelling, and group discussions. Role play is one of the most frequently employed communicative activities in English language classrooms. It requires learners to assume different social roles and participate in simulated real-life situations. According to Harmer (2015), role plays enable students to practice language in authentic communicative contexts while encouraging creativity, spontaneity, and meaningful interaction. By speaking as fictional characters rather than as themselves, learners often experience reduced anxiety and increased willingness to participate in classroom communication. Role-play activities may be designed around everyday situations such as ordering food in a restaurant, attending a job interview, making a doctor's appointment, booking hotel accommodation, or resolving customer-service complaints. These scenarios enable students to practice functional language, conversational strategies, and context-appropriate expressions that are directly transferable to real-life communication.

One of the major advantages of role play is its contribution to communicative competence. During role-play interactions, learners must select appropriate vocabulary, formulate grammatically accurate utterances, negotiate meaning, respond spontaneously, and maintain the flow of conversation. These experiences facilitate the development of both speaking fluency and sociolinguistic competence (Canale & Swain, 1980). Furthermore, role plays encourage learners to use English for genuine communicative purposes rather than simply completing controlled language exercises. Numerous studies have confirmed the effectiveness of role plays in improving oral communication. Livingstone (1983) argues that role-play activities create meaningful commu-

nicative opportunities and bridge the gap between classroom learning and authentic language use. Similarly, Ladousse (2004) emphasizes that role plays promote active participation, improve pronunciation, enhance communicative confidence, and increase learner motivation. Another important advantage of role plays concerns affective factors. Many EFL learners experience speaking anxiety because of fear of making mistakes or receiving negative evaluation from teachers and classmates. Since learners perform through fictional roles rather than their own identities, role plays reduce performance pressure and encourage greater willingness to communicate. This finding is consistent with Krashen's (1982) Affective Filter Hypothesis, which proposes that reduced anxiety facilitates second-language acquisition. To maximize learning outcomes, teachers should carefully design role-play activities by providing clear instructions, realistic communicative scenarios, appropriate linguistic support, and sufficient preparation time. Activities should also be adapted to learners' proficiency levels and interests. When effectively implemented, role plays become powerful pedagogical tools for developing speaking fluency, communicative competence, and learner confidence.

Debates constitute another highly effective classroom activity for developing speaking proficiency among EFL learners. A debate is a structured communicative activity in which participants present arguments, defend viewpoints, respond to opposing opinions, and justify their positions using logical reasoning and supporting evidence. Unlike ordinary classroom conversations, debates require learners to organize ideas systematically while communicating persuasively and spontaneously. Debate activities simultaneously develop several dimensions of communicative competence. Learners formulate coherent arguments, employ persuasive language, respond to counterarguments, and negotiate meaning in real time. Consequently, debates promote higher-order thinking skills alongside oral communication abilities (Kennedy, 2007). Suitable debate topics may focus on educational, technological, environmental, or social issues. Examples include whether homework should be abolished, whether social media benefits society, or whether online learning is more effective than traditional classroom instruction. Such contemporary topics encourage learners to express opinions, justify their arguments, and critically evaluate alternative perspectives. One of the greatest strengths of debates is their contribution to critical thinking. According to Alasmari and Ahmed (2013), debating requires learners to analyze information critically, evaluate evidence objectively, construct logical arguments, and defend their viewpoints systematically. These cognitive processes contribute not only to language development but also to broader academic and professional competencies.

Debates also encourage extensive language production. Unlike controlled speaking exercises with predetermined responses, debates require learners to generate spontaneous language continuously. This observation supports Swain's (1985) Output Hypothesis, which emphasizes that active language production plays a crucial role in second-language acquisition. Through repeated opportunities to express, defend, and revise their ideas, learners gradually improve both speaking fluency and communicative confidence. Furthermore, debate activities enhance learner motivation by providing opportunities to discuss issues that are personally meaningful and socially relevant. Students typically demonstrate higher engagement when discussing controversial or thought-provoking topics related to their own experiences. Increased engagement results in greater classroom participation and more frequent use of the target language. Nevertheless, debates may present challenges for lower-proficiency learners who lack sufficient vocabulary or grammatical resources to express complex ideas effectively. To address these challenges, teachers should provide appropriate scaffolding, including vocabulary lists, useful expressions, sentence starters, discussion frameworks, and adequate preparation time. Such pedagogical support enables learners to participate more confidently while gradually strengthening both their linguistic competence and speaking performance.

ANALYSIS AND RESULTS

The findings of the reviewed literature demonstrate that interactive classroom activities play a pivotal role in developing the speaking skills of EFL learners. Although instructional techniques such as role plays, debates, storytelling, information-gap tasks, and group discussions have consistently been reported as effective, their success largely depends on the pedagogical approaches adopted by teachers. The evidence indicates that the effectiveness of these activities is maximized when they are implemented within learner-centered, communicative, and supportive learning environments that encourage meaningful interaction and authentic language use. One of the principal findings emerging from the literature is the importance of adopting a learner-centered instructional approach. Traditional language classrooms typically position teachers as the primary source of knowledge, thereby limiting students' opportunities to engage in meaningful oral communication. In contrast, contemporary communicative language teaching emphasizes the active participation of learners in constructing knowledge through interaction (Richards & Rodgers, 2014). Within such environments, teachers function as facilitators who organize communicative tasks, monitor interaction, provide appropriate scaffolding, and



encourage learner autonomy. This pedagogical shift significantly increases students' speaking opportunities and contributes to greater communicative competence.

The analysis also highlights the importance of establishing a psychologically supportive classroom atmosphere. Numerous studies indicate that speaking anxiety, fear of making mistakes, and low self-confidence remain major obstacles preventing EFL learners from participating actively in oral communication (Ur, 2012). Interactive classroom activities become considerably more effective when teachers promote positive classroom relationships, encourage peer collaboration, provide constructive feedback, and view learner errors as natural stages of language development rather than indicators of failure. Such practices lower learners' affective barriers and increase their willingness to communicate. Another significant finding concerns the careful selection of speaking activities according to learners' proficiency levels and learning needs. The reviewed studies consistently emphasize that speaking tasks should maintain an appropriate balance between challenge and support (Harmer, 2015). Activities that exceed learners' linguistic abilities may generate frustration and anxiety, whereas overly simple tasks fail to stimulate meaningful language development. Consequently, beginner learners benefit most from highly structured communicative activities such as guided role plays and simple information-gap exercises, while intermediate and advanced learners demonstrate greater progress through debates, presentations, problem-solving tasks, and project-based discussions requiring more sophisticated language production.

The literature further demonstrates that authentic and personally meaningful discussion topics substantially enhance learner motivation and classroom participation. Learners show greater engagement when speaking activities relate to their personal experiences, academic interests, future careers, or contemporary social issues. Authentic communicative tasks encourage students to perceive English as a practical means of communication rather than merely an academic subject, thereby strengthening both intrinsic motivation and communicative confidence (Nunan, 2003). Feedback emerged as another critical component influencing speaking development. The reviewed research indicates that excessive correction during communicative interaction may interrupt learners' fluency and reduce their confidence. Brown (2007) recommends maintaining a balance between fluency-oriented communication and accuracy-oriented feedback. During speaking activities, teachers should prioritize maintaining communication and postpone detailed error correction until learners have completed the communicative task. This approach enables students to focus on conveying meaning while still benefiting from constructive feedback that supports continuous improvement. The analysis also reveals the growing contribution of educational technology to speaking instruction. Digital learning platforms, video-conferencing applications, online discussion forums, speech-recording software, and mobile language-learning applications provide learners with additional opportunities to practice speaking beyond classroom boundaries. Technology-enhanced learning environments promote learner autonomy, increase motivation, facilitate self-reflection, and expand opportunities for authentic communication with diverse interlocutors (Godwin-Jones, 2018). Consequently, integrating technology into speaking instruction has become an increasingly valuable component of contemporary EFL pedagogy.

Furthermore, maximizing student talk time represents another essential factor associated with successful speaking instruction. Research consistently demonstrates that excessive teacher talk limits learners' opportunities for oral language production. Pair work and small-group activities substantially increase speaking opportunities by allowing multiple interactions to occur simultaneously (Nation & Newton, 2009). Such collaborative arrangements not only improve speaking fluency but also strengthen learners' interpersonal communication, negotiation of meaning, and cooperative learning skills. The literature also emphasizes the importance of continuous professional development for English language teachers. Effective implementation of communicative speaking activities requires educators to remain informed about current methodological developments, technological innovations, and evidence-based pedagogical practices. Participation in professional development programs, academic conferences, workshops, and collaborative learning communities enables teachers to refine their instructional practices and improve the quality of speaking instruction. Overall, the reviewed studies consistently indicate that successful speaking development requires the integration of learner-centered pedagogy, authentic communicative tasks, supportive classroom environments, constructive feedback, technology-enhanced learning opportunities, and continuous teacher development. Collectively, these pedagogical components contribute significantly to learners' communicative competence, speaking confidence, fluency, and long-term language achievement.

CONCLUSION

Speaking constitutes one of the fundamental language skills and remains central to successful communication in today's increasingly globalized society. Despite its importance, many EFL learners continue to encounter considerable challenges in developing oral proficiency because of limited opportunities for authentic communi-

cation, speaking anxiety, insufficient confidence, and instructional practices that emphasize grammatical accuracy over meaningful language use. Addressing these challenges requires the implementation of communicative, learner-centered instructional approaches that actively engage learners in purposeful oral interaction. This study examined the contribution of interactive classroom activities to the development of speaking skills among EFL learners. The literature demonstrates that instructional techniques such as role plays, debates, information-gap activities, storytelling, and group discussions create meaningful opportunities for authentic communication while promoting learner engagement, collaboration, and communicative competence. Through these activities, learners actively negotiate meaning, express opinions, solve problems collaboratively, and apply language in realistic communicative contexts. The findings further indicate that interactive speaking activities contribute to multiple dimensions of language development. Beyond improving speaking fluency, they enhance vocabulary acquisition, pronunciation accuracy, discourse competence, strategic communication skills, learner motivation, self-confidence, and willingness to communicate. These outcomes are consistent with major theories of second language acquisition, including the Interaction Hypothesis (Long, 1996), the Output Hypothesis (Swain, 1985), and Sociocultural Theory (Vygotsky, 1978), all of which emphasize that language develops most effectively through meaningful social interaction.

The analysis also highlights the indispensable role of teachers in facilitating successful speaking instruction. Effective classroom implementation requires careful lesson planning, appropriate linguistic scaffolding, constructive feedback, learner-centered classroom management, and the creation of psychologically supportive learning environments. Teachers who successfully integrate these pedagogical principles provide learners with greater opportunities to develop both linguistic competence and communicative confidence. As English continues to function as a global language of education, science, technology, and international communication, communicative competence will become increasingly important for learners worldwide. Consequently, English language instruction should continue to prioritize interactive, authentic, and learner-centered speaking activities that prepare students for communication beyond the classroom. Future research may further investigate the contributions of artificial intelligence, virtual learning environments, mobile-assisted language learning, and digital collaborative platforms to speaking development in diverse EFL contexts. In conclusion, interactive classroom activities constitute highly effective pedagogical tools for enhancing speaking proficiency among EFL learners. Their systematic integration into English language classrooms can substantially improve learners' fluency, communicative competence, confidence, motivation, and overall oral language performance, thereby preparing them to become competent and confident users of English in both academic and professional settings.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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