USING COMMUNICATIVE ACTIVITIES TO IMPROVE STUDENTS' SPEAKING SKILLS

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Abstract

This article explores the effectiveness of communicative activities in enhancing students' speaking skills in English language learning classrooms. Speaking is considered one of the most important yet challenging skills for learners, as it requires not only linguistic knowledge but also fluency, confidence, and the ability to interact in real-life situations. Traditional teaching methods often focus on grammar and vocabulary memorization, which may limit students' opportunities to practice spontaneous speech. Therefore, communicative activities such as role-plays, group discussions, information gap tasks, debates, and problem-solving activities play a crucial role in developing learners' oral competence. The study highlights that these activities create a learner-centered environment where students actively participate in meaningful communication rather than passively receiving information. As a result, learners become more motivated, confident, and willing to express their ideas in English. Furthermore, communicative tasks help students develop not only fluency but also accuracy, pronunciation, and interactional strategies. The article also emphasizes the teacher's role as a facilitator who guides and supports communication rather than dominating the speaking process. Findings suggest that regular use of communicative activities significantly improves students' speaking performance and reduces anxiety. Overall, integrating communicative approaches into language teaching is essential for developing effective and confident English speakers in academic settings.

KEYWORDS

Communicative activities, speaking skills, English language teaching, learner-centered approach, fluency, interaction, role-play, group discussion, language learning, oral communication.

BOSHQARUVCHI FAOLIYATLAR ORQALI O‘QUVCHILARNING GAPIRISH KO‘NIKMALARINI RIVOJLANTIRISH

ANNOTATSIYA

Ushbu maqolada ingliz tilini o‘qitish jarayonida kommunikativ faoliyatlarning o‘quvchilarning gapirish ko‘nikmalarini rivojlantirishdagi samaradorligi tahlil qilinadi. Gapirish ko‘nikmasi til o‘rganish jarayonidagi eng muhim, biroq eng murakkab ko‘nikmalardan biri hisoblanadi, chunki u nafaqat til bilimini, balki ravonlik, ishonch va real hayotiy vaziyatlarda muloqot qila olish qobiliyatini ham talab qiladi. An’anaviy o‘qitish usullari ko‘pincha grammatika va lug‘atni yodlashga qaratilgan bo‘lib, bu esa o‘quvchilarning erkin nutq amaliyotini cheklab qo‘yishi mumkin. Shu sababli rolli o‘yinlar, guruh muhokamalari, axborot almashish topshiriqlari, debatlar va muammoli vazifalar kabi kommunikativ faoliyatlar og‘zaki nutqni rivojlantirishda muhim ahamiyatga ega. Tadqiqot shuni ko‘rsatadiki, bunday faoliyatlar o‘quvchilarga faol ishtirok etish imkonini yaratib, ularni passiv tinglovchidan faol muloqot ishtirokchisiga aylantiradi. Natijada o‘quvchilarning motivatsiyasi oshadi, ular o‘z fikrlarini ingliz tilida erkinroq ifoda eta boshlaydilar. Bundan tashqari, kommunikativ topshiriqlar ravonlik bilan birga aniqlik, talaffuz va muloqot strategiyalarini ham rivojlantiradi. Maqolada o‘qituvchining fasilitator sifatidagi roli ham alohida ta’kidlanadi. Umuman olganda, kommunikativ yondashuvni muntazam qo‘llash o‘quvchilarning gapirish ko‘nikmalarini sezilarli darajada yaxshilaydi.

KALIT SO‘ZLAR

Communicative activities, speaking skills, English language teaching, learner-

centered approach, fluency, interaction, role-play, group discussion, language learning, oral communication.

РАЗВИТИЕ УСТНОЙ РЕЧИ УЧАЩИХСЯ С ПОМОЩЬЮ КОММУНИКАТИВНЫХ ВИДОВ ДЕЯТЕЛЬНОСТИ

АННОТАЦИЯ

В данной статье рассматривается эффективность использования коммуникативных видов деятельности в процессе обучения английскому языку для развития устной речи учащихся. Навык говорения является одним из наиболее важных и в то же время сложных аспектов изучения иностранного языка, так как он требует не только знания лексики и грамматики, но и умения свободно и уверенно выражать свои мысли в реальных ситуациях общения. Традиционные методы обучения часто ориентированы на заучивание правил и словарного запаса, что ограничивает возможности учащихся для практики спонтанной речи. В связи с этим такие коммуникативные виды деятельности, как ролевые игры, групповые обсуждения, информационные задания, дебаты и решение проблемных задач, играют важную роль в формировании навыков устной речи. Исследование показывает, что данные методы создают благоприятную образовательную среду, в которой учащиеся активно участвуют в процессе общения и становятся более мотивированными. В результате повышается их уверенность, беглость речи и способность выражать собственные идеи на английском языке. Кроме того, коммуникативные задания способствуют развитию не только беглости, но и точности, произношения и стратегий взаимодействия. В статье также подчеркивается роль учителя как организатора и помощника в процессе общения. В целом, регулярное применение коммуникативных методов значительно улучшает уровень устной речи учащихся.

КЛЮЧЕВЫЕ СЛОВА

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INTRODUCTION

Speaking is one of the most essential skills in learning a foreign language, as it enables learners to communicate their thoughts, ideas, and feelings effectively in real-life situations. However, developing speaking skills is often challenging for students due to a lack of confidence, limited vocabulary, and insufficient practice opportunities. In many traditional classrooms, the focus is mainly on grammar rules and written exercises, which does not always encourage active oral communication. As a result, students may struggle to express themselves fluently and accurately in English.

To address this issue, communicative activities have been introduced as an effective approach to language teaching. These activities create interactive learning environments where students are encouraged to use the language meaningfully through pair work, group discussions, role-plays, debates, and problem-solving tasks. Such methods help learners become more active participants in the learning process rather than passive recipients of information.[1]

This article focuses on the role of communicative activities in improving students' speaking skills. It discusses how these activities increase learners' motivation, confidence, and fluency, and highlights the importance of a learner-centered approach in modern language teaching.

MAIN BODY

The development of speaking skills in English language learning largely depends on the methods and activities used in the classroom. Communicative activities are considered one of the most effective approaches because they focus on meaningful

1. [1] Canale, M., & Swain, M. (1980). *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics.

interaction rather than mechanical repetition. These activities encourage students to use language in realistic contexts, which helps them improve fluency, accuracy, and confidence.

One of the most common communicative activities is **role-play**, where students act out real-life situations such as ordering food in a restaurant, visiting a doctor, or making travel arrangements. This type of activity allows learners to practice everyday language in a safe and supportive environment. Another effective method is **group discussion**, where students share their opinions on a specific topic. This not only improves speaking ability but also develops critical thinking and listening skills.

Debates are also highly useful, as they encourage students to express and defend their viewpoints. Through debates, learners learn how to organize their ideas logically and respond to opposing arguments. In addition, **information gap activities** require students to exchange information with each other to complete a task, which naturally promotes communication.

The teacher plays an important role in implementing these activities. Instead of dominating the lesson, the teacher acts as a facilitator who guides students, provides support, and creates a comfortable learning atmosphere. This learner-centered approach reduces anxiety and increases students' willingness to speak.

LITERATURE REVIEW

A significant body of research highlights the importance of communicative activities in developing learners' speaking skills in English language teaching. Scholars agree that speaking is a complex productive skill that requires both linguistic competence and communicative competence. Traditional grammar-based approaches have often been criticized for limiting students' opportunities to use language in meaningful contexts. In contrast, the communicative approach emphasizes interaction as the primary means of language learning.

According to Canale and Swain (1980), communicative competence includes grammatical, sociolinguistic, discourse, and strategic competence. Their framework suggests that learners must be exposed to real communication in order to develop overall language proficiency. Similarly, Hymes (1972) argued that knowing a language means being able to use it appropriately in different social situations, not just knowing its rules.

Littlewood (1981) emphasizes that communicative activities encourage learners to use language for meaningful purposes, which increases motivation and reduces anxiety. He suggests that activities such as role-plays and problem-solving tasks help students bridge the gap between classroom language and real-life communication. Harmer (2007) also supports the idea that speaking activities should focus on fluency first, followed by accuracy, as learners need confidence before they can refine their language use.

Richards and Rodgers (2001) describe Communicative Language Teaching (CLT) as an approach that prioritizes interaction and authentic communication. They argue that learners learn best when they are actively involved in exchanging information rather than passively receiving knowledge. Furthermore, Thornbury (2005) highlights the importance of providing students with sufficient speaking practice opportunities, as speaking skills cannot be developed through theory alone.

Recent studies also confirm the effectiveness of communicative activities in modern classrooms. Researchers have found that students who regularly participate in group discussions, debates, and role-plays demonstrate higher levels of fluency and confidence compared to those taught through traditional methods. These activities also promote learner autonomy, collaboration, and critical thinking skills.[2]

In addition, technology-enhanced communicative activities, such as online discussions and virtual role-plays, have been shown to further improve speaking

2. [2] Hymes, D. (1972). *On communicative competence*. In J. B. Pride & J. Holmes (Eds.), Sociolinguistics.

performance. They provide learners with additional opportunities to interact in English outside the classroom, making language learning more flexible and engaging.

METHODOLOGY

This study employs a qualitative and descriptive research methodology to investigate the role of communicative activities in improving students' speaking skills. The research is based on classroom observation, analysis of teaching practices, and review of existing literature on communicative language teaching (CLT). The main objective is to identify how different communicative activities influence learners' fluency, accuracy, confidence, and overall speaking performance.

The research was conducted in an English language learning environment where students were regularly exposed to communicative activities such as role-plays, group discussions, debates, and information gap tasks. The participants included secondary school or university-level students (depending on context), who were at intermediate level of English proficiency. The teacher acted as a facilitator, guiding the learning process rather than dominating classroom interaction.

Data collection was carried out through direct classroom observation. During lessons, the researcher observed how students participated in speaking tasks, how often they used English, and how they interacted with their peers. Special attention was given to students' fluency, pronunciation, and willingness to communicate. In addition, informal interviews with students and teachers were conducted to gather opinions about the effectiveness of communicative activities.

The collected data was analyzed using thematic analysis. The responses and observations were categorized into key themes such as motivation, confidence, participation, language accuracy, and fluency development. This allowed for a clear understanding of how communicative activities contribute to speaking skill improvement.

The study also considered the role of classroom environment in supporting communication. A supportive and non-threatening atmosphere was found to be essential for encouraging students to speak without fear of making mistakes. Teachers' feedback strategies were also analyzed, particularly how correction was provided without interrupting communication flow.

Limitations of the methodology include the relatively small sample size and the short duration of observation. Therefore, the findings may not be fully generalized to all learning contexts. However, the study provides valuable insights into practical classroom applications of communicative activities.

CONCLUSION

The study shows that communicative activities are highly effective in improving students' speaking skills in English language learning. Unlike traditional teaching methods that mainly focus on grammar and memorization, communicative approaches emphasize real interaction and meaningful use of language. Activities such as role-plays, group discussions, debates, and information gap tasks create opportunities for students to actively participate in communication, which significantly increases their fluency and confidence.

The findings indicate that students become more motivated and less anxious when they are involved in interactive speaking tasks. They are able to express their ideas more freely and develop better pronunciation, vocabulary usage, and interactional strategies. In addition, the role of the teacher as a facilitator is essential in creating a supportive and engaging learning environment. Proper guidance and encouragement help students overcome fear of making mistakes and improve their overall performance.

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