THE ROLE OF INTERACTIVE ACTIVITIES INIMPROVING STUDENT'S SPEAKING SKILLS IN ENGLISH CIASSES

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ANNOTATION. This study investigates effective ways of improving students' speaking skills in English classes through interactive activities, pair work, and communicative teaching methods. Speaking is considered one of the most important language skills because it helps learners communicate ideas, express opinions, and take part actively in conversations. However, many students experience difficulties such as low confidence, fear of making mistakes, limited vocabulary, and pronunciation problems.

The research was conducted among 9th-grade students (15 participants) using questionnaires, classroom observations, and teacher interviews. The findings show that students become more motivated and confident when interactive speaking activities are used during lessons. Activities such as "Role Play" and "Think-Pair-Share" helped learners improve fluency, participation, and speaking confidence. The study also emphasizes the importance of creating a supportive classroom environment where students can practice speaking without fear. Overall, the research highlights the value of communicative and student-centered approaches in developing speaking skills and increasing learner participation in English classes.

KEY WORDS: speaking skills, communicative approach, interactive activities, learner confidence, ESL learners, motivation, pair work

АННОТАЦИЯ.

Данное исследование направлено на изучение эффективных способов развития навыков говорения учащихся на уроках английского языка с использованием

интерактивных заданий, парной работы и коммуникативных методов обучения. Навыки говорения считаются одними из самых важных языковых навыков, поскольку они позволяют учащимся выражать свои мысли, участвовать в обсуждениях и эффективно общаться. Однако многие учащиеся сталкиваются с трудностями, такими как недостаток уверенности, страх совершать ошибки, ограниченный словарный запас и проблемы с произношением.

Исследование было проведено среди учащихся 9 класса (15 человек) с использованием анкетирования, наблюдения и интервью с учителями. Результаты показали, что учащиеся становятся более мотивированными и уверенными в себе при использовании интерактивных заданий на уроках. Такие виды деятельности, как “Role Play” и “Think-Pair-Share”, способствовали развитию беглости речи, активности и уверенности учащихся. Также исследование подчеркивает важность создания благоприятной атмосферы в классе, где учащиеся могут свободно практиковать разговорную речь без страха ошибок. В целом, исследование показывает необходимость применения коммуникативных и ориентированных на учащихся методов обучения для развития навыков говорения на уроках английского языка.

КЛЮЧЕНИЯ СЛОВА: навыки говорения, коммуникативный подход, интерактивные задания, уверенность учащихся, ESL учащиеся, мотивация, парная работа

INTRODUCTION. Speaking is one of the most important skills in learning English. It helps students communicate with others, express their opinions, and take part actively in classroom activities. Without speaking practice, learners may know grammar and vocabulary but still have difficulty communicating effectively in real-life situations. Many students face difficulties in speaking English because they are afraid of making mistakes, lack confidence, or do not have enough opportunities to practice. Therefore,

teachers should use interactive and communicative teaching methods to help students improve their speaking abilities and become more active learners.

BACKGROUND. Speaking skills play an important role in language learning because they support communication and interaction. According to communicative language teaching theory, students learn languages more effectively when they actively use the language in meaningful situations. Research also shows that interactive classroom activities increase students' motivation and reduce speaking fear.

Studies have shown that pair work, group discussions, and role-playing activities help learners improve fluency, pronunciation, and confidence. Furthermore, supportive classroom environments encourage students to participate more actively and develop better speaking habits.

Interactive activities are especially useful because they give students opportunities to practice real communication instead of only memorizing grammar rules. As a result, students become more confident and motivated to use English both inside and outside the classroom.

AIM. This study aims to explore effective ways of improving students' speaking skills through interactive classroom activities and communicative teaching methods. It also examines how pair work, games, and group discussions influence students' motivation, confidence, and participation in English lessons.

In addition, the research aims to identify the main speaking difficulties faced by students and provide practical suggestions for teachers to improve speaking instruction in ESL classrooms.

OBJECTIVES. This research aims to explore the following issues and answer related research questions:

To identify the main challenges students face in speaking English.	To investigate the effectiveness of interactive speaking activities in English classes.	To examine students' opinions about communicative classroom methods.

To analyze the role of teacher support in improving learners' speaking confidence.		

PARTICIPANTS. The participants of this study consisted of 9th-grade students, including approximately 8 girls and 7 boys from a local school in Namangan region. In total, 15 students participated in the research.

Data collection was carried out through questionnaires, classroom observations, and teacher interviews. During the lessons, students' participation, confidence, and ability to communicate in English were carefully observed. The research helped identify common speaking problems and students' favorite learning activities.

One teacher mentioned that the activity "Role Play" was very effective because students could practice real-life conversations and improve their fluency naturally. According to the teacher, this activity also increased learners' confidence and reduced fear of speaking.

Another teacher highlighted the activity "Think-Pair-Share." She explained that this method encourages students to discuss ideas with partners before speaking in front of the class. As a result, students feel more prepared and participate more actively in classroom discussions.

RESULTS. This study presents the results of a survey conducted among 15 students to explore their speaking difficulties and classroom participation. The findings show that many students feel nervous when speaking English in front of others. Approximately 46.7% of learners reported that low confidence was their biggest challenge, while 40% stated that pronunciation difficulties affected their speaking performance.

The results also show that students prefer interactive speaking activities over traditional exercises. About 60% of learners said that pair work and games helped them speak more comfortably in English classes. In addition, 53.3% of students

believed that group discussions improved their speaking fluency and communication skills.

However, many learners still practice speaking irregularly. Around 40% of students mentioned that they rarely speak English outside the classroom, which limits their progress in fluency and pronunciation. Furthermore, some students admitted that they were afraid of making grammar mistakes during conversations.

The study also found that interactive activities significantly increased student engagement and participation. Activities such as “Role Play” and “Think-Pair-Share” encouraged students to communicate more actively and helped them remember useful expressions and vocabulary. These findings support previous research showing that communicative activities positively influence speaking development and learner motivation.

Overall, the results indicate that students benefit greatly from supportive, interactive, and student-centered speaking activities in English lessons.

CONCLUSION.In conclusion, this study highlights the importance of interactive and communicative approaches in improving students’ speaking skills in English classes. The findings show that many students experience difficulties related to confidence, pronunciation, and fear of mistakes. However, activities such as role plays, pair discussions, and speaking games can significantly increase learners’ motivation, participation, and fluency.

Teachers are encouraged to create supportive classroom environments where students feel comfortable expressing themselves in English. In addition, regular speaking practice and communicative activities should be included in lessons to help students become more confident and independent language learners.

By using interactive teaching strategies and encouraging active participation, students’ speaking abilities and overall English proficiency can be greatly improved.

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