



THE IMPORTANCE OF USING MODERN INTERACTIVE METHODS IN IMPROVING SPEAKING SKILLS AND COMPETENCES IN ENGLISH

Rashidova Durdona Shavkatovna

Teacher of English

Nurata District Technical College No. 2

<https://doi.org/10.5281/zenodo.18334289>

ARTICLE INFO

Received: 19th January 2026

Accepted: 20th January 2026

Online: 21st January 2026

KEYWORDS

speech communication, communication, thinking, speech activity, component, speaking skills

ABSTRACT

This article discusses the importance of using modern interactive methods in improving learners' speaking skills and competences in English in educational institutions. It also highlights the current relevance of foreign language learning and various approaches to developing learners' language skills and competences. In addition, based on practical teaching experience, examples are provided to demonstrate the outcomes that can be achieved through an individual approach in teaching a foreign language.

English occupies a leading position among the most widely spoken languages in the world. Therefore, in terms of the scope of communication, this language is extensively used in many countries. English is spoken in more than 40 countries worldwide. For this reason, in our country as well, English is taught step by step at all levels of education, including preschool institutions, schools, and technical colleges.

Language mastery, especially the acquisition of foreign languages, plays a significant role in the continuous development of an individual. Nowadays, interest in learning foreign languages is increasing not only among the younger generation but also among adults. In particular, special attention is being paid to this aspect by the state within the professional education system. However, not everyone fully realizes the importance of knowing other languages, such as Russian or French, to a certain extent when learning English. In other words, the more languages a learner knows, the broader their knowledge base becomes, enabling them to find answers to emerging questions and consult literature in different languages when necessary.

It must be acknowledged that insufficient knowledge and understanding of Russian among Uzbek-speaking students often creates a secondary challenge in learning English. As a result, learners are required to study both English and Russian simultaneously. In this process, students not only learn English but also improve their Russian language skills. Although languages differ in their lexical and grammatical structures, it should not be forgotten that similar or closely related expressions and phrases can be found across languages. Such commonalities are a unique product of human cognition and are shared by certain languages. When all key components of foreign language teaching are integrated based on these common features, effective results in language learning can be achieved.

Teaching speaking skills in a foreign language primarily involves developing dialogic and monologic speech competences. Through dialogic speech instruction, students should be

able to engage in simple conversations on familiar topics such as family life, daily routines, and their professional field, using known language material. The effectiveness of communication largely depends on how well learners plan their speech actions and respond promptly to their interlocutor's questions, which in turn reflects the teacher's pedagogical competence.

At this stage, teaching speaking begins with the basic dialogic unit of question and answer. Dialogic speech skills are developed through visual aids such as pictures and texts, as they facilitate easier organization of speech communication. The choice of methods used in organizing speech interaction is crucial. For example, teachers may first provide students with key words and then ask them to construct dialogues based on those words. Prepared samples can also be offered to guide learners. Another effective technique is the use of a "gap-filling dictation," where students complete a prepared text with missing words using given key words.

Additionally, incorporating facial expressions and pantomime has been proven to enhance dialogic speech activities. In this process, students are first introduced to the "golden rule" of movement, which emphasizes overcoming shyness, hesitation, and lack of confidence. It is important to avoid mocking learners' mistakes, opposing their expressed opinions, or interrupting and correcting them while they are speaking.

When teaching monologic speech in English or other foreign languages, learners are encouraged to construct sentences based on speech models, expand or condense the content of a given text in written form, describe events depicted in visuals more comprehensively, continue or supplement given ideas based on their own understanding, and utilize their existing linguistic knowledge and skills while completing such tasks.

Conclusion.

Although many students have a solid knowledge of grammar, their speaking skills are often insufficiently developed. It cannot be confidently stated that learners' written speech fully meets required standards either. Written speech consists of reading and writing, with writing being an integral component of speech activity, as it facilitates information exchange. To prevent these issues in language learning, assigning additional independent tasks beyond classroom instruction yields positive results. For example, exercises such as new words for enhancing lexical resources significantly contribute to vocabulary development.

Thus, when students are taught using modern methodologies, challenges in foreign language learning are gradually eliminated. In our country, sufficient conditions and opportunities have been created across all levels of education to support this process. Assigning independent research-based tasks motivates learners to explore and learn autonomously. Consequently, this also requires teachers to engage in continuous self-development and methodological improvement.

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