

SPEAKING THROUGH COMMUNICATIVE METHODS

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Annotation: This article explores the role of communicative methods in developing speaking skills in language learning. It highlights the importance of interaction, real-life communication, and learner-centered approaches in enhancing students' oral proficiency. The study examines various communicative techniques such as role plays, discussions, pair and group work, and task-based activities that encourage active participation. Additionally, it analyzes how these methods help reduce learners' anxiety, improve fluency, and build confidence in speaking.

Key words: communicative approach, speaking skills, language learning, interaction, fluency, learner-centered teaching, oral communication, task-based learning

Introduction. In the traditional landscape of linguistics, the mastery of a language was often equated with the ability to decipher complex syntax and translate classical texts. However, the modern globalized world demands more: the ability to negotiate meaning in real-time. Speaking through communicative methods refers to a pedagogical shift where the act of speaking is not merely the end goal but the primary tool for learning. This approach prioritizes functional language use over rote memorization, positing that fluency is best achieved when learners are engaged in authentic communication¹.

This cognitive realization triggers an internal search for the correct form, leading to more permanent linguistic integration. Communicative methods facilitate this by creating information gaps where students must speak to obtain information they do not have. Modern educators employ several strategies to ensure that speaking activities remain communicative rather than mechanical.

The lesson is organized around a central task such as planning a trip, solving a mystery, or debating a current event. The focus is on the completion of the task rather than the production of a specific grammatical structure. As students work together, they are "speaking through" the problem, naturally utilizing the language they possess while reaching for new expressions as the need arises. A hallmark of communicative methods is the strategic balance between fluency and accuracy. In traditional models, every error is corrected immediately, which often leads to monitor over-use and speaking anxiety. Communicative methods suggest that during fluency-based activities, the teacher should act as a facilitator, noting errors for later feedback rather than interrupting the flow of communication. This builds the learner's confidence and mimics real-world interactions where the primary goal is to be understood².

¹ Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan (2020). *State Educational Standards for Foreign Language Teaching*. Tashkent.

² Jack C. Richards & Theodore S. Rodgers (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Speaking is never done in a vacuum. Communicative methods utilize authentic materials such as menus, news clips, or podcasts to provide a context for speaking. By reacting to real-world stimuli, learners move away from the “artificiality” of textbook dialogues and toward the “authenticity” of natural discourse. The adoption of communicative methods necessitates a role reversal in the classroom. The teacher is no longer the sage on the stage who provides all the answers but the guide on the side who manages the environment. Designs tasks that require interaction. Occasionally joins groups to model natural conversation. Students must take responsibility for their own learning by taking risks and experimenting with the language³.

Despite its effectiveness, implementing communicative speaking methods is not without challenges. In many cultures, the fear of losing face prevents students from speaking unless they are certain of their correctness. Furthermore, large class sizes can make it difficult for a teacher to monitor every interaction. To mitigate these issues, educators are increasingly turning to collaborative learning. By breaking the class into pairs or small groups, the student talking time increases exponentially compared to a teacher-centered model. Furthermore, technology such as voice-recording apps and virtual exchange programs allows students to practice communicative speaking outside the four walls of the classroom.

The success of speaking through communicative methods is heavily dependent on the affective filter. This psychological construct suggests that high anxiety, low motivation, and lack of self-confidence can act as a mental block to language acquisition. Communicative methods aim to lower this filter by creating a supportive, low-stakes environment where mistakes are viewed as necessary stepping stones rather than failures. When students feel that the “communicative intent” is valued over grammatical perfection, they are more likely to engage in the creative use of language⁴.

The process of teaching a foreign language, particularly English, involves the development of speech activity, which is an essential part of human communication and a complex, multifaceted phenomenon. From a methodological perspective, speech activity is typically divided into productive skills (speaking and writing) and receptive skills (listening and reading). While this classification is important, special attention must be given to each type, as they are based on different psychological and linguistic mechanisms that should be carefully considered in the teaching process.

Among these skills, speaking plays a central role in modern language education. In today’s globalized world, proficiency in spoken English has become a crucial requirement for academic success and career advancement. Therefore, the development of communicative competence has emerged as the primary goal of foreign language teaching. Within this framework, speaking is viewed not only as a linguistic skill but also as a practical tool for real-life interaction.

The evolution of teaching methodologies reflects the changing social demands and needs of society. In this context, communicative language teaching has gained significant importance, especially in teaching speaking skills. Despite the existence of traditional teaching approaches,

³ H. Douglas Brown (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.

⁴ Jeremy Harmer (2007). *How to Teach English*. Harlow: Pearson Longman.

there remains a gap between the intended goal developing communicative ability and the actual classroom practices. To bridge this gap, communicative methods focus on meaningful interaction, real-life situations, and student-centered learning⁵.

Speaking, as a type of speech activity, is a complex, purposeful, and interactive process that involves both cognitive and social elements. It results in the production of speech utterances that reflect the communicative context and the speaker's intentions. The basic unit of speaking is considered to be the speech act, which conveys meaning through structured phrases, intonation, and pronunciation. In communicative language teaching, these elements are practiced in integrated and meaningful ways, ensuring that learners develop both fluency and accuracy. Teaching speaking through communicative methods provides an effective framework for developing learners' communicative competence. By focusing on interaction, practical usage, and learner engagement, this approach helps students become confident and proficient speakers of English.

Conclusion. Speaking through communicative methods represents a holistic approach to language education. By focusing on the functional use of language, leveraging the cognitive benefits of output, and reducing the psychological barriers to production, this method prepares learners for the complexities of real-world communication. The goal of modern language instruction is not to produce walking dictionaries, but to develop flexible communicators. As we continue to refine these methods, the emphasis must remain on the human element of language the desire to connect, to share ideas, and to understand one another across linguistic divides. The future of language teaching lies in the hands of those who recognize that we do not learn a language to speak it; we speak a language to learn it.

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⁵ Michael Canale & Merrill Swain (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.