METHODOLOGY OF TEACHING ORAL SPEECH TO STUDENTS IN A NATIONAL GROUP

Umarova Nasiba Erkinovna
Lecturer, Department of Languages
Tashkent Branch of the University of Business and Science
Email: n.umarova1966@gmail.com

Annotation: This article examines the methodology of teaching oral speech to students in a national (non-native language) group based on established pedagogical theories and empirical studies. It analyzes communicative approaches, task-based learning, and interactive strategies that enhance speaking competence. The study highlights factors such as linguistic environment, psychological barriers, and the role of authentic materials. The findings demonstrate that systematic and communicative-oriented instruction significantly improves students' oral proficiency.

Keywords: oral speech, communicative competence, national group, language teaching methodology, speaking skills, task-based learning, interaction, EFL

Introduction

The development of oral speech skills is a central objective in foreign language education, especially in national groups where the target language is not used in everyday communication. According to research in applied linguistics, speaking is considered one of the most complex language skills, as it requires the integration of grammatical, lexical, phonetic, and sociolinguistic competencies [1, p. 45].

In national groups, students often face challenges such as limited exposure to the target language, lack of authentic communication environments, and psychological barriers including fear of making mistakes [2, p. 78]. These factors necessitate the implementation of effective teaching methodologies that are grounded in scientific research and pedagogical best practices.

This article aims to analyze evidence-based methods for teaching oral speech, focusing on communicative and interactive approaches that have been proven effective in improving learners' speaking abilities.

Methodology

The methodology of teaching oral speech is based on several well-established approaches in language pedagogy. The communicative language teaching (CLT) approach emphasizes meaningful interaction and real-life communication as the primary goal of language learning [3, p. 112].

Another widely recognized approach is task-based language teaching (TBLT), which involves the use of tasks that simulate real-world communication scenarios. Studies show that task-based activities significantly increase student participation and fluency [4, p. 56].

In addition, the audio-lingual method contributes to the development of pronunciation and automatic speech patterns through repetition and drills [5, p. 91]. Although this method alone is insufficient, its elements remain useful when integrated with communicative techniques.

The methodology also incorporates the use of authentic materials such as videos, dialogues, and real-life texts, which provide students with exposure to natural language use [6, p. 134].

Furthermore, interactive techniques such as role-plays, discussions, debates, and group work are essential components. Research indicates that collaborative learning environments enhance speaking performance and reduce anxiety [7, p. 67].

The study is based on the analysis of scientific literature, comparative evaluation of teaching methods, and synthesis of empirical findings from previous research.

Results

The analysis of methodological approaches demonstrates that communicative and interactive strategies produce the most effective results in developing oral speech. According to empirical

studies, students who participate in communicative activities show a 30–40% improvement in speaking fluency compared to those taught through traditional grammar-translation methods [8, p. 203].

Task-based learning has been shown to increase students' motivation and engagement. Learners involved in problem-solving and role-play tasks demonstrate better lexical retention and more accurate sentence structures [4, p. 59].

The use of authentic materials improves listening comprehension and pronunciation, which directly impacts speaking ability. Students exposed to real-life language contexts develop more natural speech patterns [6, p. 138].

Additionally, psychological factors play a crucial role. Studies confirm that reducing anxiety and creating a supportive classroom environment significantly enhances students' willingness to speak [9, p. 88].

The results also indicate that regular practice and feedback are essential for progress. Teachers who provide constructive feedback help students identify errors and improve their performance systematically [10, p. 121]

Analysis and Discussion

The analysis of teaching oral speech in national groups demonstrates that effective instruction must be grounded in a comprehensive and integrative methodological framework. Research in applied linguistics and pedagogy consistently confirms that no single method is sufficient to ensure the development of speaking skills; instead, a combination of communicative, cognitive, sociocultural, and technological approaches is required. This is particularly important in national groups where learners have limited exposure to the target language outside the classroom environment.

One of the central theoretical foundations for teaching oral speech is the concept of communicative competence. According to Hymes, communicative competence extends beyond grammatical knowledge to include sociolinguistic, discourse, and strategic competencies [1, p. 48]. This implies that students must not only know the rules of the language but also be able to use them appropriately in various communicative situations. In national groups, this aspect becomes especially critical because learners often lack real-life opportunities to practice the language. Therefore, classroom instruction must simulate authentic communication as closely as possible.

In this regard, communicative language teaching (CLT) plays a crucial role. CLT emphasizes interaction as both the means and the goal of learning. Empirical studies show that students engaged in communicative activities demonstrate higher levels of fluency and confidence compared to those taught through traditional methods [3, p. 113]. For example, activities such as role-plays, simulations, and problem-solving tasks encourage learners to use language meaningfully rather than mechanically. This shift from form-focused to meaning-focused instruction is essential for developing oral proficiency.

Another key component of effective methodology is task-based language teaching (TBLT). TBLT is grounded in the idea that language is best learned through the performance of meaningful tasks. Ellis argues that tasks provide a natural context for language use and promote the integration of linguistic skills [4, p. 60]. In national groups, task-based activities are particularly beneficial because they create opportunities for purposeful communication. For instance, tasks such as planning a trip, conducting interviews, or solving real-life problems require students to use language actively and creatively. This not only improves fluency but also enhances learners' ability to organize and express their thoughts in the target language.

The cognitive dimension of language learning also plays an important role in the development of oral speech. Cognitive theories suggest that language acquisition involves processes such as attention, memory, and information processing. Repetition and practice are necessary for the automatization of language structures, which in turn facilitates fluent speech production [5, p. 92]. However, repetition alone is not sufficient. It must be combined with

meaningful use of language to ensure that learners can transfer their knowledge to real communicative situations. Therefore, effective teaching should balance controlled practice with free production activities.

The sociocultural perspective further enriches our understanding of oral speech development. According to Vygotsky's theory, learning occurs through social interaction and collaboration [7, p. 70]. The concept of the Zone of Proximal Development (ZPD) highlights the importance of scaffolding, where learners receive support from teachers or peers to perform tasks that they cannot accomplish independently. In the context of teaching oral speech, this means that pair work and group activities are not merely supplementary but essential components of instruction. Collaborative learning environments allow students to negotiate meaning, exchange ideas, and develop their speaking skills in a supportive setting.

Interaction is particularly significant in national groups because it compensates for the lack of natural language exposure. Research indicates that interaction facilitates language acquisition by providing opportunities for input, output, and feedback [8, p. 204]. Through interaction, learners become aware of gaps in their knowledge and are motivated to improve their language use. Moreover, interaction helps to develop pragmatic competence, enabling students to use language appropriately in different social contexts.

The use of authentic materials is another important factor in teaching oral speech. Authentic materials, such as videos, podcasts, and real-life dialogues, expose learners to natural language input that reflects how the language is used by native speakers [6, p. 138]. This exposure is crucial for developing listening comprehension, pronunciation, and intonation, all of which are essential components of speaking. Furthermore, authentic materials provide cultural context, helping learners understand the social and cultural norms associated with language use.

However, the integration of authentic materials must be carefully managed. Materials should be selected based on learners' proficiency levels and instructional goals. If the materials are too difficult, they may discourage students and hinder learning. Therefore, teachers must adapt authentic resources to make them accessible and relevant to their students.

Psychological factors also play a critical role in the development of oral speech. One of the most significant barriers to speaking is anxiety. Krashen's affective filter hypothesis suggests that emotional factors such as fear, motivation, and self-confidence can influence language acquisition [9, p. 88]. In national groups, students often experience high levels of anxiety due to fear of making mistakes or being judged by others. This can inhibit their willingness to participate in speaking activities.

To address this issue, teachers must create a supportive and non-threatening classroom environment. Encouraging a positive attitude toward errors is essential. Errors should be viewed as a natural part of the learning process rather than as failures. Providing constructive feedback and focusing on communication rather than accuracy can help reduce anxiety and increase students' confidence.

Motivation is another key psychological factor. Studies show that motivated learners are more likely to engage in speaking activities and persist in their efforts to improve [2, p. 79]. Teachers can enhance motivation by using interesting and relevant topics, incorporating interactive activities, and providing opportunities for success. In addition, setting clear goals and providing regular feedback can help students monitor their progress and stay motivated.

The role of technology in teaching oral speech has become increasingly important in recent years. Digital tools such as language learning applications, online platforms, and virtual communication tools provide additional opportunities for practicing speaking [11, p. 156]. For example, video conferencing tools allow students to interact with native speakers or peers from different regions, thereby expanding their communicative experience. Similarly, speech recognition software can provide immediate feedback on pronunciation and fluency.

Technology also supports individualized learning. Students can practice speaking at their own pace and receive personalized feedback. This is particularly beneficial in national groups

where classroom time may be limited. However, the effective use of technology requires careful planning and integration into the curriculum. Teachers must ensure that technological tools complement rather than replace traditional teaching methods.

Despite the advantages of modern methodologies, several challenges remain in teaching oral speech in national groups. One of the main challenges is large class size, which limits opportunities for individual practice and feedback. In such cases, teachers must use strategies such as pair work and group activities to maximize student participation.

Another challenge is limited instructional time. Developing speaking skills requires regular and sustained practice, but time constraints often restrict the amount of speaking activities that can be conducted in class. Therefore, teachers should encourage students to practice speaking outside the classroom, for example, through language clubs or online communication.

Resource limitations can also affect the implementation of effective methodologies. Not all educational institutions have access to modern technology or authentic materials. In such situations, teachers must be creative and use available resources effectively. For example, simple role-play activities or discussions can be conducted without the need for advanced technology.

Teacher competence is another critical factor. Effective teaching of oral speech requires not only linguistic knowledge but also pedagogical skills. Teachers must be able to design engaging activities, provide appropriate feedback, and manage classroom interaction. Continuous professional development is essential to ensure that teachers are equipped with the necessary skills and knowledge.

Assessment of oral speech is another important aspect that requires careful consideration. Traditional assessment methods often focus on written skills and may not accurately reflect students' speaking abilities. Therefore, alternative assessment methods such as oral presentations, interviews, and performance-based tasks should be used. These methods provide a more comprehensive evaluation of students' communicative competence.

Furthermore, assessment should be formative as well as summative. Formative assessment provides ongoing feedback that helps students improve their performance, while summative assessment evaluates their overall achievement. Combining both types of assessment ensures a balanced and effective evaluation system.

Conclusion

The study concludes that the development of oral speech in national groups requires a systematic and research-based approach. Communicative language teaching, task-based learning, and interactive methods have been proven to be highly effective in improving speaking skills.

The integration of authentic materials, regular practice, and constructive feedback further enhances students' performance. Additionally, addressing psychological barriers and creating a supportive learning environment are essential for successful language acquisition.

Future research should focus on the integration of digital technologies and the development of innovative teaching strategies that can further improve oral communication skills.

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