

USING COMMUNICATIVE APPROACH TO ENHANCE SPEAKING SKILLS

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Speaking is very important in human life. Speaking is one of the components in teaching English. Speaking is a process in which speaker expresses his/her thoughts, ideas, experiences, opinions, perception through spoken language. Using language by speaking, human are allowed to communication with other people to express ideas, to facilitate the thinking process and to recall the information. Speaking is one of the skills that the students will be judged upon most in a real-life situation. Speaking is a productive skill that often presents challenges due to its spontaneous and interactive nature. Research consistently highlights the benefits of communicative activities in developing oral fluency and confidence. According to Nunan(1991), task-based speaking activities significantly improve learner participation and motivation. Brown and Yule (1983) differentiate between transactional (exchanging information) and interactional (maintaining social relationships) uses of speech, both essential in speaking instruction[1;78]. Ur (1996) noted that learners need meaningful opportunities for language output to internalize linguistic forms effectively. A study by Tuan and Nhu (2010) reported that students engaged in communicative activities showed noticeable improvements in fluency, coherence, and pronunciation. Liu and Jackson (2008) observed reduced anxiety and improved speaking confidence among students who practiced in communicative, peer-centered environments. These studies reinforce the value of Communicative Language Teaching (CLT) as a tool for improving the various sub-skills involved in speaking. The Communicative Approach, or Communicative Language Teaching (CLT), emerged in the 1970s as a response to the limitations of traditional grammar-based instruction. It emphasizes real-life communication, functional language use, and learner interaction as central to language learning. Theoretical underpinnings of the CLT approach rest on the belief that the primary function of language is communication, not just the mastery of grammar rules. This approach aligns with Hymes' (1972) notion of communicative competence, which encompasses not only grammatical proficiency but also the ability to use language appropriately in various contexts. Several notable scholars have significantly contributed to the understanding and development of the Communicative Approach. Dell Hymes (1972) introduced the concept of communicative competence, arguing that language users must know not only what is grammatically correct but also what is contextually appropriate. Michael Halliday (1978) emphasized the functional aspects of language, suggesting that language learning should be based on real-life functions and purposes[2;56]. Canale and Swain (1980) expanded Hymes' concept by outlining four components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence. Jack C. Richards (2006) advocated for CLT as a flexible, adaptable method that can be tailored to the learner's needs, incorporating tasks that simulate real-world communication[5;46]. Jeremy Harmer (2001) emphasized the importance of meaningful input, interaction, and learner engagement in communicative tasks that develop fluency [3;27]. These perspectives form the foundation for implementing CLT in language classrooms, particularly when aiming to improve speaking proficiency.

The primary goal of the Communicative Approach is to develop learners' communicative competence — the ability to convey and interpret messages effectively and appropriately in different contexts. It moves away from rote memorization and grammar drills toward meaningful interaction and negotiation of meaning. To improve the students speaking ability, the teacher needs to make an active and exciting teaching plan to teach the target language. The selection of teaching activities in CLT will have a great impact on the learning. To develop learner's communicative competence, there is an ample of activities using communicative process, such as negotiation of meaning, interaction and information sharing.[6] According to Richards and Rodgers (2014), to support the class in which communicative language teaching is used, it is necessary to use games, role plays, simulations, and task based communication activities. *Role Plays* – simulate real-life situations allowing learners to practice appropriate language in context. *Interviews* – foster

question-and-answer practice and help develop fluency. *Information Gap Activities* – encourage pair or group work where students must communicate to fill in missing information. *Strip Stories* – involve sequencing dialogue strips and retelling the story, which enhances speaking and listening skills. *Problem-Solving Tasks* – require students to discuss, plan, and present solutions, promoting spontaneous language use. *Discussions and Debates* – provide authentic opportunities for opinion exchange and extended speech. These techniques promote both accuracy and fluency, emphasizing student interaction as a core element of speaking skill development. According to Finocchiro and Brumfit (1983), to develop students' speaking skills, they should be given chance to work with their peers and work on the following teachers' specific tasks: **1-** Answering to directions or questions asked by the tutor or friends on close or out of class experiences; **2-** Giving directions to others; **3-** Preparing original sentences with communicative expressions, structures or notions which have been presented; **4-** Describing objects from a picture or a movie; **5-** Tell or retell a well-known story or experience in their own words; **6-** Reporting a prepared topic and accepting questions; **7-** Improving realistic conversation about a class shop, a library or other appropriate resources; **8-** Taking a role in communicative language game; **9-** Participating in some oral group activities, such as a debate, a discussion, a forum, based on research where students are forced to listen attentively to the previous speaker in order to agree, disagree, express, uncertainty or add other relevant information. The methodology prioritizes learner autonomy and engagement. Teachers act as facilitators, guiding students through interactive tasks rather than directly instructing. Resources such as newspapers, videos, interviews, and podcasts are used to expose learners to real-world language usage. Language is acquired through completing meaningful tasks, not through isolated language drills. Tasks mimic real-life communicative situations and require the use of target language in context. Pair and group work are emphasized to foster cooperation, reduce anxiety, and increase language output. Emphasis is placed on fluency over accuracy during initial output, with corrective feedback provided in supportive and non-intrusive ways post-activity.

The Communicative Approach has proven to be an effective methodology for enhancing speaking skills in second language learners. By emphasizing real-life communication, contextualized language use, and learner interaction, CLT helps develop not only fluency but also confidence and motivation in speaking. The integration of communicative techniques such as role plays, interviews, and collaborative tasks enables learners to practice language meaningfully and purposefully. As evidenced by numerous studies and expert perspectives, adopting CLT in the classroom fosters holistic language development and equips learners with essential communicative competencies for academic and real-world success.

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