

UTILIZING INTERACTIVE METHODS TO DEVELOP STUDENTS' ORAL COMMUNICATION SKILLS

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Annotation: This article analyzes the importance and effectiveness of interactive learning methods in developing students' oral speech skills. Interactive methods are pedagogical techniques aimed at activating students, forming their independent thinking, and improving their speech culture. The article demonstrates the influence of interactive methods such as group discussions, role-playing games, presentations, and communication exercises on speech development. At the same time, these methods help make the learning process interesting and effective, stimulate mutual communication between students, and increase their ability to express their thoughts clearly and fluently.

Keywords: Oral speech, interactive methods, students, speaking skills, pedagogical techniques, communication, educational process, group discussions, role-playing games, presentation.

The use of interactive methods in the development of students' oral speech is an integral part of modern pedagogical approaches. Oral speech is not only the basis of language proficiency, but also a criterion for a person's ability to freely and clearly express their thoughts, to effectively communicate in a social and professional environment. From this point of view, the use of interactive methods in the educational process plays a large role in the formation of students' skills in communication, exchange of ideas, and justification of their position.

Interactive methods mean the educational process carried out on the basis of equal and active participation of the teacher and students. Through such methods, students have the opportunity to use language in practice through practical exercises, such as conversations, discussions, group work, problem-solving, role-playing. This serves to transform oral speech from the level of theoretical knowledge into a real means of communication.

Classes organized using interactive approaches contribute to the independent formation of students' opinions, active participation in discussions, and the development of critical and creative thinking. Such methods are especially important for students studying in a foreign language or in philological fields, since their future professional activity will largely depend on the ability to conduct effective communication.

Also, through interactive methods, students, along with the development of speech culture, gain socio-psychological self-confidence, understand speech errors, and acquire the

ability to eliminate them. During the lesson, students learn to listen to each other's opinions, to reason, to be open to constructive criticism and discussion. This contributes to the formation of a culture of communication.

In general, the development of oral speech through interactive methods requires a modern methodological approach from the teacher, analytical thinking, and involving each student in active participation. As a result of such an approach, oral speech becomes the fundamental basis of the language being studied, and students are formed as individuals capable of expressing their thoughts clearly, concisely, and fluently in various aspects of life.

Dialogic exercises are one of the most effective methods used in the development of students' oral speech activity. Through these exercises, students model conversations that are close to natural communication between two or more people. These exercises contribute to the formation of students' practical speech skills, the development of a culture of social interaction, and the strengthening of their ability to express independent opinion. Dialogic lessons are often organized within the framework of a specific topic.

The teacher selects the topic and divides the students into roles. Each role represents a personal position corresponding to a specific communication context. For example, one student can play the role of a journalist asking questions, while another can play the role of a specialist answering questions. Through such situations, students learn to express their thoughts correctly and freely, to respond quickly and logically to questions.

Dialogues ensure naturalness in communication. After all, oral speech often arises in an unprepared form, in a certain environment, as a direct means of communication. Therefore, such exercises prepare students for real-life communication situations, teach them to perform speech tasks such as exchanging ideas, expressing objections, compromising, and justifying their opinion. Especially in the process of learning foreign languages, dialogic exercises have a great influence on the active use of oral speech and improvement of pronunciation.

Dialogic lessons are also important as a means of increasing student activity in the lesson, encouraging them to actively participate in the lesson process. This creates a lively atmosphere in the lesson, students exchange ideas, and the effectiveness of knowledge acquisition increases. The teacher manages the conversation, analyzes grammatical errors, and pays attention to correct pronunciation and speech culture. For the successful implementation of dialogic exercises, a thorough preparation, logical topic selection, proper distribution of roles, and a methodological approach to managing interaction are required from the teacher. Thus, dialogic exercises serve as an important tool not only in language learning, but also in the formation of socio-communicative competencies.

Group discussions play a very important role in the development of students' oral speech. With the help of this method, students can freely express their thoughts on the topic, which helps to improve their speech culture. In the process of discussion, students are forced to communicate with each other, as a result of which they not only learn to express their thoughts clearly and concisely, but also develop the ability to listen to the opinion of others and react to it. In this way, students develop argumentation and discussion skills in the process of exchanging ideas, which further improves their logical thinking and speech style. Discussions

make the learning process more lively and interactive, students make learning more effective through interconnection. As a result, through group discussions, students' oral speech becomes more fluent, reliable, and effective.

Role-playing games are one of the effective interactive methods for developing students' oral speech. In this method, students play various situations in real life or the educational process, placing themselves in a certain role. Thus, they will have the opportunity to practically strengthen their speech culture and communication skills. Role-playing games activate students, involve them more deeply in the speech process, and increase their self-confidence in speech. In such activities, students learn not only to speak, but also to listen, adapt, and coordinate. In addition, role-playing games contribute to the development of quick thinking and the ability to respond correctly in complex communicative situations. Therefore, role-playing games are a practical and effective tool for improving students' oral speech.

Presentations are an important interactive method in the development of students' oral speech. In this process, students express their opinions on a pre-prepared topic in front of the group. This activity allows them not only to improve the culture of speech, but also to form the skills of expressing their thoughts clearly, fluently, and logically.

During the presentation, students deeply prepare for the topic, organize their materials, and learn to use various communicative methods to engage the audience. At the same time, speaking in front of a group increases their confidence, helps to overcome stress and fear in speech. This will serve as an impetus for free and effective communication in subsequent conversations. Presentations also encourage the exchange of questions and answers among students, which increases interactivity and further strengthens speaking skills. As a result, the presentation of presentations serves as an important tool in the development of students' oral speech, not only in knowledge, but also in improving their communicative culture.

In conclusion, the use of interactive methods in the development of students' oral speech significantly improves the quality of the educational process. These methods activate students and allow them to improve their skills in exchanging ideas and communicating. Therefore, the widespread use of interactive methods by teachers in the educational process is an important factor in the formation and development of speech culture. In the future, it is necessary to further improve these methods and apply them taking into account the individual needs of students.

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