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Qabul qilingan sana: 07.12.2025
Nashr etilgan sana: 30.01.2026

# INTERACTIVE STRATEGIES TO DEVELOP SPEAKING SKILLS AT ELEMENTARY LEVEL STUDENTS

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**Abstract**. This article aims to discuss the interactive strategies to develop speaking skills of elementary-level students. Drawing on secondary sources, the article identifies a number of strategies that can be used to teach English-speaking skills. Teaching English-speaking skills to elementary-level students at school is especially challenging. Nevertheless, most Uzbek students are not able to communicate in English fluently for many reasons. The most demanding issue for teachers is how to assist students to apply the knowledge learned in the class to real-life situations. This article can help teachers to use easy strategies to make speaking lessons more effective and engaging for students. Many teachers struggle to make creative speaking activities that work well in the classroom and in limited time. The strategies discussed that teachers can use apply immeditly, such as pair work, role-playing, and games in adaptable and simple way.

**Keywords.** Interactive strategies, developing speaking skills, elementary-level students, English-speaking skills, teaching English, Uzbek students, communication in English, fluency, classroom knowledge, real-life situations, challenges for students.

## INTRODUCTION

**Why speaking is important in elementary English classes**.

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Speaking is crucial because it plays a vital role in communication. Speaking is a qualification of a learner of language learning classes for communication with others in their daily lives.

Students who are comfortable speaking English are more likely to join in classroom discussions and debates. This active participation helps them understand the subject better and encourages critical thinking and teamwork. Speaking activities helps students to hear and produce correct English sounds which is difficult to learn by reading and writing. When students speak more they faster stat to forming ideas directly in English rather than translating from Uzbek to English.

Many Uzbek students struggle to communicate in English fluently for various issues. Firstly, they learn this language as a second language; it is hard to speak like natives. Although lessons provided in English focus on grammar rules, vocabulary, and written exercises, opportunities for real communication are limited. Even though they can make sentences and use vocabulary they are embarrassed to speak confidantly. The main reason for that is that learners are afraid to make mistakes in front of classmates. Therefore, improving speaking skill requires strong foundation and hard working.

There are four skills in English and one of the skills that students think is very difficult is speaking. Speaking is the skill that needs more practice and exercise, otherwise speaking fluency cannot be improved. Teacher needs to use different teaching techniques in order to reach all students effectively. This paper explores the significance of incorporating interactive methods, such as role-playing, group discussions, and task-based learning, into language classrooms. By using various activities can built strong option, not only learning language , but also develop critical thinking, engaging colloborative learning. When students practice

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speaking through real world activitisies they are more likely to increase their confidence rather then learning traditional- passive learning.

Using a variety of activities not only helps with language learning, but also develops critical thinking and collaborative learning skills. Practicing speaking in real-world settings increases students' confidence compared to traditional passive learning. Teachers should create a supportive environment in which mistakes are seen as part of the learning process to reduce students' speaking anxiety.

At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures of globalisation, which has resulted in the increased usage of English in all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look into the measures made to address the problem of oral English. At the secondary level, the student's English speaking ability is weak. They have a limited command of the English language. The students lack the ability to speak in English. It is argued that mastery of the English language is one of the most important chances that secondary school pupils should have. Students should be able to communicate effectively in English in order to keep up with the pressures of globalisation, which has resulted in the increased usage of English in 42 Qlantic Journal of Social Sciences (QJSS)Nabeela Hayar all fields. The investigation's major goal is to uncover the issues that are hurting students' English speaking skills at the secondary level. The investigation will also look into the measures made to address the problem of oral English.

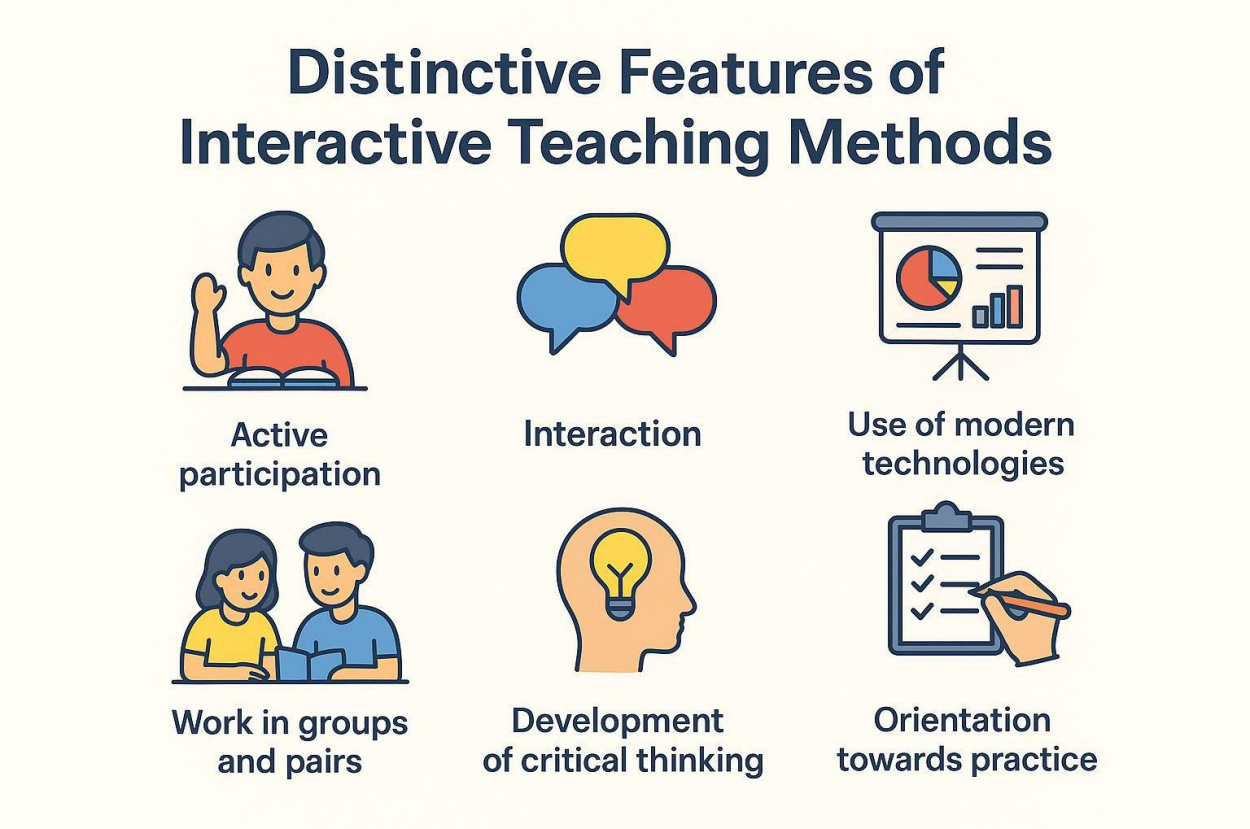
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Recent research highlights that interactive teaching strategies are highly effective for improving speaking skills among elementary learners. Interaction plays a key role in motivating students, as it transforms language learning into an engaging and meaningful process. When learners work in pairs or groups, communication becomes natural, and they have more opportunities to express ideas in a comfortable environment. Interactive methods are also supported by experiential learning theory, which suggests that students learn best by doing rather than only listening. Through role plays, games, and collaborative tasks, learners actively use language, which strengthens their fluency and accuracy. Moreover, peer support reduces anxiety, helping shy or reluctant students gain confidence and participate more freely. Therefore, interactive strategies offer a practical and research-supported approach to developing speaking skills in young learners.

**Interactive Strategies for Teaching Speaking**

The use of interactive strategies requires effective speaking instruction, student- centerad methods that develops real communication. The following strategies supported by teachers and classroom practice which helps young learners develop fluency, accuracy, and confidance.

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**Pair Work**

Pair work is a strategy where students work and complete a speaking task or solve a problem together.

How to apply in class:

The teacher assigns a short task such as asking and answering questions, describing pictures, or practicing dialogues. Students talk to one partner for 2-5 minutes.

Pair work increases speaking time, reduces fear of making mistakes, and creates a safe environment where even shy students feel comfortable.

“ Find Someone Who…” – Students receive a list of promts (e.g., likes apples, has a pet, can swim). They must ask their partner questions and complete the sheet.

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Students create a story or describe events using images, picture sequences, or flashcards.

How to apply in class:

The teacher displays pictures and asks students to describe what they see, predict what will happen next, or retell the sequence as a story.

Benefits:

Storytelling improves fluency, vocabulary, and creativity. It helps students practice past tense, connectors, and descriptive language.

Example activity:

“Picture Story Sequence” – Students receive 4–6 pictures and retell the story using first, then, next, and finally.

For teachers in Uzbekistan, recommended to include communicative tasks in every lesson, provide a safe environment where mistakes are accepted as a part of learning and all students have frequent speaking opportunities. Using visuals, games, and real-life situation can make lessons more engaging for young learners. Interactive strategies can significantly improve speaking skills and help students use English confidently.

In conclusion, speaking skill are very important for learners due to they help students communicate confidently and use the language in real situations. However, many students in Uzbekistan still struggle with speaking due to fear, lack of vocabulary, and limited practice in daily life. Interactive strategies such as pair work, role play, games, group discussions, and interviews create more opportunities for students to speak and express themselves.

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From my own teaching experience during my school practice in Stanford IT school, I noticed that students become more active when lessons include interactive tasks. For example, when I used pair work and simple role plays with $5^{th}$ -$6^{th}$ grade students, even shy learners started speaking more confidently because they felt safer and interesting speaking with partner in front of whole class. These experiences show that interactive strategies are effective for improving speaking skills in Uzbekistan. Therefore, teachers should use more communicative activities to help students speak naturally, enjoy the lesson, and gradually build fluency.

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The research was conducted under the supervision of Munira Mengliyeva, English instructor of Uzbekistan State World Languages University.