

**DEVELOPING ENGLISH SPEAKING SKILLS
OF AGRICULTURAL STUDENTS****Mirzayeva Nasibaxon Jalolovna**Associate professor of the
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ABSTRACT *This article examines effective ways of developing English speaking skills of agricultural students in higher education. It focuses on communicative and task-based approaches combined with English for Specific Purposes (ESP). The study emphasizes the use of interactive activities and authentic professional materials to improve students' fluency, confidence, and communicative competence. The results show that a learner-centered and professionally oriented approach contributes to better speaking performance in academic and professional contexts.*

Keywords: *English speaking skills, agricultural students, ESP, communicative approach, task-based instruction, authentic materials, professional communication.*

Introduction

With the expansion of international cooperation and scientific exchange, English has gained particular importance for students studying agriculture. Today, future specialists in this field are expected to communicate in English while participating in academic discussions, professional training, and international projects (Brown, 2007). Although reading and writing skills remain important, speaking is often considered the most demanding skill for learners (Harmer, 2007; Thornbury, 2005). For this reason, special attention should be paid to improving the English speaking abilities of agricultural students in higher education institutions (Richards, 2008).

Furthermore, the development of speaking skills enables students to actively share professional ideas, present research findings, and engage in problem-solving discussions related to agricultural practice. Effective oral communication also increases students' confidence and motivation, which are essential for successful participation in international academic and professional environments. Therefore, the integration of communicative and profession-oriented speaking activities into English language instruction is a necessary requirement of modern agricultural education.

Main body. Previous research in applied linguistics and language pedagogy highlights the significance of communicative competence in foreign language learning (Richards & Rodgers, 2014). Scholars emphasize that English for Specific Purposes (ESP) is especially effective when instruction is linked to learners' professional needs (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987). Studies show that speaking skills develop more successfully when students are engaged in meaningful interaction and profession-oriented communication tasks. Uzbek linguistic research also underlines the value of contextual and pragmatic approaches in language teaching.

Approaches to Developing Speaking Skills. Communicative Language Teaching remains one of the most productive approaches for enhancing speaking skills, as it prioritizes interaction and real communication. In addition, task-based instruction enables students to use English while completing practical activities connected with agriculture. Tasks such as explaining farming processes, discussing agricultural problems, or presenting project results encourage students to speak more confidently and fluently (Harmer, 2007).

Interactive techniques including role-play, simulations, and group discussions are particularly effective for agricultural students. These activities help learners practice professional vocabulary and improve spontaneous speech. Oral presentations related to agricultural topics also contribute to the development of accuracy and coherence in spoken English.

Moreover, incorporating peer feedback and reflective discussions after these activities encourages students to critically evaluate their performance, recognize areas for improvement, and build confidence in using English in professional contexts (Brown, 2007; Richards, 2008).

Role of Authentic Materials. The use of authentic materials significantly supports the development of speaking skills. Agricultural videos, professional texts, and real-life case studies expose students to natural language use. Such materials allow learners to acquire terminology in context and improve pronunciation and discourse skills. Moreover, authentic content increases students' motivation and helps them understand the practical value of English in their future profession.

Additionally, incorporating interviews with experts, podcasts, and interactive online resources provides learners with diverse linguistic input and varied accents, enhancing listening comprehension and adaptive speaking skills. Using authentic materials in collaborative tasks, such as group analyses or presentations, encourages active participation, critical thinking, and the practical application of language in real-world agricultural contexts.

Difficulties and Pedagogical Solutions. Many agricultural students experience difficulties such as limited speaking practice, fear of making errors, and low self-confidence. To address these challenges, teachers should create a learner-friendly environment that encourages communication. Pair and group activities provide more opportunities for speaking and reduce anxiety. Constructive feedback and continuous encouragement also play a key role in improving students' speaking performance.

The communicative method implies the construction of the learning process as a model of the communication process. Consequently, we need to find a form in which the content of communication functions, it will be an adequate basis for the selection and organization of speech material. Of great importance for the success of learning to communicate in a foreign language will be properly organized teamwork and a communicative oriented construction of the educational process as a whole. It is

obvious that success from the joint activities of a student and a teacher depends largely on the organization of this activity. Effective knowledge of a foreign language implies first and foremost the ability to work independently on learning a language, maintain and constantly increase one's knowledge, improve skills, develop a communicative and informational culture. In this regard, the student's independent educational activity as the basis of productive language education becomes the most important component (Abatbayevna, 2019).

Conclusion. To sum up, the development of English speaking skills among agricultural students requires communicative, task-oriented, and professionally relevant teaching strategies. The integration of interactive methods, such as role-plays, simulations, group discussions, and problem-solving tasks, not only strengthens students' ability to use professional vocabulary but also fosters spontaneity and confidence in spoken English. Additionally, the use of authentic materials-including agricultural videos, field reports, expert interviews, podcasts, and real-life case studies-provides learners with exposure to natural language, diverse accents, and practical contexts, which enhance pronunciation, discourse skills, and critical thinking. Collaborative projects, presentations, and peer feedback further encourage active participation, reflective learning, and the application of English in realistic professional scenarios. As English continues to be an essential tool in the global agricultural sector, effective speaking instruction is crucial for preparing students to communicate efficiently in both academic and professional environments. Therefore, a balanced approach that combines interactive techniques, authentic resources, and task-based learning ensures that agricultural students develop not only linguistic competence but also the practical communication skills necessary for their future careers.

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