



METHODOLOGICAL APPROACHES TO DEVELOPING SPEAKING SKILLS

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Abstract: *This article analyzes modern approaches to developing speaking skills in language education. It focuses on the theoretical and practical aspects of Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), and interactive methods like role-plays and debates. Based on the theories of Dell Hymes, Canale, and Swain, the study explores how these methodologies transform students from passive learners into active communicators. The research highlights the importance of integrating language learning with real-life situations to build communicative competence. The findings conclude that these interactive strategies effectively improve students' oral proficiency, critical thinking, and social interaction skills.*

Keywords: *communicative competence, speaking skills, TBL, CLIL, interactive methods, language pedagogy.*

Today, widely used methodological approaches in developing speaking skills include the communicative method, task-based learning, CLIL approach, and role-play and debate methods. These methods serve to transform learners from passive listeners into active communicative participants and enable them to acquire language as a means of social interaction.

Communicative Method (Communicative Language Teaching)

The communicative method was developed by European linguists in the 1970s, and its main goal is to form communicative competence in learners. The theoretical foundation of this method is based on the theory of communicative competence developed by Dell Hymes. [1]

According to Hymes, knowing a language includes not only mastering grammatical rules but also the ability to use them appropriately in a social context.

Canale and Swain divide communicative competence into the following components; grammatical competence, sociolinguistic competence, discourse competence, strategic competence. [2]

In the communicative method, the learning process is based on real-life communicative situations. Pair work, discussions, interviews, and information exchange activities are widely used in lessons. This method develops the following speaking abilities in learners; expressing ideas freely, applying strategies in the communication process, constructing speech appropriate to real communicative situations, conducting interactive communication.

The communicative method is also based on constructivist learning theory, according to which knowledge is actively constructed by the learner. [3]

The communicative method is one of the most effective approaches in developing speaking activity, as it enables language learning as a means of communication. This method develops learners' independent thinking, communicative competence, and social adaptability. At the same time, the method requires high methodological competence from the teacher and necessitates careful planning of the teaching process

Task-Based Learning

Task-based learning (TBL) is a methodological approach based on organizing the learning process through communicative tasks. The theoretical foundations of this method were developed in the studies of Prabhu, Ellis, and Willis. [4]

In TBL, language learning is implemented through the following stages; pre-task (preparation stage), task cycle (task performance stage), language focus (language analysis stage)

This approach is based on Krashen's "input hypothesis" and Long's "interaction hypothesis.». [5] Task-based learning develops speaking skills through

the following aspects; natural acquisition of language through solving communicative tasks, speech activity based on problem-solving, modeling real-life situations, collaborative learning.

TBL increases learners' speaking activity and develops functional use of language. Task-based learning develops speaking activity based on communicative needs. This method encourages learners to think actively, develops the ability to use speech in problem situations, and makes the language learning process more natural. At the same time, the correct selection of tasks is an important factor determining the effectiveness of the method.

CLIL (Content and Language Integrated Learning)

CLIL is a method of teaching that integrates language and subject content. This approach is based on the 4C model developed by Coyle; content, communication, cognition, culture. [6]

In the CLIL method, language is used as a means of communication in the process of learning other subjects. CLIL develops communicative competence in the following ways: developing academic speech, increasing terminological vocabulary, developing cognitive thinking, forming subject-related communication.

This method is based on Vygotsky's socio-constructivist theory. [7]

The CLIL approach develops speaking skills deeply by integrating language learning with meaningful activity. This method plays an important role in learners' cognitive development and the formation of academic communicative competence.

Role-play and Debate Methods

Role-play and debate methods belong to interactive teaching technologies. These methods are based on social learning theory (Bandura) and the principles of the communicative approach. [8]

Role-play involves learners in performing real communicative roles, while debate develops critical thinking and argumentation skills. These methods develop the following skills; spontaneous speech, argumentation, critical thinking, dialogic

speech, communication strategies. Role-play increases emotional motivation, while debate develops academic speech.

Role-play and debate methods are highly effective in developing speaking skills and enhance learners' communicative independence. These methods transform the language learning process into an interactive, motivational, and socially oriented activity.

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