



IMPROVING SPEAKING COMPETENCE OF STUDENTS IN KARAKALPAK GROUPS OF ACADEMIC LYCEUMS

Temirkhanova Zumrad Shukhratovna

Doctoral student of Karakalpak State University

<https://doi.org/10.5281/zenodo.14833030>

ARTICLE INFO

Received: 30th January 2025

Accepted: 06th February 2025

Online: 07th February 2025

KEYWORDS

Speech competence, English language teaching, Karakalpak students, communicative competence, academic lyceums, language learning strategies.

ABSTRACT

The development of speech competence is a crucial aspect of English language acquisition, particularly for students in Karakalpak groups at academic lyceums. This article explores the challenges faced by Karakalpak students in improving their spoken English, including linguistic interference, limited exposure, and motivational barriers. The study provides practical strategies to enhance students' speaking skills. Key methods discussed include communicative language teaching (CLT), the integration of technology, and task-based learning approaches. The article also highlights the importance of curriculum adjustments, teacher training, and extracurricular activities in fostering effective language acquisition. The findings emphasize the need for a comprehensive, culturally sensitive approach to improving speech competence, ensuring students' readiness for global communication and academic success.

In today's globalized world, English proficiency is essential for academic, professional, and personal success. However, Karakalpak students face unique challenges in mastering spoken English due to linguistic and cultural differences. Key obstacles include mother tongue interference, limited exposure to English, and insufficient educational resources. Academic lyceums play a crucial role in preparing students for higher education and careers, emphasizing the need for strong oral communication skills. Traditional teaching methods often focus on grammar and writing, neglecting communicative competence [4, 245-252]. Overcoming these challenges requires modern, student-centered approaches that promote interactive learning and practical language use. This article explores effective strategies to enhance the speech competence of Karakalpak students by analyzing theoretical perspectives, identifying key challenges, and proposing practical solutions such as communicative teaching methods, technology integration, and extracurricular activities. By implementing these strategies, educators can foster an engaging learning environment that enhances students' speaking skills and prepares them for real-world communication.

Teaching English to Karakalpak students presents unique challenges due to a variety of linguistic, cultural, and educational factors. These challenges can hinder the development of



speech competence and overall language proficiency. Below are key difficulties faced by both students and educators:

1. Mother Tongue Interference

Karakalpak, as a Turkic language, differs significantly from English in terms of grammar, sentence structure, and pronunciation. Karakalpak students may struggle with English sounds that do not exist in their native language, such as the "th" sound, leading to pronunciation errors. Additionally, word order and syntactical structures may cause difficulties in sentence formation and fluency.

2. Limited Exposure to English

Karakalpak students often have limited opportunities to engage with English outside the classroom, making it difficult for them to practice speaking in real-world contexts. The lack of immersion in an English-speaking environment means they rely mostly on classroom instruction, which may not be sufficient for developing speech competence.

3. Motivation and Attitudes

Many Karakalpak students view English as a secondary skill rather than an essential tool for their future success, which can affect their motivation to engage in speaking activities. Without sufficient intrinsic motivation, students may lack the confidence to practice speaking and hesitate to participate in class discussions or activities.

4. Lack of Qualified Teachers

There is a shortage of qualified English teachers with strong communication skills and the ability to teach speaking effectively. This often results in an overemphasis on grammar and vocabulary instruction at the expense of oral communication practice. Furthermore, teachers may not always be trained in modern, communicative teaching methods that encourage active language use.

5. Limited Learning Resources

In many regions of Karakalpakstan, schools may lack sufficient language learning materials, including audio-visual aids, language labs, or access to modern educational technologies. This limits opportunities for students to practice speaking and listening outside the classroom and to experience authentic English content.

6. Psychological Barriers

Students often feel anxious or self-conscious about speaking in English, fearing judgment from peers or teachers. This "fear of making mistakes" can prevent them from engaging in speaking tasks and limit their language development. Encouraging a positive, supportive learning environment is crucial for overcoming these psychological barriers.

7. Cultural Differences

Cultural differences between Karakalpak and English-speaking countries can impact how students approach learning and communication. For example, Karakalpak students may not be accustomed to the directness and informality often found in English-speaking cultures, which can influence their ability to engage in fluent conversation.

Addressing these challenges requires a multifaceted approach, incorporating modern teaching methodologies, technology, and targeted support for both students and teachers to improve speech competence.

Strategies for Improving Speech Competence



To address the challenges faced by Karakalpak students in developing their speech competence, various teaching strategies and approaches can be implemented. These strategies aim to enhance students' ability to speak English fluently, accurately, and confidently. Below are effective methods for improving speech competence:

1. Communicative Language Teaching (CLT)

CLT focuses on meaningful communication rather than rote memorization of grammar rules. This approach emphasizes interaction, collaboration, and real-life language use through activities like role-plays, interviews, debates, and discussions. By engaging in communicative tasks, students practice speaking in contexts that mirror real-world conversations, helping them become more confident and fluent speakers [1, 10-13].

2. Task-Based Language Teaching (TBLT)

Task-Based Language Teaching involves designing lessons around specific tasks that require students to use English to solve problems or achieve goals. Examples include planning a trip, conducting a survey, or presenting a project. These tasks motivate students to communicate and negotiate meaning, improving fluency and encouraging the practical use of language.

3. Use of Technology and Multimedia

Integrating technology into English lessons can provide students with valuable speaking practice. Language learning apps, video conferences, and interactive platforms offer opportunities for students to engage with native speakers or practice speaking in a controlled environment. Additionally, watching English-language videos, movies, or podcasts allows students to hear authentic speech and improve their listening comprehension, which is essential for developing speech skills [5, 20-24].

4. Role-Playing and Simulation

Role-playing exercises allow students to act out different scenarios that require them to use English in a practical, conversational context. For example, students can role-play a job interview, a doctor's visit, or a customer service interaction. This method helps students practice both formal and informal speech, boosting their confidence and fluency in various settings.

5. Peer Interaction and Group Discussions

Encouraging peer interaction is essential for developing speaking skills. Pair or group activities where students discuss topics or collaborate on projects foster communication and give them a chance to practice English in a low-pressure environment. Peer feedback during these activities allows students to correct errors and improve their speech competence.

6. Pronunciation Practice

Focusing on pronunciation is vital for improving speech clarity. Teachers can use pronunciation drills, minimal pair exercises, and tongue twisters to help students refine their accent and articulation. Additionally, teaching stress, intonation, and rhythm can make students' speech sound more natural and intelligible.

7. Integrating Cultural Contexts

Understanding the cultural context of a language is essential for effective communication. Educators can incorporate cultural discussions, comparisons, and case studies from English-speaking countries to help students better understand the use of language in specific cultural



settings. This helps students develop sociolinguistic competence and improves their ability to use English appropriately in diverse contexts.

8. Encouraging Self-Expression and Creative Speaking

Providing opportunities for students to express themselves creatively in English—through storytelling, debates, or presentations—can increase their confidence and fluency. Creative tasks allow students to use language in imaginative ways, reinforcing their speaking skills and boosting their motivation.

9. Feedback and Error Correction

Constructive feedback is crucial for improving speech competence. Teachers should provide both positive reinforcement and gentle correction to help students identify areas for improvement without discouraging them. Encouraging self-reflection and peer evaluation can also help students become more aware of their speaking abilities.

10. Creating a Supportive and Safe Environment

Creating a classroom atmosphere where students feel safe to speak without fear of judgment is key to overcoming psychological barriers. Teachers should promote a positive, encouraging environment where mistakes are seen as part of the learning process, helping students to develop the confidence to speak English regularly.

By implementing these strategies, educators can effectively address the challenges faced by Karakalpak students and foster a classroom environment that encourages the development of strong speech competence in English.

Conclusion. Improving speech competence in Karakalpak students is vital for their success in both academic and professional settings. The challenges they face, such as mother tongue interference, limited exposure to English, and psychological barriers, require targeted strategies to overcome. By adopting communicative approaches like Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), integrating technology, and encouraging role-playing and peer interaction, educators can create a more dynamic and engaging learning environment. Additionally, focusing on pronunciation and fostering a supportive classroom atmosphere will help students gain confidence and fluency in speaking English. Ultimately, enhancing speech competence is not only about improving language skills but also empowering students to participate in global communication. With the right strategies, Karakalpak students can develop the necessary abilities to use English effectively, broadening their academic and career opportunities and contributing to the advancement of English education in the region.

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