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## ENHANCING ENGLISH SPEAKING SKILLS IN PRIMARY CLASSES (3RD AND 4TH) AS A FOREIGN LANGUAGE

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**Abstract:** *In an increasingly globalized world, the ability to speak English is becoming essential for young learners, particularly those in primary education. This article examines a variety of effective methods and activities that both educators and parents can adopt to enhance English speaking skills in students in the 3rd and 4th grades. Through a review of existing literature, the significance of early language acquisition is highlighted, drawing on influential theories such as Krashen's Input Hypothesis, Swain's Output Hypothesis, and Vygotsky's Social Development Theory. These theories collectively emphasize the importance of comprehensible input, active language practice, and social interaction in the process of learning a new language. The article categorizes key strategies into three main areas: creating a nurturing environment, utilizing engaging activities, and incorporating technology. It highlights the necessity of fostering a safe classroom atmosphere, employing role-playing and storytelling to captivate students' interest, and using digital tools as effective means to boost students' confidence and skills in spoken English. By implementing these strategies, educators can lay a strong groundwork for effective communication, academic success, and cultural understanding among young learners.*

**Key words:** *English language acquisition, primary education, speaking skills, early language learning, teaching strategies, interactive activities, classroom engagement, language development, communication skills, student participation, peer interaction, technology integration, language games, vocabulary building, fluency practice.*

## BOSHLANG'ICH (3 VA 4) SINFLARDA CHET TILI SIFATIDA INGLIZ TILIDA SO'ZLASHUV KO'NIKMALARINI OSHIRISH

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***Annotatsiya:** Borgan sari globallashib borayotgan dunyoda ingliz tilida so'zlashish qobiliyati yosh o'quvchilar, ayniqsa boshlang'ich ta'limdagilar uchun zarur bo'lib bormoqda. Ushbu maqolada 3 va 4-sinf o'quvchilarida ingliz tilida so'zlashuv ko'nikmalarini oshirish uchun o'qituvchilar ham, ota-onalar ham qo'llashi mumkin bo'lgan turli samarali usullar va tadbirlar ko'rib chiqiladi. Mavjud adabiyotlarni ko'rib chiqish orqali, Krashenning kirish gipotezasi, Swainning chiqish gipotezasi va Vygotskiyning ijtimoiy rivojlanish nazariyasi kabi nufuzli nazariyalarga asoslanib, tilni erta o'zlashtirishning ahamiyati ta'kidlanadi. Ushbu nazariyalar birgalikda yangi tilni o'rganish jarayonida tushunarli kiritish, faol til amaliyoti va ijtimoiy o'zaro ta'sirning muhimligini ta'kidlaydi. Maqola asosiy strategiyalarni uchta asosiy yo'nalishga ajratadi: tarbiyalash muhitini yaratish, qiziqarli faoliyatdan foydalanish va texnologiyani birlashtirish. Bu sinfda xavfsiz muhitni yaratish, talabalarning qiziqishini jalb qilish uchun rolli o'yinlar va hikoyalardan foydalanish va o'quvchilarning ingliz tilida so'zlashuv qobiliyatini oshirish uchun raqamli vositalardan samarali vosita sifatida foydalanish zarurligini ta'kidlaydi. Ushbu strategiyalarni amalga oshirish orqali o'qituvchilar yosh o'quvchilar o'rtasida samarali muloqot, akademik muvaffaqiyat va madaniy tushunish uchun mustahkam zamin yaratishi mumkin.*

***Kalit so'zlar:** ingliz tilini o'zlashtirish, boshlang'ich ta'lim, nutq ko'nikmalari, tilni erta o'rganish, o'qitish strategiyalari, interfaol faoliyat, sinfda faollik, tilni rivojlantirish, muloqot qobiliyatlari, o'quvchilar ishtiroki, tengdoshlar bilan muloqot, texnologiya integratsiyasi, til o'yinlari, so'z boyligini oshirish, ravon gapirish amaliyoti.*

## **ПОВЫШЕНИЕ НАВЫКОВ ГОВОРЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ В НАЧАЛЬНЫХ (3 И 4) КЛАССАХ КАК ИНОСТРАННОГО ЯЗЫКА**

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***Аннотация:** В условиях все большей глобализации способность говорить на английском языке становится необходимой для молодых учащихся, особенно в начальной школе. В этой статье рассматриваются различные эффективные методы и виды деятельности, которые могут использовать как педагоги, так и родители для повышения навыков говорения на английском языке у учащихся 3 и 4 классов. С помощью обзора существующей литературы подчеркивается важность раннего освоения языка, опираясь на влиятельные теории, такие как гипотеза входа Крашена, гипотеза выхода Суэйна и теория социального развития Выготского. Эти теории в совокупности подчеркивают важность понятного ввода, активной языковой практики и социального взаимодействия в процессе изучения нового языка. Статья классифицирует ключевые стратегии по трем основным направлениям: создание благоприятной среды, использование увлекательных занятий и внедрение технологий. Она подчеркивает необходимость создания безопасной атмосферы в классе, использования ролевых игр и рассказывания историй для увлечения интереса учащихся и использования цифровых инструментов в качестве эффективных средств повышения уверенности и навыков разговорного английского языка у учащихся. Реализуя эти стратегии, педагоги могут заложить прочную основу для эффективной коммуникации, академического успеха и культурного взаимопонимания среди молодых учащихся.*

***Ключевые слова:** освоение английского языка, начальное образование, навыки говорения, раннее изучение языка, стратегии обучения, интерактивные занятия, вовлечение в класс, развитие языка, навыки общения, участие учащихся, взаимодействие со сверстниками, интеграция технологий, языковые игры, построение словарного запаса, практика беглости речи.*

**Introduction.** In today's globalized world, proficiency in English has become increasingly important, especially for young learners. For children in primary classes (3rd and 4th grades), developing speaking skills in English as a foreign language can set the foundation for effective communication, academic success, and cultural understanding. This article explores various strategies and activities that teachers and parents can implement to enhance English speaking skills in young learners.

**Literature Review.** Research indicates that early language acquisition is critical for long-term language proficiency. According to Krashen's Input Hypothesis (1982), language learners acquire language more effectively when they are exposed to comprehensible input that is slightly above their current level of proficiency. This implies that teachers should provide opportunities for students to engage with language that challenges them but is still understandable.

Swain's Output Hypothesis (1985) emphasizes the importance of producing language as a means of learning. Swain argues that when learners are encouraged to speak, they are forced to process language at a deeper level, leading to better retention and understanding. Activities that promote speaking, such as role-playing and group discussions, align well with this hypothesis.

Furthermore, Vygotsky's Social Development Theory highlights the significance of social interaction in learning. Vygotsky posits that language development occurs through social interaction and collaborative dialogue. This theory supports the use of group work and peer interactions in language learning environments.

In a study by Goh Burns (2012), it was found that integrating speaking strategies into the curriculum significantly improved students' confidence and competence in speaking English. The study suggests that teachers should incorporate various speaking activities tailored to students' interests to enhance engagement and motivation.

**Methods.** A variety of strategies were identified and categorized into key areas of focus:

1. Creating a Supportive Environment

- Establishing a classroom atmosphere where students feel safe and encouraged to express their thoughts is crucial for language acquisition. Teachers can initiate icebreaker activities at the beginning of the school year to help students get to know each other and build rapport. Creating a "no wrong answers" policy can further encourage participation, as students will feel less anxious about making mistakes. Additionally, teachers should model positive language use and provide constructive feedback, focusing on what students do well before addressing areas for improvement.

Celebrating small victories, such as mastering a new phrase or successfully completing a dialogue, can significantly boost students' confidence and motivation.

## 2. Integrating Fun Activities

- Engaging students in role-playing activities allows them to practice real-life scenarios that they might encounter outside the classroom. For example, setting up a mock restaurant where students take turns being customers and waitstaff can be both fun and educational. Storytelling is another powerful tool; students can create their own stories or retell familiar tales using picture prompts, which helps develop their narrative skills and vocabulary. Incorporating games such as charades or “Simon Says” not only makes learning enjoyable but also encourages spontaneous speaking and quick thinking in English. These activities can be tailored to different themes or vocabulary sets, ensuring that they remain relevant and engaging for the students.

## 3. Utilizing Technology

- Technology can be a great ally in language learning. Language learning apps like Duolingo or Babbel offer interactive exercises that adapt to the learner's level, making practice accessible and enjoyable. Teachers can also introduce students to platforms like Flipgrid, where they can record themselves speaking on various topics and share their videos with classmates for feedback. Furthermore, utilizing educational YouTube channels can expose students to native speakers, helping them improve their pronunciation and listening skills. By integrating technology into lessons, teachers can cater to different learning styles and keep students engaged through multimedia resources.

## 4. Encouraging Daily Practice

- Consistent practice is key to language retention and fluency. Parents can play a significant role by incorporating English conversations into daily routines, such as discussing plans for the day or describing activities during family outings. To reinforce this practice, teachers might suggest simple homework assignments that require students to speak English at home, such as interviewing a family member about their favorite book or movie. Establishing after-school speaking clubs or conversation

circles can also provide students with additional opportunities to practice speaking in a relaxed environment. These clubs can focus on themes like storytelling, debate, or even current events, allowing students to explore diverse topics while practicing their language skills.

#### 5. Incorporating Music and Rhymes

- Music is a powerful tool for language learning because it engages students emotionally and helps them remember vocabulary through melody and rhythm. Teachers can introduce popular English songs that are age-appropriate and easy to sing along with, encouraging students to learn the lyrics and discuss their meanings. Additionally, using nursery rhymes can be particularly effective for younger learners; the repetitive nature of rhymes aids memory retention and pronunciation practice. Activities such as creating musical performances or karaoke sessions can further enhance engagement, allowing students to showcase their speaking skills in a fun and dynamic way.

#### 6. Promoting Group Work

- Collaborative learning fosters communication skills and builds confidence among peers. Organizing group discussions on engaging topics—such as favorite hobbies, books, or recent events—encourages students to articulate their thoughts in English while listening to others' perspectives. Teachers can implement structured group work where each student has a specific role (e.g., facilitator, note-taker) to ensure participation from all members. Pairing students for short dialogues or conversation exchanges can also be beneficial; they can practice asking questions and responding in English, which enhances their conversational skills. This peer interaction aligns with Vygotsky's theory of social development, emphasizing the importance of collaborative dialogue in language learning.

#### 7. Utilizing Visual Aids

- Visual aids are instrumental in helping young learners grasp new vocabulary and concepts. Flashcards featuring images and words can be used for interactive activities where students practice speaking by describing the images or creating

sentences around them. Teachers can also use storyboards or comic strips to encourage students to narrate stories verbally, reinforcing both comprehension and speaking skills. Incorporating realia—real-life objects related to lessons—can provide context and make learning more tangible. For instance, bringing in items related to a lesson on food allows students to practice vocabulary in a meaningful way while engaging in discussions about their preferences and experiences.

**Discussion.** The findings suggest that a multifaceted approach to teaching English-speaking skills can significantly benefit primary learners. By creating an inclusive and engaging classroom atmosphere, educators can foster a love for language learning that extends beyond the classroom. The integration of technology and daily practice further supports skill development, while fun activities and collaborative work enhance motivation and confidence. Ultimately, these strategies not only improve language proficiency but also prepare students for future academic challenges and effective communication in a diverse world.

**Conclusion.** Enhancing English speaking skills in primary classes requires a comprehensive strategy that combines supportive environments, engaging activities, technology integration, and consistent practice. By adopting these methods, educators can create a dynamic learning experience that empowers young learners to become confident English speakers.