



## **DEVELOPMENT OF SPEECH COMPETENCE IN FOREIGN LANGUAGE LEARNING AMONG GENERAL SECONDARY SCHOOL STUDENTS**

Sobirova Intizor Mukhammatkulovna

Teacher at Secondary School No. 15, Navoi

sobirova\_2021@list.ru

### **Abstract**

This article investigates both the theory and the practice of fostering speaking ability to foreign language acquisition in secondary school students. The research discusses current methods of communicative skill formation, looks into the theoretical basis for speech competence development, and measures different teaching strategies in terms of their impact on students in a contemporary educational setting.

**Keywords:** Speech competence, foreign language teaching, secondary education, communicative approach, language acquisition.

### **Introduction**

The cultivation of speech proficiency has become one of the major goals of teaching foreign languages in the civilization of contemporary secondary education. It is above all in the sphere of communication and globalization that its importance is felt most. The term speech competence implies not only the mechanical reproduction of linguistic structures but it also refers to the total ability to use the language efficiently and meaningfully in different contexts and situations [1]. As far as general secondary education is concerned, the development of speech competence calls for a systematic pedagogical intervention that operates on the level of the whole language proficiency spectrum, i.e., phonetic accuracy, lexical richness, grammatical correctness, and pragmatic appropriateness [2]. The urgency of this matter is increased by the fact that the traditional grammar-translation methods that have been widely used in foreign language teaching have all been unable to produce students who can communicate in the target languages that one would consider authentic and therefore a radical refocusing of the whole area of



foreign language teaching may be in order [3]. The development of speech competence in secondary schools is accompanied by various difficulties such as limited access to the use of the language in real life, lack of opportunities for interaction that is meaningful, and among other things teacher-oriented teaching strategies that are dominant and thus limit students' participation in language use [4].

### **Methodology and Literature Review**

The methodological foundation of this study is built upon the exhaustive examination of the existing body of scholarly literature on the development of speech competence in foreign language instruction that covers both the theoretical perspectives and empirical research results from local and international sources. The theoretical framework supporting the development of speech competence is largely derived from the principles of communicative language teaching, which view meaningful interaction [5] as the core mechanism through which language proficiency appears. Studies show that the development of speech competence takes place along non-linear paths marked by very quick progress and plateaus during which learners master skills acquired before moving on to more advanced levels of proficiency. Moreover, the research accentuates the powerful influence of emotional factors on speech competence development, so that learner's anxiety, motivation, and self-confidence become the very decisive factors in the speaker's willingness to communicate and following proficiency gains [8].

### **Results and Discussion**

A critical examination of modern studies, as well as methods of teaching, point out some major issues concerning the building up of speaking skills in the secondary school foreign language education. At the very beginning, the research gives very strong evidence against the form-focused methods and in favor of the meaning-focused ones in the development of oral communication skills. Thus, the students who participated in the real communication tasks turned out to be much more proficient in spontaneous speech and proper use of language in context than those who received the traditional grammar-based teaching [3]. This finding is in line with the projections made by the communicative language teaching models and it indicates that schools will have to completely transform their language teaching



practices by introducing the use of authentic interactions instead of putting their attention mainly on the teaching of grammar through non-communicative contexts. Secondly, the studies indicate that the development of the speaking ability needs constant practice of the listening, speaking, reading, and writing skills together because these competences grow one with the other and thus, it is rightly said that the receptive skills give necessary input for productive language use and the written language activities support the consolidation of linguistic structures which are then used in oral communication [5].

The integration of these skills within coherent instructional sequences enables learners to develop more robust and flexible linguistic repertoires capable of supporting diverse communicative purposes. Third, the evidence indicates that teacher competence in implementing communicative methodologies constitutes a critical determinant of program effectiveness, with significant disparities observed between classrooms where teachers possess strong command of the target language and sophisticated pedagogical content knowledge versus settings characterized by limited teacher proficiency or over-reliance on native language use. This finding underscores the necessity of substantial investment in teacher professional development as a prerequisite for successful speech competence development programs. Fourth, research reveals that optimal learning environments balance structured guidance with opportunities for autonomous language use, providing scaffolding support during initial acquisition stages while progressively transferring responsibility for communication management to learners as proficiency develops [6]. This gradual release model enables students to internalize linguistic patterns and communicative strategies through guided practice before applying them independently in less structured contexts. Fifth, the literature demonstrates that assessment practices significantly influence instructional priorities and student learning behaviors, with performance-based assessments emphasizing authentic communication promoting more effective competence development than traditional discrete-point tests focusing exclusively on decontextualized grammatical knowledge. Furthermore, the research highlights the importance of addressing affective dimensions of language learning, with classroom environments characterized by psychological safety, mutual respect, and encouragement of risk-taking facilitating greater willingness to engage in oral communication and subsequent proficiency gains [8].



## **Conclusion**

The development of speech competence in foreign language learning among general secondary school students represents a complex pedagogical challenge requiring comprehensive, theoretically informed, and systematically implemented instructional approaches. The evidence reviewed in this study demonstrates conclusively that communicative competence emerges most effectively through meaning-focused instruction emphasizing authentic language use, integrated skill development, and learner-centered pedagogical practices that position students as active participants in constructing linguistic knowledge rather than passive recipients of grammatical rules. Educational institutions seeking to enhance speech competence development outcomes must prioritize several key elements: implementation of task-based instructional methodologies that engage students in purposeful communication; creation of psychologically supportive learning environments that reduce affective barriers to oral production; provision of abundant comprehensible input through diverse authentic materials and interactions; systematic opportunities for meaningful output with appropriate corrective feedback; integration of all language skills within coherent instructional sequences; and alignment of assessment practices with communicative learning objectives.

## **REFERENCES**

1. Hymes, D. (1972). On communicative competence. In J.B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Harmondsworth: Penguin Books.
2. Richards, J.C., & Rodgers, T.S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
3. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
4. Warschauer, M., & Meskill, C. (2000). Technology and second language learning. In J. Rosenthal (Ed.), *Handbook of undergraduate second language education* (pp. 303-318). Mahwah, NJ: Lawrence Erlbaum.
5. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.



6. Lightbown, P.M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford: Oxford University Press.
7. Long, M.H. (1996). The role of the linguistic environment in second language acquisition. In W.C. Ritchie & T.K. Bhatia (Eds.), Handbook of second language acquisition (pp. 413-468). San Diego: Academic Press.
8. Horwitz, E.K., Horwitz, M.B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.