

DEVELOPING ORAL COMMUNICATION SKILLS IN PRIMARY ENGLISH EDUCATION THROUGH INTERACTIVE CLASSROOM ACTIVITIES

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Abstract. The development of speaking ability is a goal of foreign language instruction in primary education. Young learners need chances to communicate, interact and express ideas confidently in classrooms. This article looks at how interactive classroom activities improve communication skills among primary school pupils. The study focuses on learner-centered techniques like pair interaction, storytelling, group discussion, language games and collaborative tasks. A qualitative classroom-based approach was used to observe how communicative practices influence learners' fluency, confidence, vocabulary use and participation. The findings show that interactive activities create a learning atmosphere where children feel motivated to speak without fear of mistakes. The article discusses how teachers can organise tasks effectively to encourage meaningful language use and active classroom engagement.

Keywords: speaking development, young learners, classroom interaction, teaching oral fluency English language learning, learner-centered activities.

Annotatsiya. Nutq ko 'nikmalarini rivojlantirish boshlang'ich ta'limda chet tilini o'qitishning asosiy maqsadlaridan biridir. Yosh o'quvchilar sinf jarayonida muloqot qilish, o'zaro hamkorlikda ishlash va fikrlarini ishonch bilan ifodalash imkoniyatiga ega bo'lishlari zarur. Ushbu maqolada interaktiv sinf faoliyatlarining boshlang'ich sinf o'quvchilarining og'zaki muloqot ko'nikmalarini rivojlantirishdagi o'rni tahlil qilinadi. Tadqiqot juftlikda ishlash, hikoya aytib berish, guruh muhokamalari, til o'yinlari va hamkorlikka asoslangan topshiriqlar kabi o'quvchi markazli metodlarga qaratilgan. Sifatli sinf kuzatuvlariga asoslangan yondashuv orqali kommunikativ amaliyotlarning o'quvchilarning ravon nutqi, o'ziga ishonchi, lug'at boyligidan foydalanishi va darsdagi faolligiga ta'siri o'rganildi. Natijalar shuni ko'rsatdiki, interaktiv faoliyatlar bolalarda xato qilishdan qo'rqmasdan erkin gapirishga undovchi qulay ta'lim muhitini yaratadi. Maqolada o'qituvchilar mazmunli til qo'llanilishini va faol sinf ishtirokini rag'batlantirish uchun topshiriqlarni qanday samarali tashkil etishlari mumkinligi muhokama qilinadi.

Kalit so'zlar: nutq ko'nikmalarini rivojlantirish, yosh o'quvchilar, sinfdagi o'zaro muloqot, og'zaki nutq ravonligini o'qitish, ingliz tilini o'rganish, o'quvchi markazli faoliyatlar.

Аннотация. Развитие навыков устной речи является одной из основных целей обучения иностранному языку в начальной школе. Юным учащимся необходимо предоставлять возможности для общения, взаимодействия и уверенного выражения своих мыслей в классе. В данной статье рассматривается влияние интерактивных видов деятельности на развитие коммуникативных навыков учащихся начальных классов. Исследование сосредоточено на личностно-ориентированных методах обучения, таких как работа в парах, рассказывание историй, групповые обсуждения, языковые игры и совместные задания. Для изучения того, как коммуникативные практики влияют на беглость речи, уверенность, использование словарного запаса и активность учащихся, был применён качественный подход, основанный на наблюдении за учебным процессом в классе. Результаты показали, что интерактивные виды деятельности создают образовательную среду, в которой дети чувствуют мотивацию говорить, не опасаясь ошибок. В статье также обсуждается, каким образом учителя могут эффективно организовывать задания для стимулирования осмысленного использования языка и активного участия учащихся в учебном процессе.

Ключевые слова: развитие устной речи, младшие школьники, взаимодействие в классе, обучение беглости устной речи, изучение английского языка, личностно-ориентированная деятельность.

Introduction. In language education speaking is a key skill because it helps learners communicate thoughts, emotions and information effectively. For primary school pupils oral communication is especially important since children learn through interaction and social participation. Early exposure to English activities helps learners become confident and fluent speakers later on. Moreover at this stage children are highly receptive to input and imitation which makes oral practice effective for language acquisition.

Many young learners struggle to express themselves in classrooms. Limited vocabulary, fear of mistakes and lack of speaking practice prevent pupils from participating. In some classrooms teaching still relies on grammar exercises and textbook-based instruction, which provides opportunity for authentic communication. Assessment systems often prioritise written accuracy over fluency reducing speaking opportunities. Interactive classroom activities offer a solution. Activities that require learners to cooperate, exchange ideas and solve problems together encourage language use. Unlike instruction communicative activities place learners at the center of learning and allow them to use English in realistic contexts. Teachers become facilitators who guide communication of controlling lessons. This learner-oriented atmosphere motivates children to participate and feel secure while speaking. Repetition of interaction builds automaticity in speech production. Communicative activities support not language learning but also social development. Through pair work and group tasks learners practise listening, cooperation, respect for others' opinions and teamwork. Such interaction improves classroom relationships and creates a positive educational environment. Young learners have attention spans; dynamic classroom activities help maintain their concentration and interest. The integration of movement, visuals and interaction aligns with how children learn best. This article examines how interactive classroom activities contribute to speaking skills in English education. The study analyses the influence of tasks on learner confidence, fluency and classroom participation. It aims to highlight implications for teachers seeking to improve oral communication outcomes.

Literature Review. The communicative approach to language teaching emerged as a response to methods that focused on grammar memorisation and translation. According to Hymes language learning involves not grammatical competence but also using language appropriately in social situations. This idea became the foundation of Communicative Language Teaching (CLT) which emphasises communication in the classroom. Researchers have highlighted the importance of interaction in language acquisition among learners. Vygotsky explains that children develop linguistic skills through communication with teachers and peers. Classroom interaction plays a role in helping learners acquire new language forms naturally. Storytelling is a used communicative technique in primary classrooms. Stories attract children's attention stimulate imagination and create contexts for speaking practice. Through retelling stories and discussing characters learners improve pronunciation, vocabulary and fluency simultaneously. Storytelling encourages involvement making language learning more memorable and enjoyable for children. Visual aids like pictures, puppets and animations strengthen comprehension. Encourage active participation.

Pair and group work activities are essential for speaking development. According to Harmer learners become confident speakers when they participate in collaborative interaction instead of listening passively to the teacher. Pair tasks encourage participation

and allow shy students to communicate in a less stressful environment. Cooperative learning enables students to support weaker classmates during communication tasks. This peer-assisted learning structure creates a scaffold for language development.

Language games are tools for oral language practice. Games create a classroom atmosphere and increase learners' motivation to speak. Wright and his colleagues note that games encourage communication and improve learner engagement during lessons. In classrooms games reduce boredom and increase students' emotional involvement in learning activities. The element of competition or reward motivates students to participate without external pressure.

Task-based instruction supports communication because learners focus on achieving meaningful goals through language use. Activities like surveys, interviews, problem-solving tasks and mini-projects help students develop competence while using English for practical purposes. Learners become more independent. Use language creatively to complete tasks and share information with classmates. Task-based learning encourages thinking and decision-making skills alongside language development. The reviewed literature demonstrates that communicative and interactive approaches significantly support speaking development among learners by creating motivating and meaningful learning experiences.

Methodology. This research used a descriptive design to analyse the effectiveness of interactive activities in primary English classrooms. The study was conducted in two primary school classes with learners aged between 8 and 10 years. A total of 76 pupils and three English teachers participated. Classroom observations were carried out over five weeks. During this time we implemented communicative activities designed to encourage oral interaction among students. Data were collected through notes, teacher interviews, learner participation records and analysis of speaking performance during classroom activities. The triangulation of these methods ensured reliability of findings.

Different activities were introduced each week. In the week pair conversations and question-answer exercises encouraged basic interaction. The week involved storytelling and picture description activities. The third week focused on games and vocabulary competitions. The fourth week involved tasks like interviews and surveys. The final week involved group presentations and short project discussions. Each stage gradually increased in complexity to match learners' developing skills. We were encouraged to minimise correction during speaking activities to help learners communicate freely. Of interrupting students for every grammatical mistake teachers focused on encouraging communication and maintaining learners' motivation. Positive reinforcement and supportive feedback were used consistently to build learner confidence. The collected data were analysed according to criteria including fluency, willingness to participate vocabulary use, interaction quality and learner confidence during speaking tasks. Patterns of improvement were identified across the five-week period and compared across different activity types.

Results: The findings indicated that interactive classroom activities positively influenced learners' speaking performance. Students became more confident when participating in pair and group tasks. Many pupils who were initially reluctant to speak began answering questions and interacting more actively with classmates.

Storytelling activities improved pronunciation and sentence formation. Learners demonstrated creativity when describing pictures and retelling events from stories.

Teachers observed that students remembered vocabulary effectively when words were introduced through stories and visual materials. Students used expressions and gestures more naturally while speaking, improving overall communication quality.

Communicative games generated the level of classroom engagement. Learners showed enthusiasm and energy during speaking competitions and guessing games. Weaker students attempted to participate because the classroom atmosphere became less formal and more enjoyable. Competitive activities increased learners' motivation and encouraged them to practise speaking repeatedly without losing interest.

Collaborative tasks like interviews and surveys improved learners' competence. Pupils learned how to ask follow-up questions respond appropriately and maintain conversations. Group presentations further developed speaking fluency because learners had opportunities to organise ideas and speak for periods in front of classmates. Some students who were previously shy became active speakers during project work because they felt supported by group members. The study demonstrated that interactive communicative activities significantly enhance participation speaking confidence and fluency, in primary English classrooms.

Discussion. The findings of this research support the principles of Communicative Language Teaching. This approach emphasizes interaction as the foundation of language learning. Interactive activities allowed learners to use English for communication instead of just repeating words. As a result students became confident and motivated speakers. The classroom environment changed into a space where learners actively built knowledge through interaction. The effectiveness of storytelling activities shows that children learn languages better when instruction is linked to imagination and meaningful content. Stories created opportunities for learners to express opinions describe events and practice pronunciation in context. Story-based learning also improved learners' creativity. Helped them connect language with emotions and personal experiences. It supported memory retention by linking language with structure. The study also highlighted the importance of learning. Pair and group activities enabled learners to support each other during communication tasks. This finding matches Vygotsky's theory that social interaction helps language development through learning processes. Peer interaction encouraged students to communicate actively and reduced fear of public speaking. Social bonding among learners also contributed to a positive classroom climate. Games and task-based activities were especially beneficial for reducing anxiety and increasing learner participation. Young learners often hesitate to speak because they fear criticism or mistakes. However enjoyable communicative tasks lowered barriers and encouraged spontaneous speech. We noticed that students became more independent during task-based activities because they focused on completing goals through communication. The sense of achievement reinforced motivation. Another significant observation was that fluency improved rapidly when learners participated regularly in interactive speaking activities. Frequent oral practice helped students become more comfortable using vocabulary and constructing sentences naturally during communication. Therefore English teachers in education should integrate communicative activities into classroom instruction to create dynamic and learner-centered learning environments.

Conclusion. Interactive classroom activities play a role in developing speaking skills among primary school learners. The study showed that pair work, storytelling, games,

collaborative projects and task-based activities improve fluency, confidence, and vocabulary use and classroom participation significantly. Young learners benefit greatly from environments where they can use language actively and meaningfully. When we provide engaging speaking opportunities learners become more motivated and willing to communicate in English. The article suggests that primary school teachers should combine communicative techniques and create lessons that encourage cooperation, creativity and authentic interaction. Emphasis should be placed on communication and learner participation than excessive correction of grammatical mistakes. Future studies may investigate the role of technologies and multimedia tools in enhancing speaking instruction for young learners in communicative classrooms. Further research could explore differences between rural primary schools in implementing communicative teaching strategies and may investigate the role of digital technologies and multimedia tools in enhancing speaking instruction for young learners in communicative classrooms. In addition, further research could explore differences between urban and rural primary schools in the implementation of communicative teaching strategies.

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