

**THE IMPORTANCE OF DIVERSE APPROACHES AND METHODS IN
DEVELOPING EFL LEARNERS' ORAL SKILLS****Shokhista Sodikova**

Abstract: The current research article investigates the value of using various techniques and strategies to improve the oral abilities of English as a Foreign Language (EFL) students. The study underlines that a multimodal instructional technique not only caters to students' diverse learning styles but also promotes a more engaging and effective learning environment. Educators can improve students' speaking skills and confidence by combining communicative language education, task-based learning, and technology-enhanced activities. The findings suggest that using a variety of teaching approaches improves language acquisition and retention, preparing EFL students for real-world communication issues.

Annotatsiya: Ushbu tadqiqot maqolasi ingliz tilini chet tili sifatida o'rganayotgan o'quvchilarning og'zaki ko'nikmalarini rivojlantirishda turli yondashuvlar va usullarni qo'llashning ahamiyatini o'rganadi. Tadqiqot, ko'p qirrali ta'lim strategiyasi nafaqat o'quvchilarning turli o'rganish uslublariga mos kelishini, balki yanada qiziqarli va samarali o'qitish muhitini yaratishini ta'kidlaydi. O'qituvchilar muloqotga asoslangan til o'qitish, topshiriq-vazifaga asoslangan o'qitish texnikalaridan foydalanish orqali o'quvchilarning nutq qobiliyatlari va o'zig'abo'lgan ishonchini sezilarli darajada oshirishlari mumkin. Izlanishlar, o'qitish usullaridagi xilma-xillik, tilni o'zlashtirish va yodda saqlashni rivojlantirishga olib kelishini, natijada Ingliz tilini chet tili sifatida o'rganayotgan o'quvchilarini haqiqiy muloqotdagi qiyinchiliklarga tayyorlashini ko'rsatadi.

Аннотация: Данная исследовательская работа рассматривает важность применения разнообразных подходов и методов для улучшения устных навыков учащихся, изучающих английский язык как иностранный (EFL). Исследование подчеркивает, что многосторонняя учебная стратегия не только учитывает различные стили обучения студентов, но и способствует созданию более увлекательной и эффективной учебной среды. Интегрируя коммуникативное языковое обучение, обучение на основе задач и технологии, преподаватели могут значительно улучшить разговорные навыки и уверенность учащихся. Результаты показывают, что разнообразие в методах обучения приводит к лучшему усвоению и запоминанию языка, в конечном итоге подготавливая учащихся EFL к реальным коммуникационным вызовам.

Introduction.

The primary goal of teaching foreign languages to students is to help them communicate more effectively and orally with the application of different methods of useful practices, tactics, and approaches. Even plenty of definitions of oral production have been suggested so far by the specialists of linguistics, Speaking, in my opinion, is the process that allows students to express their ideas, opinions, and thoughts to socialize with others. It should follow in a fluent manner including proper grammar and pronunciation. In contemporary English language instruction, learners' needs must come first and be a priority. As fluent speech is the foundation for most of the students' ultimate objectives which involve interacting with native speakers efficiently, instructors might meet these needs by implementing several diverse methods including The grammar-translation method, Direct method, Audiolingual method, Suggestopedia, Total Physical response, Natural approach, The Silent Way, Community language teaching, Reading approach, Communicative

Language teaching. It has been stated that The Direct method is quite successful in developing the oral production of learners. The method involves the following principles and procedures:

- ✓ Target language is used to give Classroom instructions.
- ✓ Communication between students and teacher interaction is built up in the form of question-and-answer sessions to create a friendly atmosphere for socializing and exchanging ideas.
- ✓ Concrete vocabulary is taught via demonstration, objects, and pictures while abstract vocabulary is taught by association of ideas, etc.

To ensure that language skills are learned-- more effectively, it is recommended that students speak much more than teachers do. Lesson plans should be used instead of books, and students should speak normally—that is, neither too fast nor too slow. Moreover, this strategy is supported by the Communicative approach, also referred to as Situational language education. New language points are introduced and practiced situationally in this approach. During the class, students are allowed to use the language in less regulated contexts, but teachers still need to point out grammatical and structural rules, and pronunciation errors, and provide guidance on how to avoid them. The most effective strategy for increasing learners' self-confidence is to employ the natural Way of teaching. When students are prepared to start communicating in the new language, the teacher offers opportunities for basic answers in the target language. The instructor speaks clearly and fluently, posing questions and getting one-word responses.

The most effective method that emphasizes the process of communication rather than mastering the language forms is Communicative language teaching. The teacher's role is to facilitate the communication process between all participants in the classroom through various activities, text-based materials (treating information, understanding the message, asking questions to clarify, taking notes, ordering and presenting it), and task-based materials such as games, role plays, and simulations, along with task-based communication activities (exercise books, cue cards, activity cards, and pair-communication activity practice materials). Bringing the "authentic materials" into the classroom has a major effect on learners. Firstly, it supports the method as well as helps to boost students motivation for the subject. These materials include signs, magazines, advertisements, newspapers, and graphic and visual sources around which communicative activities can be organized, such as maps, pictures, symbols, graphs, and charts.

The other efficient activities for promoting and practicing speaking skills according to the needs of learners are the following:

Discussions can be held on different topics for various reasons and involve students interaction with one another to share opinions about the theme, event, or finding a solution to a given problem. Before starting the discussion, the purpose of the activity must be set by teacher in order not to spend learners' time chatting with each other about irrelevant topics.

Storytelling is one of the best ways to develop learners' critical thinking by creating or summarizing stories. In this activity, learners may create their own stories individually or with the help of the group.

The information gap is the best way of giving an opportunity to every individual to speak in a target language through asking questions to fill the gap in a picture or text, especially in

pair work. Each partner plays an important role, as the task can't be done if partners don't provide their pairs with the necessary information.

Brainstorming: Learners give their opinions and ideas according to the chosen topic in a limited time. This helps to think quickly and express the idea by using appropriate language structure. The most significant thing is that learners aren't penalized for using wrong construction or incorrect pronunciation.

Interviews are the opportunity to activate the passive vocabulary and practice the language not only in the classroom but also outside, which helps them to become socialized. Moreover, teachers can easily assess learners' vocabulary and word choice ability to speak in front of their classmates.

Find the difference—students are given different pictures to describe as a pair work. Their task is to find the differences and similarities between these pictures.

Picture describing is the activity that involves students' activeness through explaining given pictures. It fosters the creativity and imagination of the learners as well as their public speaking skills.

Dialogues are the key activities to successful oral communication. When listening to audio scripts, students try to imitate and act like native speakers. They master the pronunciation as well as accents by practicing this activity. The variety of tasks, such as expressing opinions about the topic, making scripts of the dialogue, role-playing, and filling information gaps, are the most effective above tasks. Because it improves not only oral production but also the listening skills of the learners. If students listening increases, it will automatically pull their speaking skills up.

Conclusion.

In conclusion, as the demands of learning a second language are increasing, teachers play a significant role in the process in which students need to be able to communicate successfully and efficiently with the native speakers. To get this aim, teachers should give the right direction to the learners to develop interactive skills necessary for life through using appropriate methods, approaches, and techniques mentioned above.

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