



## IMPROVING SPEAKING KNOWLEDGE THROUGH VOCABULARY IN A PRIMARY EDUCATION

Arslonova Sevinch

*Muallifi*

Sirojiddinova S.Sh

*Ilmiy rahbar*

**Abstract:** *Language is primarily a spoken form of expression rather than a written one. Humans engaged in speech and listening long before they had written texts to read, making the invention of writing a relatively recent development in human history. Speaking remains a fundamental skill in communication. This review explores the ways speaking skills are taught in communication classes, common beliefs about speaking as a skill, key principles in learning and teaching it, various activities and exercises designed to improve communication, and effective methods for teaching pronunciation to communication learners.*

**Keywords:** *Journalism and communication, classroom, speaking skills, pronunciation, oral skills.*

**Introduction:** Language is fundamentally a spoken medium. Many of the world's languages exist solely as spoken forms, without any written script. Even languages with writing systems are more frequently used in their spoken forms. It is widely accepted that language learning begins through speaking, which follows extensive listening to sounds, words, and sentences in one's environment (Anuradha, Raman & Hemamalini, Listening and speaking serve as foundational skills; a solid foundation ensures that further learning will be strong and lasting. In their native language, children naturally gain listening and speaking exposure from their surroundings, then move on to school where they develop reading and writing skills. However, in communication classrooms, the learner's surrounding environment is often limited to their mother tongue, which necessitates a different teaching approach. Thus, there is a pressing need to shift focus in teaching speaking skills, emphasizing oral proficiency, training teachers, and designing an appropriate curriculum. In today's rapidly advancing technological world, where English dominates as the primary language for communication, effective speaking skills are essential. In the 21st century, speaking proficiency involves various components or soft skills, such as creativity, critical thinking, communication, and collaboration (Budiarta & Santosa, Jati, Menggo et al., Shakir. English-speaking ability is particularly important for students, especially those approaching graduation and preparing to enter the workforce, where they will interact with people from diverse backgrounds. Limited vocabulary, poor pronunciation, grammar issues, and low self-confidence can hinder students' speaking fluency (Fitriani et al., Leong et al., PuterJaya et al., In this century, students face challenges in meeting these essential competencies (Akbari, Menggo et al. According to Batang speaking is an interactive process that involves producing,



receiving, and interpreting information. Moreover, students can only develop higher-order thinking skills if they can express themselves freely through speech. Speaking skills refer to the capacity to communicate opinions, thoughts, and emotions verbally to an individual or group, whether in person or remotely. Speech, as a natural form of communication, allows people to share their ideas and serves as a social behavior. This unit will explore various aspects of speaking skills. The course design was based on initial feedback and studies aimed at improving speaking confidence, fluency, and accuracy. To maximize the course's benefits, incorporated regular speaking principles and activities for a class titled "Listening and Speaking for Special Communication." The action research concepts outlined by Koshy were found to be pedagogically effective for developing speaking skills in a typical classroom setting.

A task-based learning approach was used to explore two main research questions with course participants: 1) What factors contribute to improving or developing speaking skills in EFL learners? And 2) What are EFL learners' strengths and weaknesses in speaking English for specialized communication?

The study aimed to directly improve participants' speaking performance and to provide teachers with additional strategies for enhancing EFL learners' speaking skills, applicable in both Thai and other EFL/ESL contexts.

**Literature Review:** Improving speaking skills through vocabulary: a literature review Speaking skills play a key role in effective communication and are an important aspect of language learning. It is often difficult for non-native speakers to develop speaking skills, as vocabulary knowledge is one of the main factors affecting their proficiency. Extensive research highlights the importance of vocabulary acquisition in improving speaking skills. This literature review examines the relationship between vocabulary knowledge and speaking skills, reviews key studies, approaches, and methodologies that have been found to be effective in improving students' speaking skills through vocabulary acquisition.

### **Vocabulary and its role in speech skills**

Vocabulary is widely recognized as the foundation of language learning. According to Nation a rich vocabulary increases the ability to express ideas clearly and participate in meaningful conversations. Students with a wide vocabulary can better express themselves and adapt to different communication contexts. Thornbury states that a lack of vocabulary knowledge often leads to hesitations and reduced fluency, which makes speaking ineffective. This connection between vocabulary and speaking skills highlights the importance of targeted vocabulary learning for language learners.

### **Vocabulary learning techniques to improve speaking skills**

Several strategies have been identified in the literature to improve vocabulary knowledge, which in turn supports speaking skills.

1. Direct Vocabulary Instruction: This involves specific teaching of new words through word lists, definitions, and repetition. Schmitt suggests that direct vocabulary instruction is effective for beginning learners because it provides them with foundational vocabulary. However, although this method is effective in terms of



rapidly expanding the student's vocabulary, it may not always lead to improved speaking skills if the words are not actively used in oral contexts.

2. **Incidental vocabulary learning:** This method occurs through exposure to new words in contexts such as reading, listening, and participating in conversations. Nation states that incidental learning provides a deeper understanding of word usage and helps students understand nuances, which is beneficial for speaking skills. However, its success depends on students' exposure to diverse and rich linguistic information.

3. **Task-Based Learning (TBL):** TBL has been shown to be particularly effective in improving speaking skills through vocabulary acquisition. According to Ellis, TBL encourages students to use new vocabulary in authentic, meaningful tasks such as role plays, discussions, and problem solving. By focusing on communication and real-life language use, students can retain new vocabulary and apply it in conversational contexts.

### **Learning vocabulary with the help of technology**

In recent years, the integration of technology in vocabulary learning offers new ways to improve speaking skills. Digital tools and apps provide interactive and fun ways to expand students' vocabulary. For example, mobile apps like Duolingo and Memrise use gamified approaches to vocabulary learning, making the process more enjoyable. According to Godwin-Jones, these platforms can improve vocabulary retention, but their effectiveness in improving speaking skills depends on how students use the acquired words in speech.

Additionally, computer-mediated communication (CMC) platforms such as Skype and Zoom allow language learners to practice speaking with native speakers or peers using new vocabulary in real-time conversations. Research by Lin and Warschauer shows that CMC tools facilitate more dynamic use of vocabulary, allowing students to practice spontaneous speech and receive immediate feedback, which helps improve speaking skills.

### **Difficulties in acquiring vocabulary for speech**

#### **MAIN PART: Writing speaking skills through vocabulary**

Speech is a key aspect of effective communication, and one of the most important parts of speech is vocabulary. A rich vocabulary gives clarity of physical expression, but also gives people a clearer form of their thoughts and feelings. Includes a variety of effective strategies for improving speech appearance through vocabulary and communicating effectively in a professional environment.

First of all, vocabulary is necessary for clear speech. A wider vocabulary shows people a variety of words that create a more colorful expression of their thoughts. For example, instead of correcting the word "good" over and over again, a speaker can choose alternatives such as "excellent," "great," or "awesome" that add depth to their speech. This variety makes a natural conversation more interesting, but also reflects the speaker's knowledge and confidence. Engaging in regular reading—books, articles, or even poems—introduces people to new words and phrases, breaks down report



vocabulary, and provides context for how these words apply to different features. Possible

In addition, it is very convenient for practicing new vocabulary in context, for memorization and fluency. Simply memorizing words without understanding them can be awkward or misused in conversation. For an effective test of a new language, people need these words or sentences in dialogues. This can include language exchange programs, chat clubs, or even talking to friends and family. By introducing new vocabulary in conversation, speakers can activate their learning and become more comfortable with these words, resulting in improved speeches.

Another effective strategy to relate to speech through vocabulary is to focus on specific topics or areas. For example, someone interested in technology should be familiar with the terms and jargon related to that domain. This document is a technology discussion where you can participate in technology, but also gain confidence when talking to others with similar interests. By focusing on thematic vocabulary, speakers can become more proficient in specific areas and make their contributions to conversations more valuable and understandable.

It can also be immotiv. This burden of language often conveys meanings that go beyond the literal definitions of individual words. Makes idioms and rational speech sound more natural and fluent. For example, instead of saying, "I'm very busy," you can say, "I have a lot on my plate," which adds color and relevance to the conversation. Learning idioms can be done by listening to native speakers, watching movies, or using it.

Finally, self-reflection and feedback are important ways to improve speaking through vocabulary. Recording yourself while speaking or participating in discussions can help you clear up areas for improvement. Listening to voice recordings allows people to notice repeated vocabulary mistakes or difficulty finding the right word. Seeking constructive feedback from peers or mentors can provide additional insight into how vocabulary acquisition affects overall refinement.

### **CONCLUSION:**

Clear pronunciation and fluent speaking are key aspects of culture, and it is the teacher's responsibility to help students achieve these skills to a standard close to that of a native English speaker. Achieving this goal requires consistent effort from both teachers and learners. Teachers should receive training in pronunciation, and the curriculum should prioritize speaking and pronunciation skills. Furthermore, assessments should place greater emphasis on students' spoken abilities. With these measures in place, there is no reason why students cannot develop strong speaking skills and accurate pronunciation. Speaking skills refer to the ability to convey ideas, thoughts, and emotions verbally to an individual or a group, either in person or remotely. Speech, on the other hand, serves as a natural mode of communication within society, enabling individuals to share their ideas and engage in social interactions.