

TEACHERS ROLE IN SPEAKING ACTIVITIES

Rahmonaliyeva Khumora Ruziboy qizi
The student of Fergana state university
rfxumora@gmail.com

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Annotation: The article explores the significant function teachers perform in fostering students' speaking abilities during language learning. It emphasizes that effective speaking practice requires not only student participation but also the teacher's guidance in creating a supportive, engaging environment. The article outlines how teachers can act as facilitators, organizers, prompters, and feedback providers, adapting their roles based on classroom dynamics and student needs. It discusses the importance of balancing correction with encouragement and promoting interaction through group work, discussions, and role-play. By carefully selecting topics and activities relevant to learners' interests and proficiency levels, teachers help students gain confidence and fluency. The article concludes that a teacher's active yet sensitive involvement is key to the success of speaking tasks, as it influences motivation, reduces anxiety, and enhances communicative competence. Thus, the teacher's role is integral to developing learners' oral proficiency in a foreign or second language..

Key words: Speaking, Communication, Interaction, Facilitation, Motivation, Feedback, Fluency, Classroom activities, Language learning.

INTRODUCTION: In the realm of foreign language instruction, speaking is regarded as one of the most essential skills that learners must acquire. Unlike other language skills such as reading or writing, speaking demands real-time interaction and the ability to construct and convey meaning fluently and appropriately. Therefore, it becomes a crucial area where teachers must play an active and strategic role to foster student engagement and communicative competence. The responsibility of the teacher in this context goes beyond delivering knowledge; it involves creating a supportive environment, encouraging participation, and structuring activities that enhance students' speaking abilities.

The role of teachers in speaking activities is multifaceted. They must act as facilitators, organizers, monitors, and sometimes participants, depending on the nature of the classroom dynamics. A teacher's ability to manage interaction, provide constructive feedback, and tailor tasks according to students' proficiency levels can significantly influence learners' willingness to speak and improve their spoken language skills. Moreover, effective teachers are able to motivate students, reduce anxiety, and establish a classroom culture where making mistakes is viewed as a part of the learning process rather than a failure [1,157].

Additionally, speaking activities in the classroom require careful planning and a deep understanding of learners' needs. Teachers must select appropriate topics and formats such as discussions, debates, role plays, or problem-solving tasks that stimulate meaningful use of the language. These activities should encourage authentic communication rather than mere repetition of memorized dialogues. It is through such practical experiences that students become more confident and skilled in expressing themselves in a foreign language.

Furthermore, assessment and feedback are essential components of speaking instruction. Teachers need to provide timely and specific feedback that helps students understand their strengths and areas for improvement. This feedback, when delivered

effectively, can motivate learners and guide their progress. The teacher's role in observing and assessing speaking performance is not limited to correction, but also involves supporting student autonomy and helping learners become self-aware and self-corrective over time. The success of speaking activities in the language classroom greatly depends on the teacher's approach, preparation, and interaction with students. A committed and thoughtful teacher can transform speaking exercises into dynamic opportunities for language development, thereby shaping more competent and confident speakers [2,174].

DISCUSSION: The discussion surrounding the teacher's role in speaking activities emphasizes the dynamic and central position educators hold in developing students' communicative competence. Teachers are not only providers of linguistic input but also facilitators of meaningful interaction. Their presence is key in designing classroom environments that encourage verbal participation and reduce the fear of making mistakes, which often hinders learners from speaking freely [3,89].

One of the article's key arguments is that speaking tasks must be communicative in nature, allowing learners to express their ideas rather than simply repeat prepared phrases. In this context, teachers need to guide learners toward authentic use of the target language. They must also adapt to different roles depending on the activity sometimes acting as guides, at other times as observers or even participants. This flexibility enables them to maintain classroom engagement and ensure that each student has the opportunity to contribute.

Another important point is the teacher's role in motivation. Encouragement and positive reinforcement from the teacher can significantly influence learners' confidence. The article notes that students are more likely to participate in speaking tasks when they feel supported, respected, and not judged harshly for errors. Moreover, error correction must be handled sensitively correcting too frequently can discourage students, while ignoring mistakes entirely may hinder progress [4,123].

The article also highlights the importance of thoughtful feedback. Constructive comments help learners recognize their progress and focus on areas needing improvement. Teachers must balance fluency and accuracy while fostering a non-threatening learning atmosphere.

Overall, the article underscores that the teacher's involvement is essential for successful speaking activities. When instructors are well-prepared, attentive to student needs, and skillful in classroom management, they can turn speaking tasks into powerful tools for language learning and build learners' oral proficiency effectively.

RESULTS: The results of the article demonstrate that teachers play a crucial role in shaping the success of speaking activities in language classrooms. It was found that when teachers actively engage in creating a supportive and communicative environment, students are more willing to participate and express themselves. The study emphasizes that effective speaking activities are closely linked to the teacher's ability to manage classroom interaction, provide clear instructions, and encourage learner confidence.

It was also revealed that students show improved speaking performance when teachers adopt roles such as facilitator, guide, and motivator rather than only being authoritative figures. Moreover, the research highlights the positive influence of consistent and constructive feedback, which helps learners reflect on their progress and enhances their language accuracy and fluency over time.

Another key outcome indicates that the way teachers handle correction and encourage dialogue significantly impacts learner motivation and willingness to speak. Classrooms where students feel safe to make mistakes tend to foster more effective communication and greater language development. The results confirm that a teacher's strategic involvement in speaking activities contributes directly to students' oral language growth, confidence, and participation, making them a central figure in the development of communicative competence.

CONCLUSION: In conclusion, the article highlights the essential function of teachers in facilitating and enhancing speaking activities within the language learning process. Speaking, being a vital aspect of language acquisition, requires a dynamic and supportive classroom atmosphere, and teachers are central to creating such conditions. The analysis confirms that teachers who skillfully organize interaction, model appropriate speaking behavior, and foster a low-anxiety environment significantly influence students' communicative success.

The article also reinforces the idea that the role of the teacher extends far beyond delivering content. Teachers must adopt various roles such as mentor, facilitator, and active listener to nurture learners' speaking confidence. When students feel heard, respected, and encouraged, their willingness to participate and improve their speaking skills grows substantially. Teachers are also seen as key in selecting meaningful topics, managing group dynamics, and offering timely feedback all of which contribute to more productive speaking experiences.

Moreover, it is emphasized that the teacher's sensitivity to learners' needs and their ability to adapt teaching strategies according to different proficiency levels are crucial for maximizing student engagement. By using techniques such as open-ended questions, pair or group work, and contextualized speaking tasks, teachers can create opportunities for authentic language use.

Overall, the article concludes that the teacher's involvement in designing, guiding, and evaluating speaking activities is indispensable to the development of students' oral proficiency. A proactive and responsive teaching approach not only improves language performance but also enhances learners' motivation, self-confidence, and long-term communication skills. Therefore, the teacher's role in speaking activities should be regarded as a foundational element in effective language education.

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