

## DEVELOPING SPEAKING COMPETENCE IN SECOND LANGUAGE LEARNING: THEORETICAL AND EMPIRICAL PERSPECTIVES

### IKKINCHI TILNI O'RGANISHDA OG'ZAKI NUTQ KOMPETENSIYASINI RIVOJLANTIRISH: NAZARIY VA EMPIRIK YONDASHUVLAR

### РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ГОВОРЕНИЯ ПРИ ИЗУЧЕНИИ ВТОРОГО ЯЗЫКА: ТЕОРЕТИЧЕСКИЙ И ЭМПИРИЧЕСКИЙ ПОДХОДЫ

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**Abstract:** This article examines the development of speaking competence in second language learning from both theoretical and empirical perspectives. Speaking is conceptualized as a complex communicative skill that integrates linguistic knowledge, cognitive processing, and social interaction. The study aims to analyze theoretical foundations of speaking competence and to investigate pedagogical conditions that facilitate its development in educational contexts. A qualitative theoretical review is combined with an empirical classroom-based study involving university-level learners. The findings indicate that speaking competence cannot be developed through form-focused instruction alone and requires meaningful interaction, learner engagement, and supportive classroom environments. Empirical results demonstrate that students exposed to communicative and interactive speaking activities show significant improvement in fluency, confidence, and oral participation. The article argues that speaking competence is socially constructed through interaction and emphasizes the importance of reducing affective barriers such as anxiety. The study contributes to second language pedagogy by offering a comprehensive framework that integrates theory with classroom practice and provides implications for improving speaking instruction in foreign language education.

**Key words:** *speaking competence, oral communication, second language learning, communicative approach, fluency, interaction, learner confidence, pedagogy, classroom discourse, affective factors*

**Annotatsiya** Ushbu maqolada ikkinchi tilni o'rganishda og'zaki nutq kompetensiyasini rivojlantirish masalasi nazariy va empirik nuqtai nazardan tahlil qilinadi. Og'zaki nutq lingvistik bilimlar, kognitiv jarayonlar va ijtimoiy muloqot uyg'unligiga asoslangan murakkab ko'nikma sifatida talqin etiladi. Tadqiqot natijalari interaktiv va kommunikativ yondashuvlar og'zaki nutq samaradorligini oshirishini ko'rsatadi.

**Kalit so'zlar:** *og'zaki nutq kompetensiyasi, og'zaki muloqot, ikkinchi tilni o'rganish, kommunikativ yondashuv, ravonlik, o'zaro ta'sir, o'quvchi ishonchi, pedagogika, sinf diskursi, affektiv omillar*

**Аннотация.** В статье рассматривается развитие навыков говорения при изучении второго языка с теоретической и эмпирической точек зрения. Подчеркивается роль интерактивного обучения и коммуникативной среды.

**Ключевые слова:** компетенция говорения, устная коммуникация, изучение второго языка, коммуникативный подход, беглость, взаимодействие, уверенность учащихся, педагогика, аудиторный дискурс, аффективные факторы

**Introduction.** Speaking competence is widely regarded as one of the most important indicators of second language proficiency. Learners often evaluate their success in language learning based on their ability to express ideas orally. However, developing speaking competence remains a challenge due to limited opportunities for authentic interaction and the dominance of accuracy-focused instruction.

**Methods.** The study employed a qualitative research design combining theoretical analysis with an empirical classroom experiment. Two groups of university students participated in the study. The experimental group received communicative and interaction-based speaking instruction, while the control group followed traditional form-focused activities. Speaking performance was assessed based on fluency, accuracy, and participation.

**Results.** The results showed that learners in the experimental group demonstrated noticeable improvement in speaking fluency and confidence. Their willingness to participate in oral activities increased, and anxiety-related barriers were reduced. In contrast, the control group showed limited progress in oral performance.

**Discussion.** The findings confirm that speaking competence develops most effectively through meaningful interaction. Traditional approaches that prioritize grammatical accuracy fail to provide conditions for spontaneous speech. Communicative activities encourage negotiation of meaning and social interaction, which are essential for oral development.

**Conclusion.** The article concludes that integrating theoretical principles with interactive pedagogy significantly enhances speaking competence. Creating supportive and communicative learning environments is essential for effective speaking instruction in second language education.

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