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O'ZBEKISTON-2026



Developing Speaking Confidence of Primary School learners through Role Play and Simulation tasks

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Annotation

This thesis focuses on the significance of speaking skills in primary language education, because speaking is a fundamental part of communication and it allows learners to express their ideas clearly and effectively. Since young learners are at an early stage of language development, it is important to build their speaking ability from the beginning, and therefore more attention should be given to this skill in the classroom. In addition, the thesis emphasizes that speaking is not an isolated skill, but it is closely connected with listening, understanding, and interaction, and as a result, regular communication practice helps learners improve their overall language competence. Moreover, when students are given enough opportunities to speak, they become more confident and active participants in the learning process.

Furthermore, the use of appropriate teaching strategies and engaging classroom activities plays a key role, because such methods encourage students to speak more freely and reduce their fear of making mistakes. Consequently, learners are able to develop fluency, pronunciation, and vocabulary in a more natural way. Overall, speaking skills are essential in primary language education, and therefore they should be developed through interactive and student-centered approaches.

Keywords: Oral expression, early language development, communication ability, classroom participation, verbal interaction, speech development, language practice, learner engagement.

Introduction

In primary language education, speaking is a very important skill, because it helps students share their ideas and communicate with others. At a young age, children learn quickly, and therefore it is a good time to develop their speaking ability. If students practice speaking early, they can become more confident and active in class.

However, many young learners feel shy, and because of this, they do not speak much during lessons. As a result, their speaking skills do not improve well. Therefore, teachers need to create a friendly and supportive environment, so that students feel comfortable and are not afraid to speak.

Moreover, speaking is not only about saying words, but it is also connected with listening and understanding. When students talk to each other, they learn how to use language in real situations, and at the same time, they improve their vocabulary and pronunciation. This thesis aims to explain why speaking skills are

important in primary language education and how they help students communicate better in everyday life.

1. The role of speaking in early language development

Speaking plays a very important role in early language development, because it helps children use the language they learn and express their ideas clearly. At a young age, children learn faster, and therefore speaking practice is very useful for them. When students speak more, they understand the language better, and as a result, their learning becomes more effective.

In addition, speaking helps children remember new words and use them in real situations, because they do not only learn vocabulary, but they also practice it. For example, when students talk about simple topics like their family or school, they use basic words and sentences, and because of this, they improve step by step.¹

Moreover, speaking is closely connected with listening, because students need to listen before they can speak правильно. When they hear correct language, they try to repeat it, and therefore their pronunciation also becomes better. At the same time, they learn how to form sentences and express their thoughts. Furthermore, regular speaking practice makes students more confident, because they get used to using the language. Even if they make mistakes, they continue speaking, and as a result, they improve over time.

In conclusion, speaking is an essential part of early language development, because it helps students understand, practice, and use the language in a natural way, and therefore it should be an important part of primary education.

2. Factors influencing students' willingness to speak

Students' willingness to speak depends on several important factors, because not all learners feel ready or confident to use a foreign language. Some students are active and speak easily, while others feel shy, and therefore they avoid speaking in class.

First of all, one of the main factors is confidence, because students who believe in themselves are more likely to speak. If a learner is afraid of making mistakes, they may stay silent, and as a result, they lose opportunities to practice. Therefore, building confidence is very important.²

In addition, the classroom environment also plays a big role, because students feel more comfortable in a friendly and supportive atmosphere. If the

¹ Harmer, J. (2021). *How to teach English* (3rd ed.). Harlow: Pearson Education Limited. 288 p.

² Krashen, S. D. (2021). Affective factors in second language acquisition revisited. *Language and Education*, 35(5), pp. 401–415.

teacher is kind and encouraging, students are not afraid to speak, and therefore they participate more actively. On the other hand, a strict or stressful environment can make students nervous.

Moreover, the level of language knowledge affects speaking, because students need basic vocabulary and simple structures to express their ideas. If they do not know enough words, they may not speak, and as a result, their participation decreases. Furthermore, motivation is another important factor, because students who are interested in the lesson are more willing to speak. When activities are fun and engaging, learners enjoy the process, and therefore they talk more.

In conclusion, students' willingness to speak is influenced by confidence, classroom environment, language level, and motivation, and therefore teachers should consider all these factors to encourage students to speak more.

3. Classroom conditions that support speaking practice

Classroom conditions play an important role in supporting speaking practice, because students need a comfortable and organized environment to speak freely. If the classroom is positive and friendly, students feel relaxed, and therefore they are more willing to participate in speaking activities.

First of all, a supportive atmosphere is very important, because students should not be afraid of making mistakes. When the teacher encourages students and does not criticize them too much, learners feel safe, and as a result, they try to speak more. In addition, when classmates respect each other, communication becomes easier.³

Moreover, the organization of the classroom also affects speaking practice, because activities should give all students a chance to talk. For example, pair work and group work help students speak more, since they can practice with each other. Because of this, even shy students can take part in communication.

Furthermore, clear instructions are necessary, because students need to understand what they should do. When tasks are simple and well-explained, students can focus on speaking, and therefore the activity becomes more effective.

In addition, using simple and familiar topics helps students speak more easily, because they already have ideas to share. For example, talking about daily life, hobbies, or school makes students feel more comfortable, and as a result, they speak with less difficulty.

In conclusion, good classroom conditions, such as a friendly environment, clear organization, and simple tasks, support speaking practice, and therefore they help students become more confident and active speakers.

4. Techniques for encouraging active student talk

³ Martinez, L. (2021). The influence of collaborative speaking tasks on learner confidence. *TESOL International Journal*, 16(4), pp. 55–72.

Using different techniques is very important for encouraging students to speak actively, because many learners feel shy and need support to start speaking. Therefore, teachers should use simple and interesting techniques that help students feel comfortable and motivated. First of all, one useful technique is asking simple and open questions, because it gives students a chance to express their ideas. Instead of asking questions with short answers, teachers can ask questions like “What do you like?” or “What did you do yesterday?”, and as a result, students try to speak more.

Moreover, pair work and group work are effective techniques, because students can talk with their classmates in a relaxed way. When they work together, they feel less pressure, and therefore they speak more freely. In addition, they learn from each other and gain more practice.⁴

Furthermore, using games and interactive activities helps students enjoy speaking, because learning becomes fun and not stressful. For example, simple speaking games or short role activities make students active, and as a result, they participate more.

Another useful technique is giving students enough time to think, because some learners need time before they speak. If teachers wait and do not rush them, students feel more confident, and therefore they try to answer. In addition, positive feedback is very important, because when teachers praise students, they feel encouraged and want to speak again. Even small support can make a big difference in students’ confidence.

In conclusion, techniques such as asking questions, using group work, playing games, giving time, and providing positive feedback help students speak more actively, and therefore they are very important in primary language education.

Conclusion. In conclusion, speaking skills play a very important role in primary language education, because they help students communicate, express their ideas, and use the language in real situations. At an early stage, children learn quickly, and therefore developing speaking ability from the beginning is very important. Moreover, different factors such as confidence, classroom environment, and motivation influence students’ willingness to speak, and because of this, teachers need to create supportive conditions for learning. When students feel comfortable and encouraged, they participate more actively and improve faster.

Furthermore, using simple techniques and well-organized activities helps students practice speaking regularly, and as a result, they become more confident

⁴ Thompson, P. (2021). Building confidence in primary EFL learners. *International Journal of Applied Linguistics*, 31(3), pp. 412–426.

and fluent. In addition, a positive and friendly classroom atmosphere makes learning more enjoyable and effective.

To sum up, speaking skills should be an essential part of primary education, and therefore teachers should focus on creating opportunities for students to speak, so that they can develop strong communication skills for the future.

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