
The Role of Group Discussions in Fostering Speaking Skills and Enhancing Students' Emotional Development

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Annotation *Speaking skill is very important for communication, especially for students learning English as a foreign language. However, many students have difficulties when they try to speak. They often have a limited vocabulary, feel shy, and are afraid of making mistakes. Because of this, they do not participate actively in class. This article focuses on how group discussions can help solve this problem. It explains that working in small groups gives students more chances to speak and share their ideas. In this type of activity, students feel more relaxed and less afraid of making mistakes. As a result, they become more confident and more willing to communicate. The article also shows that group discussions help students improve different parts of speaking, such as fluency, vocabulary, pronunciation, and confidence. Students learn not only from the teacher but also from each other through interaction. Based on previous research and classroom observations, it is clear that discussion-based activities make lessons more active and interesting. They also create a positive learning environment where students feel supported. Overall, the article explains why group discussions are effective and how teachers can use them to improve students' speaking skills.*

Keywords *Group discussion, speaking skills, language learning, classroom interaction, fluency, vocabulary development, pronunciation, student participation, communication skills, confidence*

Guruh muhokamalarining nutq ko'nikmalarini rivojlantirish va talabalarning emotsional rivojlanishini oshirishdagi roli

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Annotatsiya *Nutq ko'nikmasi muloqot uchun juda muhim, ayniqsa ingliz tilini chet tili sifatida o'rganayotgan talabalar uchun. Biroq, ko'plab talabalar gapirishga harakat qilganda qiyinchiliklarga duch keladilar. Ularni ko'pincha so'z boyligining kamligi, uyatchanlik hissi va xato qilishdan qo'rqish kabi muammolar qiynaydi. Natijada ular*

darslarda faol ishtirok eta olmaydilar. Ushbu maqola e'tibori guruh muhokamalari orqali yuqoridagi muammoni qanday hal qilishga qaratilgan. Maqolada kichik guruhlarda ishlash talabalarga ko'proq gapirish va o'z fikrlarini ulashish imkoniyatini berishi tushuntiriladi. Bunday faoliyat turi davomida talabalar o'zlarini erkinroq his qiladilar va xato qilishdan kamroq qo'rqadilar. Natijada, ularda o'ziga ishonch yanada kuchayib, muloqot qilishga tayyor bo'ladilar. Maqola shuningdek, guruh muhokamalari talabalarning nutq ko'nikmasining turli jihatlarini, masalan, ravonlik, so'z boyligi, talaffuz va ishonchni rivojlantirishga yordam berishini ko'rsatadi. Talabalar nafaqat o'qituvchidan, balki o'zaro muloqot orqali bir-birlaridan ham o'rganadilar. Oldingi tadqiqotlar va sinf kuzatuvlariga asoslanib, muhokamaga asoslangan faoliyatlar darslarni yanada faol va qiziqarli qilishini kuzatish mumkin. Bundan tashqari, bunday faoliyatlar talabalar o'zlarini qo'llab-quvvatlangan ijobiy muhitda deb his qilishlariga yordam beradi. Umuman olganda, maqola guruh muhokamalarining nima uchun samarali ekanligini va o'qituvchilar ulardan talabalar nutq ko'nikmalarini rivojlantirishda qanday foydalanishlari mumkinligini tushuntiradi.

Kalit so'zlar *Guruh muhokamalari, gapirish ko'nikmalari, muloqot qobiliyati, emotsional rivojlanish, talabalar ishtiroki, ishonch (o'ziga ishonch), faol o'rganish, hamkorlikda o'rganish, interaktiv darlar, so'z boyligi, ravonlik (fluency), qo'rquvni yengish, sinf muhiti, motivatsiya*

Роль групповых обсуждений в формировании навыков устной речи и развитии эмоциональной сферы студентов

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Аннотация *Навыки говорения очень важны для общения, особенно для студентов, изучающих английский язык как иностранный. Однако многие студенты сталкиваются с трудностями, когда пытаются говорить. У них часто ограниченный словарный запас, они стесняются и боятся допустить ошибки. Из-за этого они не участвуют активно в занятиях. В данной статье рассматривается, как групповые обсуждения могут помочь решить эту проблему. Объясняется, что работа в малых группах даёт студентам больше возможностей говорить и делиться своими идеями. В таких условиях студенты чувствуют себя более спокойно и меньше боятся*

ошибок. В результате они становятся более уверенными и более готовыми к общению. В статье также показано, что групповые обсуждения помогают развивать разные аспекты говорения, такие как беглость речи, словарный запас, произношение и уверенность. Студенты учатся не только у преподавателя, но и друг у друга в процессе взаимодействия. На основе предыдущих исследований и наблюдений в классе можно сделать вывод, что дискуссионные виды деятельности делают занятия более активными и интересными. Они также создают положительную учебную среду, в которой студенты чувствуют поддержку. В целом статья объясняет, почему групповые обсуждения являются эффективным методом и как преподаватели могут использовать их для развития навыков говорения у студентов.

Ключевые слова

Групповое обсуждение, навыки говорения, изучение языка, взаимодействие в классе, беглость речи, развитие словарного запаса, произношение, участие студентов, коммуникативные навыки, уверенность

Introduction

Speaking is one of the most important skills in language learning. Because it allows learners to express their ideas, thoughts, and feelings. It is also often considered the most challenging skill for students learning English as a foreign language. Many students experience difficulties such as limited vocabulary, low confidence, and fear of making mistakes (Bohari, 2019). These challenges prevent them from participating actively in speaking activities.

In many classrooms, teaching methods still focus on grammar and written exercises rather than communication. As a result, students have limited opportunities to practice speaking in meaningful situations. According to Harmer (2007), speaking skills can only be developed through regular practice and interaction. Similarly, Ur (1996) emphasizes that students learn to speak more effectively when they are actively involved in communication rather than passive learning.

Group discussion is one of the methods that can solve this problem. It is an interactive activity where students work together, exchange ideas, and communicate in small or

large groups. This method allows students to practice speaking in a more relaxed and supportive environment. Massawe, Sheshe, and Ngowi (2025) state that group discussions improve students' ability to express ideas clearly and increase their participation in classroom activities.

Speaking involves several important components such as vocabulary, grammar, fluency, and pronunciation. Brown (2004) explains that these elements are interconnected and can be developed through active use of language. Group discussions provide a space where all these components can be practiced together.

Methodology

This study used a qualitative approach to understand how group discussions help students improve their speaking skills. The main goal was to see how students behave during speaking activities and how their skills change when group discussions are used instead of traditional methods. The data for this study came from two main sources. First, different books and research articles about speaking skills and group discussions were reviewed. These sources helped to understand

how speaking skills are usually taught and why interaction is important (Harmer, 2007; Ur, 1996). Second, classroom observations were used to see how students actually respond to speaking activities. The participants were about 25 to 30 students who were learning English as a foreign language. Their level was intermediate. Most of them understood English, but they had problems with speaking. Many students felt shy, did not have enough vocabulary, and were afraid of making mistakes (Bohari, 2019). The study was carried out during regular English lessons for about three weeks. It was divided into two stages. In the first stage, traditional teaching methods were used. Students answered teacher questions, read texts, and sometimes spoke individually. During this time, many students were quiet and did not want to speak. Some students gave very short answers, and others avoided speaking at all. It was clear that they did not feel comfortable. In the second stage, group discussions were introduced. Students were divided into small groups of four or five people. They were given simple topics related to their daily life, such as hobbies, school life, and future plans. Students discussed these topics in groups and shared their ideas with each other. The teacher helped guide the discussions and encouraged all students to participate. In some lessons, structured activities like round table discussions were used, where each student had a role and had to speak (Yuldashova & Jo'rayeva, 2022). During this stage, the teacher observed how students spoke, how often they participated, and how confident they felt. After the lessons, the observations were analyzed and compared with the first stage to see the changes.

Results

The results showed clear differences between the two stages of the study. In the first stage, when traditional methods were used, many students were not active. Most of them were quiet and did not want to speak. When they spoke, their answers were short and not very clear. This happened because they were

afraid of making mistakes and did not feel confident. This supports what Bohari (2019) says about students having difficulties with speaking. However, in the second stage, when group discussions were used, the situation changed a lot. Students became more active and started speaking more. They felt more comfortable because they were talking in small groups, not in front of the whole class. This helped reduce their fear and made it easier for them to express their ideas (Prayudha & Solihah, 2023). Another important result was the improvement in fluency. Students were able to speak for a longer time and explain their ideas better. Instead of giving one or two words, they started using full sentences. This shows that more speaking practice helped them improve (Harmer, 2007). Students also improved their vocabulary. During discussions, they heard new words from their classmates and started using them in their own speech. This helped them communicate more clearly. As Ur (1996) explains, interaction helps learners improve their language skills. Confidence also increased. Some students who were shy at the beginning became more willing to speak. They were not afraid of making mistakes anymore and tried to participate more actively. Structured discussion activities also helped. For example, in round table discussions, each student had a chance to speak. This made the discussion more organized and gave equal opportunity to everyone (Yuldashova & Jo'rayeva, 2022). In general, students seemed more interested and motivated during group discussions. The classroom became more active, and students interacted more with each other. Compared to the first stage, the learning process was more lively and effective.

Overall, the results show that group discussions can really help improve speaking skills. They increase participation, improve fluency, build confidence, and make learning more enjoyable. These findings are similar to previous studies that show the positive effect of group discussions on speaking ability (Massawe et al., 2025).

Discussion

The findings of this study show that group discussions are an effective method for developing speaking skills. One of the main reasons is that they create an interactive learning environment where students actively use language. This supports the communicative approach to language teaching, which emphasizes real communication rather than memorization (Harmer, 2007).

Group discussions also help develop communicative competence. Students learn how to express ideas, respond to others, and maintain conversations. According to Ur (1996), interaction is essential for developing speaking ability because it allows learners to practice language in real situations.

Reduction of anxiety is one of the main benefits of group discussions. Many students are afraid of making mistakes when speaking. In group discussions, they feel more relaxed because they are speaking with peers rather than in front of the whole class. This helps them build confidence and develop a positive attitude toward speaking. Prayudha and Solihah (2023), highlight that a supportive environment is important for improving communication skills.

Additionally, group discussions promote active learning. Students are not passive listeners but active participants. This increases motivation and engagement. As Brown (2004) explains, language learning is more effective when students are involved in meaningful use of language.

Structured discussion techniques also improve effectiveness. Round table discussions

provide clear roles and equal participation, which makes discussions more organized and productive (Yuldashova & Jo'rayeva, 2022).

However, group discussions require proper planning. Teachers need to choose appropriate topics, give clear instructions, and ensure that all students participate. Without guidance, some students may remain passive. Therefore, the teacher plays an important role in managing discussions and supporting students.

Conclusion

In conclusion, this study shows that group discussions are a very useful method for improving students' speaking skills. Many students usually have problems with speaking because they feel shy, do not have enough vocabulary, or are afraid of making mistakes. However, when group discussions are used in the classroom, students get more chances to speak and practice the language in a more relaxed way. It is important to remember that group discussions need to be well organized. Teachers should choose suitable topics, give clear instructions, and make sure that all students are involved. Without proper guidance, some students may stay quiet and not benefit from the activity.

Overall, group discussions are not only helpful for improving speaking skills but also for creating a better learning experience. They help students become more confident, active, and independent learners. For this reason, teachers should use group discussions more often in their lessons to support students in developing their speaking abilities.

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