TEACHING SPEAKING SKILLS IN TECHNICAL COLLEGES: CHALLENGES AND SOLUTIONS

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Annotatsiya: *Ushbu maqolada texnikumlarda ingliz tili darslarida nutq ko'nikmalarini shakllantirishdagi asosiy muammolar va ularning yechimlari tahlil qilinadi. Texnik soha talabalari uchun kommunikativ muhit yaratish, darslarda ESP (Maxsus maqsadli ingliz tili) metodikasidan foydalanish va talabalarning nutqiy to'siqlarini bartaraf etish strategiyalari bayon etilgan.*

Kalit so'zlar: *nutq ko'nikmalari, texnik ta'lim, ESP, muloqot to'siqlari, interaktiv metodlar, terminologiya, kommunikativ kompetensiya.*

Abstract: *This article analyzes the main challenges in developing speaking skills in English classes at technical colleges and provides effective solutions. It outlines strategies for creating a communicative environment for technical students, utilizing ESP (English for Specific Purposes) methodology, and overcoming students' speaking barriers.*

Keywords: *speaking skills, technical education, ESP, communication barriers, interactive methods, terminology, communicative competence.*

INTRODUCTION

In the era of global industrial integration, technical specialists are required not only to master their craft but also to communicate effectively in English. For students at Technical College No. 2 of Gijduvan, English is no longer a luxury—it is a tool for reading manual instructions, participating in international projects, and operating high-tech machinery. However, teaching speaking skills in a technical context presents unique challenges that require specialized pedagogical approaches.

1. Key Challenges in Technical Colleges

The process of teaching speaking to technical students often encounters the following hurdles:

- **The "Silence" Barrier:** Many students possess a good grasp of grammar but freeze when asked to speak. This is often due to a fear of making mistakes in front of peers.

- **Lack of Vocabulary:** Technical students often lack the specific English terminology related to their field (e.g., engineering, construction, or IT).

- **Traditional Methods:** A focus on translation and reading rather than active oral production reduces the time spent on speaking practice.

- **Mixed Ability Groups:** Classes often consist of students with vastly different levels of English proficiency, making it difficult to maintain a uniform speaking pace.

2. Proposed Solutions and Strategies

To overcome these challenges, we implement several student-centered strategies:

2.1. Task-Based Learning (TBL)

Instead of abstract topics, students are given technical tasks. For example, "Explain how this electric circuit works to a colleague." This shifts the focus from the language itself to the *purpose* of the communication.

2.2. Integration of ESP (English for Specific Purposes)

Integrating professional terminology into speaking exercises makes the lesson relevant. Students practice speaking by describing tools, safety procedures, or technical processes.

2.3. Scaffolding and "Safe Zones"

To reduce anxiety, teachers should provide "sentence starters" or functional language frames (e.g., *"In my opinion..."*, *"First, you must check..."*). Creating a "Safe Zone" where the focus is on fluency rather than 100% grammatical accuracy encourages students to take risks.

3. Practical Activities for Technical Students

In our practice at Gijduvan Technical College, the following activities have proven most effective:

Activity	Technical Focus	Speaking Goal
The "Expert" Interview	Professional Skills	Explaining a technical process to a layman
Safety Briefing	Workplace Safety	Using imperatives and warning signs
Problem-Solution	Troubleshooting	Discussing how to fix a broken machine
Technical Debate	Critical Thinking	Arguing for or against a specific technology

4. The Role of Technology in Speaking Practice

Modern tools like voice recording apps, AI language tutors, and specialized technical simulation software allow students to practice speaking outside the classroom. Recording their own speech and playing it back helps students self-correct their pronunciation and intonation.

CONCLUSION

Teaching speaking skills in technical colleges requires a shift from "learning about the language" to "using the language as a tool." By implementing ESP-focused tasks, reducing psychological barriers, and using interactive methods, we can prepare our students at Gijduvan Technical College No. 2 to be competitive in the international labor market. The goal is to produce a specialist who is not only a master of technology but also a master of professional communication.