

**THE IMPACT OF NEED-ORIENTED INTERACTIVE TECHNIQUES ON THE DEVELOPMENT OF ORAL COMMUNICATION SKILLS AMONG SENIOR SCHOOL LEARNERS**

**Usmonjonova Maxliyo Zokirjon qizi**

*PhD student of Namangan State University*

[Usmonjonovam@ru](mailto:Usmonjonovam@ru)

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*need-oriented learning, interactive techniques, oral communication, speaking skills, English language teaching.*

*This study examines the impact of need-oriented interactive techniques on the development of oral communication skills among senior school learners. Using a quasi-experimental design, two groups of students were taught through different instructional approaches—traditional and interactive. Data were collected through pre- and post-tests, classroom observations, and learner feedback questionnaires. The findings revealed that learners who engaged in interactive, need-based speaking activities demonstrated significant improvements in fluency, accuracy, and confidence compared to those taught with conventional methods. The study concludes that aligning teaching strategies with learners' communicative needs enhances motivation and participation, ultimately fostering more effective and authentic oral communication.*

**Introduction**

In contemporary language education, oral communication is regarded as one of the most essential skills for learners to master, particularly in the context of global communication and academic success. For senior school learners, the ability to express ideas fluently, confidently, and contextually in English is a key indicator of communicative competence.

However, traditional teacher-centered methods often fail to address learners' individual needs, interests, and motivation, which are crucial for active participation and sustained language use.

The emergence of need-oriented interactive techniques has transformed the way speaking skills are developed in English language classrooms. Rooted in communicative and constructivist learning theories, these approaches focus on creating learner-centered environments where students engage in meaningful interaction, problem-solving, and real-life communication tasks. Techniques such as role plays, group discussions, information-gap activities, and collaborative projects not only stimulate learners' interest but also cater to their personal linguistic and psychological needs.

This study investigates the impact of need-oriented interactive techniques on the development of oral communication skills among senior school learners. It emphasizes how these methods foster confidence, increase motivation, and enhance linguistic competence by aligning teaching strategies with learners' communicative needs. By integrating interactive pedagogy into English language instruction, teachers can move beyond rote learning toward more dynamic and authentic communicative experiences, preparing students for effective real-world communication.

### **Literature Review and Methodology**

The development of oral communication skills has long been a central concern in language pedagogy. According to Richards and Rodgers (2014), communicative competence is achieved when learners are exposed to authentic, meaningful, and interactive language use rather than mechanical repetition of linguistic forms.[8] Scholars such as Brown (2007) and Harmer (2015) emphasize that speaking ability is best cultivated through learner-centered instruction, where interaction serves as both the means and the goal of language learning.[2,3] In this regard, interactive techniques ranging from pair work and group discussions to simulations and problem-solving tasks have been shown to create conditions that promote fluency, confidence, and communicative autonomy.

Need-oriented instruction, as discussed by Hutchinson and Waters (1987), builds on the principle that learners' motivations, goals, and contextual requirements should guide the design of language activities.[4] This approach aligns with constructivist theories of learning, which view knowledge as something learners actively construct through engagement and collaboration. Studies by Nation and Macalister (2010) and Nunan (2015) further confirm that when instruction is tailored to learners' needs, it enhances both

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affective engagement and linguistic output.[5,6] For example, need-based interactive strategies such as task-based learning, project-based communication, and role-play scenarios help students connect classroom discourse to real-life contexts, making learning more relevant and effective.

Recent empirical research reinforces these theoretical claims. For instance, Ali and Khan (2020) found that students exposed to need-based speaking activities demonstrated significant improvement in fluency and coherence compared to those taught through traditional methods.[1] Similarly, Rahman (2021) reported that integrating learners' communicative needs into lesson planning increased their motivation to participate in classroom discussions and reduced speaking anxiety.[7] Collectively, these studies underscore the pivotal role of need-oriented interactive techniques in fostering the cognitive, affective, and social dimensions of oral communication development among senior school learners.

This study employed a quasi-experimental research design to investigate the impact of need-oriented interactive techniques on the development of oral communication skills among senior school learners. Two groups of students from the same academic level were selected: an experimental group, which received instruction through need-oriented interactive methods, and a control group, which was taught using traditional teacher-centered techniques. Each group consisted of 25 learners aged 15–17 years, all studying English as a foreign language at the upper-secondary level.

Data collection involved pre-tests and post-tests to measure students' oral communication performance, focusing on fluency, accuracy, pronunciation, and coherence. In addition, classroom observations and learner feedback questionnaires were used to assess students' engagement, motivation, and participation during lessons. The experimental group participated in interactive activities such as role plays, group discussions, problem-solving tasks, and information-gap exercises designed according to students' identified communicative needs, which were determined through a needs analysis survey conducted at the beginning of the study.

Quantitative data from the tests were analyzed using descriptive statistics and paired sample t-tests to identify significant differences in performance between the two groups. Qualitative data from observations and questionnaires were analyzed thematically to explore learners' perceptions of the techniques used. This mixed-methods approach ensured a

comprehensive understanding of both the measurable outcomes and the experiential effects of applying need-oriented interactive techniques in English language teaching.

### Results and Discussion

The findings of the study revealed that need-oriented interactive techniques had a significant positive impact on the development of oral communication skills among senior school learners. The results from the pre-test and post-test assessments demonstrated that students in the experimental group showed marked improvement in fluency, coherence, pronunciation, and grammatical accuracy compared to those in the control group. The mean score of the experimental group increased by 28%, while the control group's performance improved only marginally by 9%, indicating the effectiveness of interactive, learner-centered activities tailored to students' communicative needs.

Classroom observations further supported these quantitative outcomes. Learners in the experimental group displayed higher levels of motivation, participation, and confidence during speaking tasks. They engaged more actively in discussions, initiated conversations more frequently, and used a wider range of vocabulary and expressions. The interactive activities—such as debates, simulations, and task-based dialogues—created a supportive environment that reduced speaking anxiety and encouraged spontaneous language use. This aligns with the findings of Ali and Khan (2020), who reported similar gains in fluency and engagement when learners participated in need-based speaking sessions.

The analysis of learner feedback also indicated that students preferred interactive lessons because they allowed them to express personal ideas, relate topics to real-life experiences, and receive immediate peer and teacher feedback. These aspects enhanced communicative competence and intrinsic motivation, confirming Hutchinson and Waters' (1987) assertion that learning is most effective when it responds directly to learners' specific needs and goals.

**Conclusion.** In conclusion, the study confirmed that need-oriented interactive techniques play a vital role in improving the oral communication competence of senior school learners. The integration of learner-centered strategies—such as role plays, group discussions, and problem-solving activities—significantly enhanced students' fluency, accuracy, and confidence in speaking. The results showed that when instruction is aligned with learners' real needs and interests, it not only develops their linguistic ability but also promotes motivation and active participation. Compared to traditional teacher-centered approaches, interactive methods create a more dynamic and supportive learning environment where

students learn to express themselves effectively and spontaneously. Thus, incorporating need-based interactive practices into English language teaching can be considered a powerful pedagogical approach for fostering communicative competence and preparing students for authentic communication in academic and social contexts.

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