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METHODS OF DEVELOPING ENGLISH SPEAKING SKILLS THROUGH PAIR WORK

Abstract

This paper explores the development of English speaking skills through pair work as an effective form of communicative language teaching. The study addresses the need to build communicative competence and reduce language barriers. It examines theoretical and psycho-pedagogical foundations of teaching speaking and presents a system of exercises for gradual oral skill development. Attention is given to types of pair work, teacher and student roles, and assessment of speaking skills. The findings show that systematic pair work increases students' motivation, confidence, and speech activity, improving the overall effectiveness of English language instruction. The approach supports learner autonomy, interaction, accuracy, fluency, reflection, collaboration, inclusivity, consistency, scalability, and management. Feedback, monitoring, evaluation, engagement, participation, practice, strategy, outcomes, progress, sustainability.

Keywords: speaking, pair work, oral speech, speaking assessment.

Introduction

In the context of globalization, digitalization, and active international interaction, proficiency in English as a means of oral communication has become a crucial educational task. Modern national and international educational standards are oriented not only toward the acquisition of linguistic knowledge but also toward the development of the ability to use a foreign language in real-life communication situations.

However, teaching practice shows that speaking skills present the greatest difficulties for learners. Key problems include the language barrier, fear of making mistakes, insufficient vocabulary, poor automation of grammatical structures, and limited time for speech practice during class.

In this regard, the role of interactive forms of learning is increasing—particularly pair work, which allows for a significant increase in the volume of students' speech activity, creates a favorable psychological atmosphere, and brings the educational process closer to the conditions of real communication.

The aim of the study is to theoretically justify and methodically describe the process of developing English speaking skills through pair work.

Research objectives: To reveal the essence and structure of speaking skills; To characterize the communicative approach in foreign language teaching; To examine the psycho-pedagogical foundations of pair work; To describe the types and models of pair work; To systematize exercises for speaking development; To determine the roles of the teacher and the learners; To consider methods of monitoring and evaluating oral speech.

Theoretical Foundations of Teaching Speaking. Speaking is a productive type of speech activity aimed at generating oral utterances in the process of communication. It involves the simultaneous functioning of several components: Lexical (word selection); Grammatical (structuring the utterance); Phonetic (pronunciation and intonation); Pragmatic (considering the communicative situation) [1].

The formation of speaking skills requires long-term systematic work aimed at the automation of linguistic means and the development of speech spontaneity.

Communicative competence includes the ability to use language effectively and appropriately in various communication situations. Its structure comprises: Linguistic competence (knowledge of vocabulary and grammar); Sociocultural competence; Discursive competence; Strategic competence.

The development of speaking in pairs contributes to the formation of all components of communicative competence.

The communicative approach involves language learning through active speech interaction. The core principles of the approach are: Orientation on meaning rather than form; Use of authentic situations; Priority of oral speech; The active role of the learner.

Psycho-pedagogical Prerequisites for Using Pair Work. Pair work reduces levels of anxiety and emotional tension. Communication in pairs is perceived by learners as less formal and safer, which contributes to increased self-confidence and a readiness to speak. Working in pairs enhances academic motivation, as students feel personal responsibility for the outcome of the interaction and receive immediate feedback from their partner. From the perspective of social constructivism, knowledge is formed through interaction. Pair work develops skills of cooperation, active listening, and mutual assistance.

The Essence and Types of Pair Work. Pair work is a form of organizing educational activity in which two learners interact with each other to complete a speech task that requires an obligatory exchange of information in a foreign language. Unlike frontal (whole-class) or individual work, the pair format ensures the maximum involvement of every student in the speaking process and significantly increases the volume of speech practice.

Pair work is considered a fundamental element of Communicative Language Teaching (CLT), as it models the natural conditions of dialogue typical of real-life communication. In foreign language teaching methodology, there are several criteria for the classification of pair work.

Classification by the Nature of Speech Interaction. Dialogic pair work This type involves the exchange of remarks in the form of a dialogue. It is used to develop question-and-answer communication skills, information clarification, and the expression of agreement or disagreement. Examples include interviews, model-based dialogues, and topical conversations [2, 448].

Monologic-dialogic pair work. In this format, one student provides an extended monologue, while the second student asks clarifying questions or comments on what they have heard. This type promotes the development of coherent speech and active listening skills.

Classification by the Degree of Teacher Control. Controlled pair work This is characterized by strict linguistic scaffolding, such as ready-made phrases, sentence models, and speaking plans. It is used at the initial stage of learning to build fundamental speaking skills.

Semi-controlled pair work Learners are given partial freedom in choosing linguistic means while relying on keywords, images, or prompt questions. This type is applied at the intermediate stage of instruction.

Free pair work This involves independent linguistic formulation of the utterance without rigid restrictions. It is used at the advanced stage and is aimed at the development of spontaneous speech.

Classification by Communicative Task. Information gap pair work Each participant in the pair possesses only part of the information, and successful completion of the task is only possible through an active exchange of messages. This type is considered one of the most effective for developing speaking skills.

Problem-oriented pair work Students jointly analyze a problem and arrive at a solution by arguing their positions. This develops critical thinking and argumentation skills.

Evaluative-discursive pair work This is aimed at expressing and justifying one's own opinion, comparing different viewpoints, and formulating a general conclusion.

Classification by the Content of Communication. Role-play pair work Learners take on specific social roles and act out communicative situations (e.g., shopkeeper–customer, doctor–patient, etc.) [3].

Situational pair work This is based on modeling real-life situations without a strict distribution of roles.

Project-oriented pair work This includes the joint preparation of mini-projects, presentations, or oral reports.

Classification by Language Proficiency Level. Pair work for the beginner level (A1–A2); Pair work for the intermediate level (B1–B2); Pair work for the advanced level (C1).

Each level assumes a different degree of freedom of expression and complexity of language material.

Methodological Significance of Pair Work Classification. The systematization of pair work types allows the teacher to consciously select tasks in accordance with the lesson goals, the learners' level of proficiency, and the stage of speech skill formation. A competent combination of various types of pair work ensures the sustainable development of speaking skills and increases the overall effectiveness of teaching.

Methodological Principles of Organizing Pair Work. The Principle of Communicative Orientation Tasks must have a practical communicative goal and be as close as possible to real-life communication.

The Principle of Gradualness (Stages). The formation of speaking skills is carried out in stages: from reproduction to free expression.

The Principle of Individualization. When forming pairs, it is necessary to take into account the level of language proficiency and the personal characteristics of the students.

System of Exercises for Developing Speaking Skills in Pairs

The development of speaking skills is one of the central tasks in English language teaching, as it is oral speech that ensures real communicative interaction. One of the most effective means of forming this skill is a system of exercises organized in the form of pair work. Such a system allows for the creation of conditions for active speech interaction, increases student motivation, and brings classroom communication closer to natural situations of real-life communication.

The Concept of a System of Exercises in Teaching Speaking. A system of exercises is defined as a logically structured set of tasks aimed at the gradual formation and development of oral speech skills. The system of exercises for developing speaking in pairs must ensure a gradual transition from controlled speech activity to free, spontaneous expression.

The primary requirements for the system of exercises are:

- Communicative orientation;
- Consistency and gradualness (staging);
- Alignment with the students' language proficiency level;
- Active speech interaction between partners;
- Regularity of use [4].

Stages of Forming Speaking Skills in Pair Work, The system of exercises traditionally includes three main stages: reproductive, semi-communicative (quasi-communicative), and communicative.

- The Reproductive Stage focuses on the primary formation of skills and the automation of linguistic forms through imitation and repetition.

- The Semi-communicative Stage acts as a bridge, allowing for partial freedom of expression within a structured framework.

- The Communicative Stage involves entirely free and spontaneous speech focused on conveying a message.

Reproductive and Semi-communicative Exercises. Reproductive exercises are aimed at the primary formation of speech skills and the automation of linguistic means. They involve the reproduction of ready-made language models and offer minimal freedom of expression.

In pair work, this type of exercise includes: Acting out dialogues based on a model; Repeating remarks after a partner; Substitution dialogues; Practicing question-and-answer structures.

The main goal of reproductive exercises is to form the correct lexico-grammatical and phonetic skills necessary for further speech development.

Semi-communicative (Quasi-communicative) exercises occupy an intermediate position between training tasks and purely communicative ones. They involve partial freedom of expression in the presence of speech scaffolds.

Examples of semi-communicative exercises in pairs: Composing dialogues based on a plan or keywords; Restoring a dialogue with gaps (cloze tasks); Describing a situation using prompt phrases; Exchanging information based on tables, diagrams, or pictures.

This type of exercise promotes the ability to combine linguistic means, the formation of coherent speech, and the gradual removal of linguistic scaffolding.

Communicative exercises are aimed at the development of spontaneous oral speech and full communicative competence. In these exercises, primary attention is focused on the transmission of meaning rather than linguistic form.

Communicative exercises in pair work include: Role-plays; Information gap tasks; Discussion of problem situations; Expressing and arguing one's own opinion; Reaching a joint decision.

In the process of performing such exercises, students independently choose linguistic means, actively interact with their partner, and use the language as a means of real communication.

The Significance of Information Gap Activities. A special place in the system of exercises is occupied by information gap activities. Each participant in the pair possesses only part of the information, and the successful completion of the task is possible only through active speech interaction [5].

Such exercises: Stimulate a natural need for communication; Develop skills of clarification, asking for repetition, and explanation; Contribute to an increase in the volume of oral speech; Form strategic competence.

The Role of the Teacher in Implementing the System of Exercises. The teacher plays a key role in organizing the system of exercises for pair work. Specifically, the teacher: Selects tasks in accordance with the lesson objectives; Explains the rules for performing the exercises; Forms pairs; Monitors the progress of the tasks; Corrects errors and provides feedback.

It is crucial that the teacher's intervention does not disrupt the natural flow of communication, especially during the stage of communicative exercises.

Pedagogical Effectiveness of the Exercise System. The systematic use of exercises for developing speaking in pairs contributes to: Reducing the language barrier; Increasing students' confidence; Developing speech fluency and accuracy; Forming collaboration skills; Growing motivation to learn the English language.

Thus, the system of exercises organized in the form of pair work is an effective and methodically sound means of developing speaking skills and forming the communicative competence of learners.

The Roles of the Teacher and Learners. The Role of the Teacher and Learners in Developing Speaking Skills through Pair Work The effectiveness of developing speaking skills in the process of English language teaching is largely determined by a clear distribution of roles between the teacher and the learners. Under the communicative approach, the teacher ceases to be the sole source of knowledge, while learners shift from passive perception of material to active participation in speech interaction. This redistribution of roles is particularly evident in the organization of pair work.

The Role of the Teacher. In the process of organizing pair work, the teacher performs a number of interrelated functions aimed at creating conditions for effective speech communication.

First and foremost, the teacher acts as the organizer of the educational process. They define the goals of the pair work, select appropriate tasks, and form pairs taking into account the level of language proficiency, psychological compatibility, and individual characteristics of the students. Competent organization of pair work ensures the active participation of every student and prevents one partner from dominating the other [6].

An important function of the teacher is methodological guidance. At this stage, they explain the goal of the task and the instructions for its completion, and introduce the learners to the necessary linguistic means, vocabulary, and speech models. This role is especially significant at

the initial stages of learning, when students require clear scaffolding and models of speech behavior.

In addition, the teacher performs the function of a facilitator of communication. During pair work, the teacher does not dominate the communication process but creates a favorable communicative atmosphere, encourages the students' speech initiative, and supports their confidence and motivation. The teacher can unobtrusively guide the dialogue by asking clarifying questions or offering additional stimuli for communication.

No less important is the teacher's role as an observer and analyst. While pair tasks are being performed, the teacher monitors the students' speech activity, records typical errors, and evaluates the level of speech fluency and accuracy. It is vital that error correction does not interrupt the natural flow of communication. As a rule, error analysis is conducted after the task is completed in the form of a group discussion or individual feedback.

Finally, the teacher acts as an evaluator and consultant. They monitor and evaluate the results of speech activity, using various forms of assessment — formative assessment, self-assessment, and peer assessment. The teacher's consultative assistance helps learners become aware of their own achievements and difficulties, which has a positive impact on the further development of speaking skills.

The Role of Learners. In the context of pair work, learners become active subjects of the educational process. Their primary role is to use the English language as a means of communication rather than as an object of study.

First and foremost, learners act as initiators and participants of communication. They independently formulate utterances, ask questions, react to their partner's remarks, and maintain the dialogue. Such an active position contributes to the development of spontaneous speech and the formation of communicative confidence.

The role of learners as interaction partners is crucial. Effective pair work requires the ability to listen to the interlocutor, take their point of view into account, react correctly to statements, and cooperate to achieve a common communicative goal. Social and intercultural skills are developed in the process of this interaction.

Furthermore, learners perform the functions of self-control and self-assessment. During communication, they become aware of their own linguistic difficulties, try to correct mistakes, and select more precise linguistic means. Self-assessment and reflection contribute to the development of learner autonomy and responsibility for the learning outcome.

Learners can also act as peer consultants. In pair work, partners help each other, clarify word meanings, suggest language forms, and jointly search for the most effective ways to express their thoughts. This exchange of knowledge increases teaching effectiveness and strengthens academic motivation.

Interaction between the roles of the teacher and learners. The successful development of speaking skills is only possible through the harmonious interaction of the roles of both the teacher and the learners. The teacher creates the conditions and guides the learning process, while the learners fill it with real content through active speech interaction. Such cooperation aligns with the principles of the communicative approach and ensures a high level of engagement from all participants in the educational process.

Monitoring and Assessment of Speaking Skills. Monitoring and assessing speaking skills are integral parts of the English language teaching process. They allow for determining the level of development of learners' oral speech, identifying difficulties, adjusting the educational process, and increasing its overall effectiveness. Under the communicative approach and the active use of pair work, assessment acquires a specific character, as it evaluates not only linguistic accuracy but also the communicative success of the utterance.

Monitoring of speaking skills represents the systematic observation and verification of the level of oral speech proficiency, while assessment is the process of analyzing and interpreting the results obtained. The primary goal of monitoring and assessment is not to record errors, but to

stimulate the further speech development of learners and the formation of their communicative competence.

Modern methodologies emphasize the formative nature of assessment, where monitoring becomes a means of learning rather than just a measurement tool.

Features of Monitoring Speaking in Pair Work. Pair work creates conditions for natural speech interaction; however, it simultaneously complicates the monitoring process. Since the teacher cannot constantly intervene in the dialogue, monitoring often takes on an indirect character.

Specific features of monitoring speaking in pairs include: The necessity of observing multiple pairs simultaneously; Orientation toward the process of communication, rather than just the final result; Delayed error correction (conducted after the activity); Accounting for the activity level and initiative of the learners.

Thus, monitoring in pair work requires flexibility and the use of diverse assessment methods.

Assessment Criteria for Speaking Skills. To ensure an objective assessment of oral speech, a system of criteria is used that allows for a comprehensive evaluation of the learners' communicative skills.

The primary assessment criteria include:

- Fluency — the ability to speak without long pauses, at a natural pace, and with minimal difficulty in word retrieval.
- Accuracy — the correct use of lexical and grammatical means in accordance with the norms of the English language.
- Pronunciation — clarity of pronunciation, correct intonation, word stress, and rhythm of speech.
- Communicative Adequacy — the appropriateness of the utterance to the communication situation, the ability to maintain a dialogue, and the capacity to react to a partner's remarks.
- Speech Activity — the degree of the learner's involvement in communication, their initiative, and their readiness for interaction.

The use of these criteria allows for the evaluation of speaking as an integrated communicative skill.

Forms and Types of Speaking Assessment

In the process of teaching, various forms of monitoring and assessment of speaking skills are applied:

- Formative (Continuous) Assessment is carried out at every stage of instruction and is aimed at tracking the dynamics of oral speech development. It is implemented through observation of pair work, brief oral responses, and mini-dialogues.
- Interim (Progress) Assessment is conducted after the completion of a topic or module and allows for evaluating the degree of language material mastery and the development of speech skills.
- Summative Assessment is aimed at a comprehensive evaluation of the speaking level and may include role-plays, dialogues, monologues, or oral exams.

Self-assessment and Peer Assessment

In the context of pair work, alternative forms of assessment — self-assessment and peer assessment — acquire particular significance.

Self-assessment promotes the development of reflection and an awareness of one's own speech achievements and difficulties. Learners learn to analyze their speech, note their successes, and identify directions for further development.

Peer assessment involves evaluating a partner's speech based on pre-established criteria. It develops critical thinking, attentiveness to the interlocutor's speech, and a sense of responsibility. Both forms of assessment increase motivation and foster learner autonomy [7].

The Role of the Teacher in the Monitoring and Assessment Process. The teacher performs a coordinating and guiding function. They define the assessment criteria, explain them to the students, select adequate forms of monitoring, and ensure the objectivity of the evaluation.

It is important that error correction is supportive in nature and does not reduce the students' speech activity. In communicative language teaching, preference is given to delayed correction and the discussion of typical errors after the task is completed.

The Significance of Monitoring and Assessment for Speaking Development

Methodological Value of Exercises The use of various types of exercises — reproductive, semi-communicative, communicative, information gap tasks, and role-plays — ensures the gradual and purposeful development of oral speech, stimulates student activity, and reduces the language barrier.

The Role of the Teacher and Learners The successful development of speaking skills depends on the harmonious interaction of roles: the teacher organizes and guides the process, while the learners actively participate in speech activity, exercise self-control, and provide peer assistance.

Monitoring and Assessment Formative assessment, self-assessment, and peer assessment in the context of pair work allow for an objective evaluation of oral speech proficiency and contribute to the further linguistic development of the students.

Practical Significance Integrating pair work into the educational process increases motivation, communicative confidence, and the overall level of English language proficiency. The research results confirm that this methodology is an effective tool for developing speaking skills in educational practice.

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ЖҮПТЫҚ ЖҰМЫС АРҚЫЛЫ АҒЫЛШЫН ТІЛІНДЕ СӨЙЛЕУ DAҒДЫЛАРЫН ДАМУ ТУ ӘДІСТЕМЕСІ

Түйін

Мақалада ағылшын тілінде сөйлеу дағдыларын дамытудың тиімді тәсілі ретінде жұптық жұмыс коммуникативтік оқытудың бір түрі ретінде қарастырылады. Зерттеу коммуникативтік құзыреттілікті қалыптастыруға және тілдік кедергілерді азайтуға бағытталған. Сөйлеуді оқытудың теориялық және психологиялық-педагогикалық негіздері талданып, ауызша сөйлеуді кезең-кезеңімен дамытуға арналған жаттығулар жүйесі ұсынылады. Жұптық жұмыстың түрлеріне, мұғалім мен білім алушылардың рөліне, сондай-ақ сөйлеу дағдыларын бағалауға ерекше назар аударылады. Нәтижелер

жұптық жұмысты жүйелі қолдану білім алушылардың мотивациясын, сенімділігін және сөйлеу белсенділігін арттырып, ағылшын тілін оқытудың жалпы тиімділігін жоғарылататынын көрсетеді. Бұл тәсіл білім алушылардың дербестігін, өзара әрекеттесуін, дәлдігін, сөйлеу еркіндігін, рефлексиясын, ынтымақтастығын, инклюзивтілігін, сабақтастығын, ауқымдылығын және басқарылуын қолдайды. Кері байланыс, мониторинг, бағалау, белсенді қатысу, қатысу, тәжірибе, стратегия, нәтижелер, ілгерілеу, тұрақтылық.

Кілт сөздер: сөйлеу, жұптық жұмыс, ауызша сөйлеу, сөйлеу дағдыларын бағалау.

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МЕТОДИКА РАЗВИТИЯ НАВЫКОВ ГОВОРЕНИЯ НА АНГЛИЙСКОМ ЯЗЫКЕ ПОСРЕДСТВОМ ПАРНОЙ РАБОТЫ

Аннотация

В статье рассматривается развитие навыков говорения на английском языке с использованием парной работы как эффективной формы коммуникативного обучения. Исследование направлено на формирование коммуникативной компетенции и снижение языковых барьеров. Анализируются теоретические и психолого-педагогические основы обучения говорению и представляется система упражнений для поэтапного развития устной речи. Особое внимание уделяется видам парной работы, ролям учителя и учащихся, а также оцениванию навыков говорения. Результаты показывают, что систематическое использование парной работы повышает мотивацию, уверенность и речевую активность учащихся, улучшая общую эффективность обучения английскому языку. Подход поддерживает автономность обучающихся, взаимодействие, точность, беглость речи, рефлексию, сотрудничество, инклюзивность, последовательность, масштабируемость и управляемость. Обратная связь, мониторинг, оценивание, вовлечённость, участие, практика, стратегия, результаты, прогресс, устойчивость.

Ключевые слова: говорение, парная работа, устная речь, оценивание навыков говорения.