

MOVING FROM PASSIVE KNOWLEDGE TO ACTIVE SPEAKING IN SENIOR LEARNERS

Sharifboyeva Ruxshona

Student of Samarkand state institute of foreign languages

Shodmonova Fotima

Student of Samarkand state institute of foreign languages

Shoqosimova Latofat

Student of Samarkand state institute of foreign languages

Abstract: The article explores the problem of transforming passive linguistic knowledge into active speaking skills among senior learners in the process of foreign language education. In many educational contexts, students accumulate a large amount of vocabulary and grammatical knowledge but experience difficulties in using this knowledge in spontaneous communication. The study examines the factors that contribute to the gap between language comprehension and active speaking ability and emphasizes the importance of modern communicative teaching approaches in overcoming this challenge. Special attention is given to communicative language teaching, task-based learning, and project-based learning as effective methods for encouraging students to participate actively in oral communication.

Key words: passive knowledge, active speaking, speaking skills, communicative competence, senior learners.

Introduction

In the field of foreign language education, one of the most common challenges teachers face is the gap between students' passive knowledge of a language and their ability to use that knowledge actively in communication. Passive knowledge refers to the understanding of vocabulary, grammar rules, and written texts, while active speaking requires the ability to produce language spontaneously, fluently, and appropriately in real communicative situations. Many senior learners in secondary education possess a considerable amount of passive language knowledge due to years of studying grammar, memorizing vocabulary, and completing written exercises. However, despite this knowledge, they often struggle to speak confidently and effectively. This situation occurs because traditional language teaching methods frequently emphasize recognition and comprehension rather than active production and interaction. As a result, students may understand a language when reading or listening but experience difficulty expressing their ideas orally. Therefore, an important objective of modern language education is to help learners transform their passive linguistic knowledge into active speaking ability. Achieving this transformation requires a combination of innovative teaching methods, communicative classroom practices, supportive learning environments, and opportunities for meaningful interaction.

Literature Review

One of the main reasons why senior learners remain passive speakers is the limited amount of speaking practice available in traditional classrooms. In many language lessons, the majority of time is devoted to explaining grammatical rules, translating texts, or completing written exercises. While these activities contribute to the development of linguistic knowledge, they do not necessarily help students develop the ability to communicate orally. Speaking is a skill that requires continuous practice and real-time interaction. Without regular opportunities to express themselves, students may feel uncertain

about their speaking abilities and become reluctant to participate in conversations. In addition, fear of making mistakes often prevents learners from speaking freely. Many students worry that grammatical errors or incorrect pronunciation will lead to criticism or embarrassment. This anxiety can significantly reduce their willingness to communicate. For this reason, teachers must create a supportive and encouraging classroom atmosphere where students feel comfortable expressing their ideas without fear of negative judgment.

Results

Communicative language teaching plays a crucial role in helping learners move from passive knowledge to active speaking. This approach emphasizes the functional use of language for communication rather than the memorization of isolated grammatical structures. In communicative language teaching, students are encouraged to use language to accomplish meaningful tasks such as exchanging information, expressing opinions, solving problems, and participating in discussions. The focus is placed on conveying meaning rather than producing perfect grammatical forms. This approach allows learners to develop fluency and confidence while gradually improving their accuracy. Classroom activities such as pair work, group discussions, role plays, and debates provide valuable opportunities for students to practice speaking in authentic contexts. By engaging in these interactive activities, students learn to use their existing linguistic knowledge more actively and effectively.

Task-based learning is another powerful method for transforming passive knowledge into active speaking skills. In task-based learning, students are given tasks that require them to communicate in order to achieve a specific objective. These tasks often simulate real-life situations and encourage learners to use language as a practical tool for problem solving. For example, students may be asked to plan a vacation, organize a school event, conduct a survey, or design a solution to an environmental problem. In order to complete these tasks, students must exchange ideas, ask questions, clarify information, and collaborate with their peers. Such activities naturally stimulate communication and encourage students to use language spontaneously. Task-based learning also helps students develop strategic competence, as they learn how to maintain communication even when they lack certain vocabulary or grammatical structures. By practicing these communication strategies, learners become more confident and capable speakers.

Project-based learning also contributes significantly to the activation of passive language knowledge. In project-based learning, students work on long-term assignments that involve research, collaboration, and presentation of results. Projects often require students to explore a topic in depth, gather information from various sources, and present their findings through oral presentations, posters, or multimedia formats. Throughout the project process, students engage in continuous communication with their peers, discussing ideas, planning tasks, and solving problems together [5, 384]. This sustained interaction provides valuable opportunities for practicing speaking in meaningful contexts. Moreover, presenting project outcomes to the class encourages students to organize their ideas clearly and express them confidently in front of an audience. Project-based learning also promotes learner autonomy because students take responsibility for managing their own work and developing their communication strategies.

Another important factor in moving from passive knowledge to active speaking is the integration of authentic materials into the language classroom. Authentic materials include real-life texts such as news articles, podcasts, films, interviews, and documentaries that reflect natural language use. Exposure to authentic materials allows students to observe how language is used in real communicative situations and helps them develop a better understanding of conversational patterns, idiomatic expressions, and cultural contexts.

Teachers can use these materials as a basis for discussions, debates, and role-playing activities. For example, students may watch a short video about a social issue and then discuss their opinions or propose possible solutions. Such activities encourage learners to connect language learning with real-world topics and motivate them to express their ideas more actively.

Discussion

The role of technology in promoting active speaking has also become increasingly significant in modern education. Digital tools and online platforms provide learners with new opportunities to practice speaking beyond the traditional classroom environment. Video conferencing applications allow students to participate in virtual conversations with peers from other schools or countries, exposing them to diverse accents and communication styles. Language learning applications and speech recognition software enable students to practice pronunciation and receive immediate feedback on their performance. Recording tools allow learners to record their speeches, listen to them critically, and identify areas for improvement. In addition, digital storytelling and video blogging activities encourage students to create and share multimedia presentations, which strengthens both their speaking skills and their technological competence. The use of technology also increases student motivation because many learners enjoy working with digital tools and interactive media.

Pronunciation training is another essential element in transforming passive knowledge into active speaking ability. Even when students possess strong vocabulary and grammar knowledge, unclear pronunciation can hinder effective communication. Teachers should therefore provide regular opportunities for students to practice pronunciation through listening exercises, repetition drills, and phonetic awareness activities. Reading aloud, performing dialogues, and practicing short speeches can help learners develop better control over rhythm, stress, and intonation patterns in the target language. Modern pronunciation training tools, including speech analysis software and interactive applications, can further support this process by providing detailed feedback on pronunciation accuracy. As students improve their pronunciation, they become more confident and willing to participate in spoken communication.

Another important aspect of activating passive knowledge is the development of fluency. Fluency refers to the ability to speak smoothly and continuously without excessive hesitation or pauses. In order to develop fluency, students must engage in activities that encourage spontaneous speech. Timed speaking exercises, storytelling tasks, and conversation circles can help students practice expressing their ideas quickly and naturally. In these activities, the emphasis is placed on maintaining communication rather than on producing perfect sentences. By practicing fluency-oriented tasks, students gradually become more comfortable speaking in real-time interactions. Over time, this practice helps them bridge the gap between their passive knowledge and their ability to use language actively.

Feedback and assessment also play an important role in the process of developing active speaking skills. Students need constructive feedback that helps them understand their strengths and identify areas for improvement. Teachers should provide feedback in a supportive manner, focusing not only on grammatical accuracy but also on fluency, pronunciation, coherence, and interaction skills. Peer feedback can also be valuable because students learn to evaluate each other's performance and provide helpful suggestions. Self-assessment encourages learners to reflect on their own progress and take responsibility for their language development [8, 39]. Modern assessment methods such as oral presentations, interviews, debates, and portfolio assessments provide more accurate insights into students'

communicative abilities than traditional written tests. By assessing speaking performance in authentic contexts, teachers can better support students in developing active language use.

Motivation is another critical factor in helping learners move from passive knowledge to active speaking. When students feel motivated and interested in the learning process, they are more willing to participate in communication and take risks in using the language. Teachers can increase motivation by designing engaging and relevant activities that connect with students' interests and experiences. Creative tasks such as storytelling, simulations, and problem-solving games make the learning process more dynamic and enjoyable. When students perceive language learning as meaningful and useful for their future goals, they become more committed to developing their speaking skills.

The role of the teacher is fundamental in facilitating the transition from passive knowledge to active communication. Teachers must design lessons that balance language input with opportunities for output and interaction. They should encourage students to participate actively in discussions and provide guidance when necessary. Effective teachers create a positive learning environment where mistakes are viewed as natural steps in the learning process. By modeling effective communication strategies and encouraging collaboration among students, teachers help learners build confidence in their speaking abilities. Teachers should also recognize individual differences among learners and adapt their teaching methods accordingly, ensuring that each student receives the support needed to develop their speaking skills.

Extracurricular opportunities can also contribute significantly to the development of active speaking skills. Activities such as debate clubs, drama performances, language competitions, and public speaking events provide additional platforms for students to practice communication in authentic contexts. Participation in such activities allows students to apply their language knowledge in creative and interactive ways. International exchange programs and online cultural exchanges can further expand students' communication experiences by exposing them to speakers from different cultural backgrounds. These experiences not only improve language proficiency but also promote intercultural understanding and global awareness.

Conclusion

In conclusion, moving from passive knowledge to active speaking in senior learners requires a comprehensive and dynamic approach to language teaching. Communicative language teaching, task-based learning, project-based learning, authentic materials, technological integration, pronunciation training, and fluency development all contribute to transforming passive linguistic knowledge into active communication skills. Supportive classroom environments, constructive feedback, and motivating learning experiences further encourage students to participate in speaking activities and develop confidence in their abilities. By providing meaningful opportunities for interaction and encouraging learner autonomy, teachers can help students bridge the gap between knowing a language and using it effectively. Ultimately, the development of active speaking skills prepares senior learners for successful communication in academic, professional, and social contexts, making it one of the most important outcomes of modern language education.

REFERENCES

1. Brown, H. D. Principles of Language Learning and Teaching. New York: Pearson Education, 2007. – 96.
2. Harmer, J. How to Teach English. Harlow: Longman, 2007. – 631.
3. Thornbury, S. How to Teach Speaking. London: Longman, 2005. – 142.

4. Richards, J. C., & Rodgers, T. S. Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press, 2014. – 84.
6. Ur, P. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press, 2012. – 384.
7. Scrivener, J. Learning Teaching: The Essential Guide to English Language Teaching. Oxford: Macmillan Education, 2011. – 168.
8. Nunan, D. Task-Based Language Teaching. Cambridge: Cambridge University Press, 2004. – 195.
9. Ellis, R. Task-Based Language Learning and Teaching. Oxford: Oxford University Press, 2003. – 39.
10. Hedge, T. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press, 2000. – 649.