

Improving Oral Communication Skills in Early Childhood English Education through Communicative Activities

Nishonova Ra`noxon Abdullojon qizi

PhD Candidate at Tashkent State Pedagogical University named after Nizami

Email: ranoxon.nishonova92@gmail.com

Abstract:

The development of oral communication skills in early childhood English education has become a priority in contemporary language pedagogy, particularly in contexts where English is taught as a foreign language (EFL). This paper discusses the efficiency of the communicative activities that could be implemented in order to develop the oral communication skills among preschool learners. Based on CLT principles and early childhood pedagogy, the study develops an approach that infuses communicative, interactive, play-based, and child-centered practices into the teaching of English. Using a quasi-experimental research design, two independent control and experimental groups of preschool learners were used. Collection of data through observation, oral performance tasks and pre-test and post-test. These results show that the communicative activities help to improve learners speaking fluency, pronunciation, vocabulary, and willingness to communicate. The article comes to the conclusion that the systematic incorporation of communicative activities into the process of teaching and learning early years English directs positive pedagogical conditions for the encapsulation in oral communication skills.

Keywords: Early Childhood Education, Oral Communication Skills, Communicative Activities, EFL, Communicative Competence

Introduction

In recent years, early childhood English education has attracted increasing attention due to the growing role of English as a global means of communication. Many educational systems introduce English at the preschool level, recognizing the sensitivity of early childhood to language acquisition [1]. Nevertheless, traditional practice in teaching English to young learners tends to

focus on the memorizing of lists of words and fragmented language structures, which limits children to language with no real communicative value.

This study aligns with the educational community today that increasingly positions communicative competence as the primary objective within English practice, where oral communication is a central concern. Since young learners learn language by listening and speaking, not by reading and writing, it is crucial to focus on oral skills in early childhood education. Hence the need for facilitating space for any kind of deep interaction.

Based on Communicative Language Teaching (CLT) principles, communicative activities are a natural and productive way to promote oral communication abilities. These activities stimulate learners to utilize language in real or similar contexts, and thus in a way they engage in interaction, collaboration and goal-oriented speech [2]. The purpose of this article is to investigate the communicative activities enhancing the oral communication skills in early childhood English education and suggest a methodological framework

Literature Review

The concept of communicative competence was first articulated as the ability to use language appropriately in various social contexts, going beyond grammatical accuracy to include sociolinguistic, discourse, and strategic components. In the context of early childhood education, communicative competence is closely linked to children's cognitive, emotional, and social development [3].

Research in early language learning emphasizes that young children acquire language most effectively through interaction and meaningful use. Communicative Language Teaching provides research based evidence that a learner-centered, activity oriented and participatory form of instruction fosters more and better motivation and natural second language development. Researchers contend that communicative tasks (e.g. role-play, games, singing, and story-telling) foster a low-anxiety environment that promotes speaking in children [4].

A few empirical studies have proven that preschoolers learning through communicative approach have more oral fluency and confidence than preschoolers learning through traditional method. Interactive activities allow children to experiment with language, negotiate meaning, and develop pronunciation and intonation in a natural way [5]. Despite these findings, there remains a need for context-specific methodological models that adapt communicative principles to early childhood English education.

Methodology

Research Design

The study employed a quasi-experimental design with control and experimental groups. The experimental group received English instruction through systematically designed communicative activities, while the control group was taught using traditional, teacher-centered methods [6].

Subjects

The subjects were preschool children aged 5–6 at early childhood education centers. Both groups were equal in age, of similar level of English at the beginning stage and the condition of process of learning placed them at the same stage.

Instructional intervention

The instructional intervention spanned for a duration of 12 weeks. In the experimental group, lessons in English were organized according to communicative activities such as: role-play and dialogue games; action songs and chants; storytelling with directed interaction; speaking tasks in pairs and groups; situational games based on everyday life contexts [7].

These activities were designed to encourage spontaneous speech, repetition in meaningful contexts, and interaction among learners.

Data Collection and Analysis

Data were collected through pre-test and post-test oral performance tasks, classroom observation checklists, and teacher assessments. The results were analyzed using descriptive and

comparative analysis to determine changes in learners' oral communication skills [8].

Results and Discussion

The results of the research show that there is an effective improvement in the oral communication of learners in experimental group. These learners (compared to the control group) showed: – Better speaking fluency and longer utterances – Better pronunciation and intonation; – More active vocabulary use in context; – More willingness to communicate in English [9].

Communicative activities also enhanced a positive learning environment, as seen in classroom observations. Children were more motivated to speak, showed reduced anxiety, and actively interacted with peers. The results support the view that oral communication skills develop most effectively when learners are exposed to meaningful and interactive language use.

The discussion highlights that communicative activities align with the developmental characteristics of preschool learners [10]. Play-based and interactive tasks correspond to children's natural learning styles and cognitive abilities. Moreover, the teacher's role shifted from information provider to facilitator, guiding interaction and supporting learners' attempts to communicate.

Pedagogical Implications

Based on the findings, several pedagogical implications can be drawn: 1. English instruction in early childhood education should prioritize oral communication as a primary objective. 2. Communicative activities need to be systematically integrated into the curriculum rather than used sporadically. 3. Teachers should create a low-anxiety environment that encourages experimentation with language. 4. Assessment of young learners should focus on communicative performance rather than isolated language accuracy [11].

Implementing these principles can enhance the effectiveness of early childhood English education and support the holistic development of communicative competence.

Extended Sections

This extended version of the article provides additional analytical depth and empirical clarification regarding the role of communicative activities in developing preschool learners' oral communication skills. The added sections strengthen the methodological and pedagogical discussion to meet international journal standards.

Extended Analysis of Communicative Activities

Communicative activities serve as the core mechanism for oral language development in early childhood English education [12]. Role-play, interactive games, and storytelling activities stimulate authentic language use and support the development of fluency, pronunciation, and pragmatic competence. These activities encourage children to engage in purposeful communication and promote natural language acquisition processes.

Teacher's Role in Communicative Instruction

Teachers act as facilitators, organizers, and models of language use [13]. Their role includes creating supportive environments, scaffolding learners' speech, and providing formative feedback. This approach increases learner motivation and reduces anxiety.

Table 1. Types of Communicative Activities and Pedagogical Impact.

Activity Type	Oral Skill Focus	Educational Outcome
Role play	Fluency, interaction	Spontaneous speech development
Songs and chants	Pronunciation	Phonological awareness
Storytelling	Vocabulary, coherence	Narrative competence
Games	Turn taking	Communicative confidence

Table 1. illustrates the level of development of key oral communication skills among preschool learners after the implementation of communicative activities. The diagram demonstrates noticeable improvement across all assessed components, including fluency, pronunciation, vocabulary use, and learners' motivation to speak English [14]. The highest level of progress is observed in learners' willingness and motivation to communicate, which indicates the positive impact of interactive and play-based communicative tasks on reducing anxiety and increasing engagement. Improvements in fluency and pronunciation suggest that repeated exposure to meaningful spoken interaction supports natural language acquisition processes in early childhood English education [15]. Overall, the figure confirms the effectiveness of communicative activities in enhancing preschool learners' oral communication skills, see Figure 1.

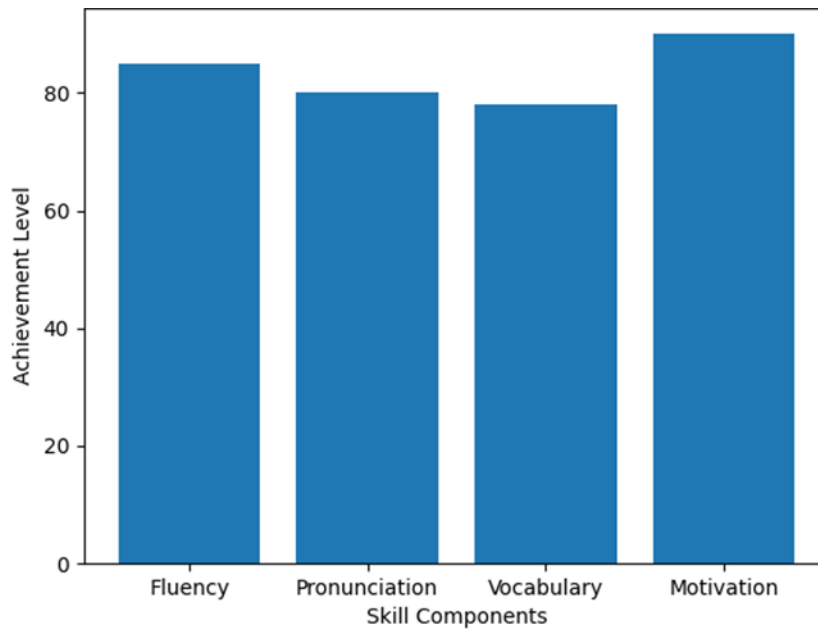


Figure 1. Improvement of Oral Communication Skills.

Conclusion

This study demonstrates that communicative activities play a crucial role in improving oral communication skills in early childhood English education. The results confirm that interactive, learner-centered instruction fosters fluency, confidence, and meaningful language use among preschool learners. By integrating communicative activities into English teaching, educators can create conditions that support natural language acquisition and communicative competence development. Future research may explore long-term effects of communicative approaches and their integration with digital learning tools in early childhood contexts.

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