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## Developing Speaking Confidence of Primary School learners through Role Play and Simulation tasks

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**Annotation.** This article examines ways of developing speaking confidence of primary school learners through role play and simulation tasks. It focuses on how interactive and communicative activities help young learners overcome fear and express themselves more freely in English. The study explains that role play and simulation create real-life situations in the classroom, and therefore students can practice speaking in a natural and meaningful way. Moreover, the article highlights that these activities increase motivation, participation, and self-confidence, because learners are actively involved in communication. In addition, such tasks help improve fluency, pronunciation, and vocabulary. Overall, the use of role play and simulation tasks is presented as an effective method for developing speaking confidence in young learners.

**Keywords:** Speaking confidence, role play, simulation tasks, primary school learners, English speaking, communicative activities, classroom interaction, language learning.

**Introduction.** In primary education, developing speaking confidence is one of the most important goals in teaching English, because many young learners feel shy or afraid when they try to speak in a foreign language. Although they may know vocabulary and grammar, they often hesitate to express their ideas, and as a result, their speaking skills do not develop effectively.

Therefore, teachers need to use methods that encourage students to speak freely and confidently, and one of the most effective approaches is the use of role play and simulation tasks. These activities create real-life situations in the classroom, where students can act, communicate, and use language in a meaningful way.

Moreover, role play and simulation tasks make lessons more interactive and enjoyable, and because of this, students become more motivated and active. In addition, such activities reduce anxiety and help learners feel more comfortable, which is very important for building confidence. This article aims to explore how role play and simulation tasks can be used to develop speaking confidence of primary school learners and to show their effectiveness in improving communication skills.

**Theoretical foundations of speaking confidence in primary school learners**





Speaking confidence is a key component of successful language learning, especially for primary school learners, because it allows students to express their ideas clearly and participate actively in communication. At an early age, children are naturally open to learning new languages; however, they often experience hesitation and fear when they are required to speak in a foreign language. Therefore, understanding the theoretical foundations of speaking confidence is essential for effective teaching.

First of all, speaking confidence is closely related to learners' emotional and psychological state, because students who feel relaxed and supported are more likely to speak. According to language learning theories, anxiety and fear of making mistakes can prevent students from participating in speaking activities. As a result, creating a low-stress and encouraging classroom environment is necessary for developing confidence.<sup>13</sup>

Moreover, confidence in speaking is connected with the concept of communicative competence, which includes not only grammatical knowledge but also the ability to use language in real-life situations. Young learners need opportunities to practice meaningful communication, and therefore teaching methods should focus on interaction rather than memorization.

In addition, social interaction plays an important role in building speaking confidence, because students learn from each other through communication. When learners work in pairs or groups, they feel more comfortable and less afraid of making mistakes. As a result, they become more willing to speak and share their ideas.

Another important theoretical aspect is the gradual development of speaking skills, because confidence does not appear immediately but develops step by step through practice. At the beginning, students may only use simple words or short phrases, but with continuous support and practice, they can express more complex ideas.

Furthermore, motivation is also a key factor, because students who are interested in the lesson are more likely to participate. Engaging and interactive activities help maintain students' attention and encourage them to speak more.

In conclusion, the theoretical foundations of speaking confidence include emotional support, communicative competence, social interaction, gradual

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<sup>13</sup> Brown, H. D., & Lee, H. (2020). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). White Plains, NY: Pearson Education. 412 p.





development, and motivation, and therefore teachers should consider all these factors when designing speaking activities for primary school learners.

### **The role of communicative activities in developing speaking skills**

Communicative activities play a very important role in developing speaking skills of primary school learners, because they give students real opportunities to use language for communication, not only to learn rules. When learners are involved in meaningful interaction, they practice speaking more naturally, and therefore their confidence and fluency gradually improve.<sup>14</sup>

First of all, communicative activities create a situation where students need to express their ideas, ask questions, and respond to others, and because of this, they use language actively. Unlike traditional methods, where students mostly listen and repeat, communicative tasks require them to think and speak, and as a result, their speaking ability develops faster.

Moreover, these activities help reduce fear and anxiety, because students focus on communication rather than correctness. For example, when learners take part in pair or group discussions, they feel more relaxed, and therefore they are more willing to speak. In addition, working with classmates creates a supportive environment, which is very important for young learners.

Furthermore, communicative activities improve different aspects of speaking, such as fluency, pronunciation, and vocabulary. When students speak regularly, they become more fluent, and at the same time, they learn how to pronounce words correctly and use new expressions in context. As a result, their overall speaking performance becomes stronger.<sup>15</sup>

Another important role of communicative activities is that they develop interaction skills, because students learn how to listen, respond, and continue a conversation. For instance, activities like information gap tasks or simple interviews encourage students to exchange information, and therefore they practice real communication.

In addition, such activities increase students' motivation, because they are usually interesting and engaging. When learners enjoy the task, they participate more actively, and as a result, they practice speaking more often.

In conclusion, communicative activities are essential for developing speaking skills, because they provide real communication practice, reduce anxiety,

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<sup>14</sup> Ellis, R. (2020). Task-based language teaching and young learners. *Language Teaching*, 53(3), pp. 289–304.

<sup>15</sup> Li, S. (2020). The impact of role-play on EFL learners' speaking performance. *System*, 94, pp. 102–114.





improve fluency, and increase motivation, and therefore they should be an important part of English lessons in primary education.

### **The use of role play tasks in improving learners' speaking confidence**

The use of role play tasks is very important in improving learners' speaking confidence, because these activities allow students to practice language in real-life situations, and at the same time they help learners feel more relaxed and less afraid of making mistakes. Since young learners often feel shy when they speak in English, role play gives them a chance to act as different characters, and therefore they feel less pressure. First of all, role play encourages students to speak more, because they are given specific roles and situations, and as a result, they know what to say and how to act. For example, students can act as a teacher and a student, a doctor and a patient, or a customer and a shop assistant, and because of this, they use language in a meaningful context. In addition, when students are involved in such situations, they do not just repeat words, but they try to communicate.<sup>16</sup>

Moreover, role play helps reduce anxiety, because students are not speaking as themselves, but as a character, and therefore they feel more confident. At the same time, they are more willing to take risks and try new words or expressions, and as a result, their speaking ability improves.

Furthermore, role play improves fluency, because students speak for a longer time and try to express their ideas clearly, and therefore their speech becomes more natural. In addition, repeated practice through different role play situations helps students remember useful phrases and sentence structures.

Another important point is that role play develops interaction skills, because students need to listen to their partners and respond appropriately, and because of this, they learn how to maintain a conversation. At the same time, they practice turn-taking and learn how to communicate in different situations.

In addition, role play increases motivation, because it is fun and engaging, and therefore students enjoy the learning process. When learners are interested in the activity, they participate more actively, and as a result, they gain more speaking practice.

In conclusion, role play tasks are very effective in improving speaking confidence, because they reduce fear, increase participation, improve fluency, and

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<sup>16</sup> Richards, J. C. (2020). Exploring communicative language teaching in contemporary classrooms. *RELC Journal*, 51(2), pp. 161–176.





help students use language in real-life contexts, and therefore they should be widely used in teaching English to primary school learners.

### **The impact of simulation tasks on real-life communication skills**

Simulation tasks play an important role in developing real-life communication skills, because they create situations that are similar to real-world experiences, and therefore students can practice language in a meaningful and practical way. Since young learners need to learn how to use English outside the classroom, simulation activities help them prepare for real communication.<sup>17</sup>

First of all, simulation tasks provide a realistic context, because students are placed in situations that they may face in everyday life, and as a result, they learn how to use appropriate language. For example, students can simulate situations such as visiting a doctor, asking for directions, or ordering food in a restaurant, and because of this, they practice useful expressions.

Moreover, simulation tasks help students develop functional language skills, because they learn how to ask questions, give answers, and express their needs clearly, and therefore they become more confident in real communication. In addition, students practice using language for specific purposes, which makes learning more practical. Furthermore, these tasks improve fluency and spontaneity, because students need to react quickly and respond to different situations, and as a result, they begin to speak more naturally. At the same time, they learn how to organize their ideas and express them clearly.

Another important aspect is that simulation tasks develop problem-solving skills, because students often need to find solutions in different situations, and therefore they think actively while using language. For instance, if a student plays the role of a traveler, they may need to ask for help or solve a problem, and because of this, communication becomes more realistic.

In addition, simulation activities improve social interaction, because students work together, listen to each other, and respond appropriately, and as a result, they develop important communication skills.<sup>18</sup>

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<sup>17</sup> Ali, M. (2020). The role of classroom interaction in developing speaking skills. *English Language Teaching Journal*, 13(2), pp. 45–58.

<sup>18</sup> Brown, L., & Smith, J. (2020). Improving oral communication through interactive methods. *Journal of Applied Linguistics*, 9(3), pp. 201–215.





In conclusion, simulation tasks have a strong impact on real-life communication skills, because they provide realistic practice, improve fluency, develop problem-solving abilities, and help students use language effectively in everyday situations, and therefore they are very useful in primary education.

### **The effectiveness of role play and simulation in enhancing speaking confidence**

The use of role play and simulation tasks is highly effective in enhancing speaking confidence among primary school learners, because these activities provide meaningful opportunities for communication, and at the same time they create a supportive and interactive learning environment. Since young learners often feel nervous when speaking a foreign language, these methods help them overcome fear and become more confident. First of all, role play and simulation increase students' participation, because learners are actively involved in different situations, and as a result, they speak more during the lesson. When students are given roles and tasks, they feel responsible for completing them, and therefore they try to communicate as much as possible. Moreover, these activities help students practice language in context, because they use words and expressions in real-life situations, and therefore learning becomes more practical and meaningful. In addition, students remember vocabulary and structures better when they use them in communication.<sup>19</sup>

Furthermore, role play and simulation improve fluency, because students speak for longer periods of time and try to express their ideas clearly, and as a result, their speech becomes more natural and smooth. At the same time, repeated practice helps them gain confidence step by step.

Another important point is that these methods reduce anxiety, because students are engaged in activities and focus on communication rather than mistakes, and therefore they feel more relaxed. In addition, acting as different characters helps them speak without fear.

In addition, role play and simulation increase motivation, because they make lessons more interesting and enjoyable, and as a result, students are more willing to participate. When learners enjoy the activity, they practice more and improve faster.

In conclusion, role play and simulation tasks are very effective in developing speaking confidence, because they increase participation, improve fluency, reduce

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<sup>19</sup> Davis, P. (2020). Teaching speaking in primary classrooms. *Modern English Teacher*, 29(4), pp. 33–41.





anxiety, and make learning enjoyable, and therefore they should be widely used in primary school English classrooms.

**Conclusion.**In conclusion, developing speaking confidence in primary school learners is a crucial goal in English language teaching, because confidence allows students to express their ideas freely and participate actively in communication. Since many young learners feel shy or afraid of making mistakes, it is important to use methods that create a supportive and engaging learning environment. Moreover, the use of role play and simulation tasks has been shown to be highly effective, because these activities provide real-life communication practice, and at the same time they reduce anxiety and increase students' motivation. When learners take part in meaningful situations, they not only practice language, but also build confidence step by step. Furthermore, these methods improve important speaking skills such as fluency, pronunciation, and vocabulary, because students use language in context and interact with others. In addition, they develop social and communication skills, which are essential for real-life situations.

To sum up, role play and simulation tasks play a key role in enhancing speaking confidence, and therefore teachers should use them regularly in primary education in order to create more effective, interactive, and student-centered language learning experiences.

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