специалистов, способных принимать решения с учётом этических, культурных и экологических факторов. Это особенно актуально в условиях глобальных вызовов XXI века, требующих от инженеров не только технической компетентности, но и гуманитарного мышления, межкультурной чувствительности и устойчивого подхода к развитию общества.

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Djumaniyazova Zilola Navfal qizi (Senior Lecturer at Tashkent University of Applied Sciences, Gavhar Str. 1, Tashkent 100149 Uzbekistan; E-mail: ziloladjumaniyazova@gmail.com),
Abdusattorova Ra'no Jakhangirovna (Freshman at the University of Tashkent for Applied Sciences, Gavhar Str. 1, Tashkent 100149, Uzbekistan; E-mail: abdusattorovarano03@gmail.com)

THE EFFICACY OF SHADOWING TECHNIQUE IN IMPROVING ENGLISH SPEAKING SKILLS

Annotation. *This article explores the effectiveness of the "Shadowing" technique as a method for enhancing English speaking skills among language learners. Shadowing involves the immediate repetition of auditory input, mimicking the speaker's speed, intonation, and rhythm. The study discusses how this technique helps students overcome common challenges such as lack of fluency, poor pronunciation, and speaking anxiety. By analyzing current linguistic research and practical applications, the paper demon-*

strates that consistent use of Shadowing can significantly improve oral proficiency and build confidence in non-native speakers.

Keywords: *Shadowing technique, speaking skills, fluency, pronunciation, language acquisition, English as a Second Language (ESL).*

INGLIZ TILIDA SO‘ZLASH KO‘NIKMALARINI RIVOJLANTIRISHDA SHADOWING TEXNIKASINING SAMARADORLIGI

Annotatsiya. *Ushbu maqola “Shadowing” texnikasining ingliz tilida so‘zlash ko‘nikmalarini oshirishdagi samaradorligini o‘rganadi. Shadowing – bu eshitilgan matnni darhol takrorlash, nutq so‘zlovchining tezligi, intonatsiyasi va ritmini taqlid qilish orqali amalga oshiriladi. Tadqiqot ushbu texnika yordamida talabalar tez-tez duch keladigan muammolar – suyuqlik yetishmasligi, noto‘g‘ri talaffuz va nutqdan qo‘rqish kabi holatlarni yengib o‘tishini muhokama qiladi. Zamonaviy tilshunoslik tadqiqotlari va amaliy qo‘llanmalarni tahlil qilish orqali maqola Shadowing texnikasidan muntazam foydalanish og‘zaki ko‘nikmalarni sezilarli darajada oshirishi va ona tili bo‘lmagan so‘zlovchilarda o‘ziga ishonganlikni shakllantirishga yordam berishini ko‘rsatadi.*

Kalit so‘zlar: *Shadowing texnikasi, so‘zlash ko‘nikmalari, suyuqlik, talaffuz, til o‘rganish, Ingliz tili ikkinchi til sifatida (ESL).*

ЭФФЕКТИВНОСТЬ ТЕХНИКИ “SHADOWING” В УЛУЧШЕНИИ НАВЫКОВ УСТНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. *В данной статье исследуется эффективность техники “Shadowing” как метода улучшения навыков устной речи на английском языке у изучающих язык. Shadowing предполагает немедленное повторение услышанного материала с имитацией скорости, интонации и ритма говорящего. В исследовании рассматривается, как эта техника помогает студентам преодолевать распространённые трудности, такие как недостаточная беглость, неправильное произношение и тревожность при говорении. Анализируя современные лингвистические исследования и практические применения, статья демонстрирует, что регулярное использование техники Shadowing может существенно повысить устную компетенцию и развить уверенность у носителей других языков.*

Ключевые слова: *техника Shadowing, навыки устной речи, беглость, произношение, усвоение языка, английский как второй язык (ESL).*

Introduction. In the contemporary era of globalization, the importance of mastering English cannot be overstated, as it serves as the primary medium for international science, business, and digital communication. However, as freshmen at the University of Tashkent for Applied Sciences, we have observed a recurring paradox among our peers: while many students possess a solid grasp of complex grammar rules and extensive vocabulary, they frequently encounter significant obstacles when attempting to engage in spontaneous oral communication. This phenomenon, often referred to as "speaking anxiety" or a "fluency gap," suggests that traditional learning methods may not be sufficient for developing authentic communicative competence. For most ESL (English as a Second Language) learners, the transition from passive understanding to active speaking is arguably the most demanding stage of language acquisition.

To address this challenge, researchers and linguists have long sought effective pedagogical tools, among which the Shadowing Technique stands out as a particularly potent method. Simply put, Shadowing involves the immediate vocal tracking of a native speaker's speech. Rather than waiting for a sentence to conclude before repeating it, the learner acts as a "shadow," attempting to reproduce the sounds almost simultaneously. Although this technique was initially utilized for the rigorous training of simultaneous interpreters, it has since been popularized for general language learners by scholars such as Professor Alexander Arguelles.[1] What makes Shadowing distinct from conventional "listen and repeat" exercises is its emphasis on the prosody of speech including rhythm, stress, and intonation rather than just the words themselves.

The rationale behind our focus on this topic is to evaluate the tangible impact that Shadowing can have on students' oral proficiency. By engaging in this practice, learners are not merely memorizing phrases; they are fundamentally training their speech organs and developing "muscle memory" for foreign phonemes. Furthermore, consistent Shadowing is believed to enhance phonological awareness, allowing learners to perceive and imitate the subtle ways in which native speakers link words together in natural speech. Had more students been aware of this subconscious processing, they might have overcome their speaking barriers much earlier in their academic journey.

[1] Arguelles A. (2007). Shadowing: A Language Learning Technique. Foreign Language Education Research.

In this article, we aim to analyze the efficacy of the Shadowing technique by examining its various cognitive and linguistic benefits. We intend to demonstrate that through daily practice even for as little as fifteen minutes students can achieve a remarkable improvement in both their fluency and their psychological confidence. Ultimately, this study seeks to bridge the gap between theoretical linguistic knowledge and practical oral performance, providing a clear roadmap for students who wish to communicate in English with greater ease and naturalness.

Methodology. The methodology adopted for this research is primarily based on a qualitative analysis and a systematic review of existing linguistic pedagogical frameworks. Given that we are in the initial stage of our academic journey at the University of Tashkent for Applied Sciences, our approach focused on synthesizing theoretical data with practical observations. This multifaceted method allowed us to evaluate the efficacy of the Shadowing technique from both a psychological and a linguistic perspective.

To ensure the reliability of our findings, the research process was structured into four distinct phases:

Preliminary Literature Review. Not only did we examine the foundational theories of Alexander Arguelles, but we also analyzed contemporary studies regarding "Input Hypothesis" and "Output Hypothesis".[1] By doing so, we established a solid theoretical baseline for how the brain processes real-time auditory signals.

Material Selection and Classification. We categorized various audio-visual materials based on their difficulty levels, ranging from slow-paced podcasts to high-speed TED Talks. This was crucial because the success of Shadowing is heavily dependent on whether the material matches the learner's current proficiency level.

Observational Case Study. For a period of four weeks, a small group of volunteer students practiced Shadowing for twenty minutes daily. We monitored their progress using voice recordings to observe changes in their speech rate and intonation patterns. Had we not conducted this observation, the research would have remained purely theoretical without any practical evidence.

Comparative Evaluation. We compared the Shadowing method with the traditional "Listen and Repeat" approach. This comparison helped us identify why the former is more effective in developing "muscle memory" and reducing the cognitive load during spontaneous speech.

The data collection was further enriched by gathering qualitative feedback from the participants regarding their psychological comfort and confidence levels. One of the most significant aspects of our methodology was focusing on "Phonological Loop" training, which is a component of working memory that deals with auditory information.[2] By analyzing how participants imitated the "linking sounds" and "sentence stress" of native speakers, we were able to draw conclusions about the technique's impact on overall fluency.[3]

Ultimately, the synthesis of these methods provided us with a comprehensive overview of the Shadowing technique. Although a larger-scale quantitative study might provide more statistical data, this qualitative approach offered deeper insights into the personal struggles and triumphs of students attempting to master English oral skills. This methodology ensures that our conclusions are grounded in both respected linguistic theories and real-life student experiences.

Discussion.

The analytical findings of this study suggest that the Shadowing technique is not merely a repetitive exercise, but rather a sophisticated cognitive process that enhances multiple facets of linguistic competence. One of the most compelling arguments in favor of Shadowing is its ability to reduce the "cognitive load" during spontaneous speech.[4] Under normal circumstances, ESL learners often struggle with the simultaneous tasks of word retrieval, grammatical structuring, and phonetic execution. However, by consistently practicing Shadowing, learners can automate these processes, thereby allowing the brain to focus more on the "content" of the message rather than the "mechanics" of the language.

A critical aspect of our discussion involves the improvement of prosodic features namely, the rhythm, stress, and intonation patterns that are often neglected in traditional classrooms. While conventional methods prioritize the accuracy of individual phonemes, Shadowing forces the learner to adopt the "musicality" of English. This is where the concept of "muscle memory" becomes relevant. The more frequently a student mimics the linking sounds (liaisons) and elisions of a native speaker, the more natural

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[1] Krashen S.D. (1982). Principles and Practice in Second Language Acquisition. Pergamon Press.

[2] Hamada Y. (2016). Shadowing: Who does it help? Journal of English Language Teaching, 10(1), 35-42)

[3] Shiki T., Mori Y., Kadota S., Yoshida S. (2010). Exploring the effects of shadowing on English as a foreign language (EFL) listening and speaking. JALT Journal.

[4] Hamada Y. (2016). Shadowing: Who does it help? Journal of English Language Teaching, 10(1), p. 35–42.

their speech becomes. Had we only focused on reading aloud, we would not have observed such a significant shift in the participants' ability to sound more "native-like."

Furthermore, the psychological dimension of Shadowing cannot be ignored. A recurring theme in our research was the reduction of "foreign language anxiety." Many freshmen at our university report a fear of making mistakes in front of their peers. Shadowing provides a safe, solitary environment where students can practice intense oral production without the pressure of a real conversation. This repetitive exposure builds a sense of "linguistic confidence." Consequently, when these students eventually enter a real-world communicative situation, they are better equipped to handle the flow of the conversation.

It is also worth mentioning that the efficacy of Shadowing is significantly enhanced when combined with "metacognitive strategies," such as self-recording and error analysis. During our observation, it became evident that students who listened back to their own Shadowing sessions were more likely to identify their own intonation errors. This self-correction mechanism is vital for long-term improvement. Moreover, we must address the potential limitations; for instance, Shadowing can be mentally exhausting for beginners. Therefore, it is imperative that the difficulty of the audio material is strictly monitored to prevent burnout.

In conclusion of this discussion, the data indicates a clear positive correlation between regular Shadowing practice and the refinement of speaking skills. While it is not a "magic bullet" that replaces all other forms of learning, it serves as a powerful catalyst for transforming passive linguistic knowledge into active, fluent communication. As we move forward into more advanced stages of our degree, the integration of such evidence-based techniques will undoubtedly be essential for achieving professional-level English proficiency.

Conclusion. To summarize, the findings of this research underscore the significant impact that the Shadowing technique can have on the development of English speaking skills. As demonstrated throughout the study, this method is far more than a simple repetitive task; it is a transformative pedagogical tool that bridges the gap between theoretical grammar knowledge and spontaneous oral performance. By forcing learners to imitate native speakers in real-time, Shadowing facilitates the development of muscle memory and phonological awareness, which are essential for achieving natural fluency.[1]

Furthermore, the psychological benefits of this technique, particularly in reducing speaking anxiety, cannot be overstated. For freshmen who often struggle with the pressure of accurate communication, Shadowing provides a controlled environment to build confidence. Had this method been more widely implemented in traditional language curricula, many students might have avoided the common "fluency plateau" that occurs in the early stages of language acquisition. Not only does it refine pronunciation and intonation, but it also prepares the brain for the cognitive demands of real-world interaction.

In conclusion, while Shadowing requires consistent discipline and a careful selection of materials, its efficacy in improving English oral proficiency is undeniable. As we progress in our academic journey at the University of Tashkent for Applied Sciences, we recommend that both students and educators integrate Shadowing into their daily routines as a supplementary exercise. Ultimately, the mastery of a language is not just about understanding its rules, but about capturing its rhythm and soul. Through the persistent application of the Shadowing technique, learners can move beyond the constraints of textbooks and begin to communicate with the clarity and confidence of a native speaker.

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