



DIFFICULTIES IN LEARNING TO SPEAK IN ENGLISH LESSONS IN SECONDARY SCHOOL AND WAYS TO OVERCOME THEM

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Abstract

The article compares the age-related mental and educational characteristics of center level students to the primary difficulties faced by auxiliary school students while learning how to speak English, as well as potential strategies for overcoming them, including dangerous situations.

Keywords: foreign language, speaking, problem situations, learning process.

The education system in Uzbekistan also needs to be updated to keep up with the rapid shifts in the economic, political, and social spheres of modern society. Our nation's participation in various integration processes acutely raises the issue of foreign language communication as it rapidly joins the global community. As a result, the State Standard of Education stipulates that "the formation of communicative foreign language competence necessary for successful socialization and self-realization" should be provided in addition to the education of a value attitude toward a foreign language as a tool for cognition and mutual understanding between individuals and nations. Mastering four speech activities—speaking, listening, reading, and writing—are necessary for learning a new language. It should be noted that speaking is both the most common and the most challenging form of communication because it facilitates contact, information exchange, and mutual understanding among participants. One of the primary objectives of teaching foreign languages is to teach speaking as an independent speech activity.

Scientists who worked on this problem were able to find a few major obstacles that middle-school students face when trying to master oral speech.

Students' difficulties when speaking a foreign language are outlined in some of them. Students shy away from speaking out of fear of making a mistake and receiving criticism. A lack of language and speech resources, as well as a lack of information regarding the issue at hand.

The speech task is not understood by students.

— One student speaks, and the others remain silent, preventing them from participating in educational communication.





– In the classroom, switch to using the native language for paired and group work.

The following difficulties are defined by them:

- "the trouble of the rise of a characteristic need to communicate in an unknown dialect;
- the difficulty in deciding what to talk about, or the subject of the speech;
- the difficulty in deciding what to say, or the semantic content;
- the difficulty in determining the logical order, methods, and ways of thinking, or speaking;
- the difficulty of creating and implementing a program for articulation

We will mention a number of difficulties in the process of learning to speak in the works of foreign authors, which he highlights in his book "A Course in Language Teaching: The British Methodist Penny Ur: "Practice and Theory"

1. Experiencing discomfort.

When they try to express themselves in a foreign language, students feel awkward because they are afraid of making a mistake and being judged by classmates or teachers.

2. " Not much to say."

Even when students are self-assured, there are often times when they do not feel the urge to voice their opinions or express how they feel about the issue.

3. Student communication opportunities that are not equal.

The majority of the time, active students who speak the language at a higher level speak, while other students speak very little or do not participate at all.

4. Utilization of the local language.

Since using a foreign language to communicate with classmates does not sound natural, students frequently switch to using their native language.

The listed challenges that middle-grade students face in the classroom are to blame for the relatively low rate of development of communicative competence. As a result, oral speech is one of the most challenging skills that students struggle to master in the school's artificially created environment.

Penny Ur defines the following methods for resolving the aforementioned issues:

1. working in groups.
2. utilizing straightforward language in discussions.
3. judicious formulation of tasks and thoughtful selection of discussion topics.
4. utilization of instructions that specify the guidelines for discussion participation.
5. avoiding using the conversation's native tongue.

Methodologists also suggest a few strategies for overcoming these challenges in teaching speaking.





1. fostering a climate of trust and goodwill to lessen the fear of making mistakes and receiving too much criticism.
2. The use of a variety of motivational tools at work (such as goal setting, achievement, country studies, aesthetic, and instrumental).
3. In the event that the student has nothing to say or is experiencing a lack of language or speech means, developing a sufficient level of substantive support, language, and speech plan
 - If students have difficulty comprehending the speech task, I recommend:
 - a reasonable portrayal by the instructor of the sort of discourse/exchange that should be gotten at the exit; adherence to the conditions that led to the creation of this speech situation;
 - a speech installation that has already been written must be concise and clear; preparing additional assistance;
 - the survey's planning and the students' division into roles, pairs, and groups based on their language abilities; the utilization of common help and shared learning.

I suggest the following in the context of unequal student participation in the communication process: the utilization of paired and group work methods; the creation of various game situations in which all students are sufficiently motivated to perform other speech actions if they do not participate in the speaking process; following the golden rule, which states that every student in the classroom is fully aware of his work at all times during the lesson, never pauses.

Using exercises with varying levels of activation, it is possible to deal with difficulties that arise during the process of learning to speak. There are two types of these exercises:

1. Training that is linguistic and not communicative and is based on repeating speech cliches that are related to the subject matter. Students learn how to activate the presented language and speech material by applying specific lexical and grammatical structures and phonetic design in such exercises.
2. Speech (situational, communicative) exercises help students adapt more easily and include their actual communication by activating language material in specific communicative situations. These exercises aid in the correct comprehension of the communicative task and the creation of a speech utterance that reflects their attitude toward a particular speech communication situation.

Because the process of communication is always influenced by spontaneity and the context in which it occurs, situativeness is the guiding principle for teaching speaking. This means that every aspect of learning to speak should be based on and aided by actual situations.





I think it is difficult to understand every one of the current circumstances of genuine correspondence in the instructive cycle, subsequently, for the advancement of understudies' discourse abilities, demonstrating exceptional instructive discourse situations is fundamental.

The promotion of hypotheses, assumptions, and activation of mental activity" are of great importance for teaching speaking. Systematically and deliberately created problematic situations that contribute to the emergence of the motive and needs of the utterance. Problematic situations are the starting point for the performance of creative tasks and the development of students thinking because they involve a person in the thought process. In addition, it is essential to keep in mind that the particulars of each student, including their age, level of basic knowledge, and character traits, should be taken into consideration during the learning process. These particulars can have an impact on the speed and quality with which a student learns a foreign language, particularly oral speech. Because the development of active, independent, and creative thinking is the most important characteristic of secondary school students, he suggests prioritizing the student's ability to compare, analyze, and draw conclusions and generalizations when teaching speaking. The creator accepts that the instructor needs so to coordinate their classes so issues of fluctuating intricacy emerge before the understudy, empowering him to effectively work with considerations and autonomously look for arrangements. The discourse considering movement teenagers is portrayed by an expansion in the signs of mindfulness and rationale, proof-based thinking. A teenager gains the ability to propose, support, and challenge hypotheses as a result of their increased linguistic experience.

As was mentioned earlier, students' decreased motivation is the primary issue with secondary language instruction. I arrive at the following conclusion after analyzing the age-related psychological and pedagogical characteristics of adolescents as well as the characteristics of their communicative development:

- Middle-level students will be more likely to participate in the speaking process if they are exposed to real-world communication scenarios in their foreign language classes, just as adolescent leaders do;
- Students should be able to demonstrate activity, mental, and creative independence in the created speech situations.

Because students' interest, emotional response, and desire to participate in the communication process are sparked by a state of mental tension, the satisfaction of these conditions corresponds to the development of problematic situations in foreign language speaking classes. As a result, the study of the challenges that adolescents face when learning to speak found that problematic situations, which correspond to the





age-related psychological and pedagogical characteristics of secondary school students, can be an effective way to overcome these challenges.

It is the current trend and the essence of personality-oriented learning at this stage, which carries a considerable moral principle, because it makes mastering a foreign language joyful, creative, conscious, and collective by using tasks based on problem situations in English lessons. However, an examination of current teacher best practices reveals that students' language abilities can only be developed through a reasonable combination of traditional and problem-based learning.

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