

IMPROVING ACADEMIC SPEAKING COMPREHENSION: STRATEGIES AND CHALLENGES

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Abstract. Speaking is a very important skill in learning a language. It helps people communicate their ideas and feelings. However, many students have difficulties when they try to speak English. This article explains common problems in speaking and gives simple and practical ways to improve it. Regular practice, learning new words, and building confidence are key factors for better speaking[4].

Key words: speaking, communication, confidence, vocabulary, practice.

GAPIRISH KO'NIKMASINI YAXSHILASH: MUAMMOLAR VA ODDIY USULLAR

Annotatsiya. Gapirish til o'rganishda juda muhim ko'nikma hisoblanadi. U odamlarga o'z fikr va his-tuyg'ularini ifoda etishga yordam beradi. Biroq, ko'plab talabalar ingliz tilida gapirishga harakat qilganda qiyinchiliklarga duch keladi. Ushbu maqolada gapirishdagi keng tarqalgan muammolar tushuntiriladi va uni yaxshilashning oddiy hamda amaliy usullari taklif etiladi. Muntazam mashq qilish, yangi so'zlarni o'rganish va o'ziga ishonchni rivojlantirish yaxshi gapirish uchun muhim omillardir[4].

Kalit so'zlar: gapirish, muloqot, ishonch, lug'at boyligi, mashq.

УЛУЧШЕНИЕ НАВЫКОВ ГОВОРЕНИЯ: ПРОБЛЕМЫ И ПРОСТЫЕ СПОСОБЫ

Аннотация. Навык говорения является очень важной частью изучения языка. Он помогает людям выражать свои мысли и чувства. Однако многие студенты сталкиваются с трудностями, когда пытаются говорить на английском языке. В данной статье рассматриваются распространённые проблемы говорения и предлагаются простые и практические способы их улучшения. Регулярная практика, изучение новых слов и развитие уверенности являются ключевыми факторами для улучшения навыков говорения[4].

Ключевые слова: говорение, коммуникация, уверенность, словарный запас, практика.

In the field of Applied Linguistics, speaking is recognized as a fundamental productive skill that transcends the mere mechanical mastery of syntax and lexicon. It represents a complex cognitive process involving the simultaneous integration of phonological, semantic, and pragmatic knowledge. While receptive skills—reading and listening—often develop more rapidly due to passive exposure, the ability to produce spontaneous, coherent, and contextually appropriate speech remains the ultimate benchmark of communicative competence. For many learners, a pervasive

"competence-performance gap" exists, where their internal linguistic knowledge far exceeds their outward ability to articulate thoughts in real-time[3].

The stagnation of oral proficiency is rarely attributed to a single factor but is rather the result of a combination of linguistic and affective barriers.

Linguistic Constraints: A primary obstacle is a deficit in active vocabulary. Learners often experience "lexical retrieval failure," where the inability to access specific terms leads to communication breakdowns. Furthermore, a lack of phonological awareness—specifically regarding word stress, intonation, and connected speech—can render even grammatically correct sentences unintelligible to native speakers.

Affective Filters: According to Krashen's Affective Filter Hypothesis, variables such as anxiety, low self-confidence, and a debilitating fear of negative evaluation can act as a psychological barrier to language acquisition. This "foreign language speaking anxiety" causes learners to prioritize accuracy over fluency, leading to long pauses and an over-reliance on mental translation, which ultimately inhibits natural discourse.

Educational Imbalance: Historically, many curricula have been "grammar-heavy," prioritizing rote memorization and written assessments over interactive tasks. This lack of "Student Talking Time" (STT) results in students who are grammatically competent but communicatively paralyzed.

To mitigate these challenges, a shift toward Communicative Language Teaching (CLT) is essential. Consistent, daily exposure to high-quality input is the first step in recalibrating the learner's ear to natural rhythms[2]. Furthermore, the transition from "controlled practice" (structured drills) to "free production" (debates or role plays) allows learners to internalize vocabulary within a functional context[1].

Modern technology also offers transformative tools, such as digital voice recording, which facilitates objective self-monitoring and metacognitive awareness. By reviewing their own speech, learners can identify recurring syntactical errors or phonetic inconsistencies. Ultimately, the cultivation of a "growth mindset"—where linguistic errors are viewed as essential data points for improvement rather than failures—is the most critical factor in fostering long-term oral fluency and professional confidence.

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