

“O‘ZBEKISTONDA UCHINCHI RENESSANS VA INNOVATSION JARAYONLAR JURNALI”

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O‘ZBEK O‘QUVCHILARIDA INGLIZCHA RAVON GAPIRISHDAGI TO‘SIQLAR VA ULARNI BARTARAF ETISHNING SAMARALI USULLARI

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Annotatsiya. *Mazkur maqolada o‘zbek o‘quvchilarida ingliz tilida ravon gapirish ko‘nikmasini shakllantirish jarayonida yuzaga keladigan asosiy to‘siqlar va ularni bartaraf etishning samarali usullari tahlil qilinadi. Tadqiqotda til o‘rganishdagi psixologik (uyatchanlik, xatodan qo‘rqish), lingvistik (lug‘at boyligining yetishmasligi, grammatik xatolar), hamda metodik (an‘anaviy o‘qitish usullarining ustunligi, amaliy mashg‘ulotlar yetishmasligi) omillar o‘rganilgan. Shuningdek, o‘quvchilarning nutq faoliyatini rivojlantirishda kommunikativ yondashuv, interaktiv metodlar, rol o‘yinlari, muhokama va debatlar kabi zamonaviy pedagogik texnologiyalarning ahamiyati asoslab berilgan. Maqolada ingliz tilida erkin va ravon gapirishni rivojlantirish uchun muhit yaratish, motivatsiyani oshirish, muntazam mashq qilish hamda texnologik vositalardan samarali foydalanish zarurligi ta’kidlanadi. Olingan natijalar shuni ko‘rsatadiki, kompleks yondashuv asosida tashkil etilgan ta’lim jarayoni o‘quvchilarning og‘zaki nutq kompetensiyasini sezilarli darajada oshirishga xizmat qiladi. Mazkur tadqiqot natijalari ingliz tilini o‘qitish metodikasini takomillashtirishda muhim ahamiyat kasb etadi.*

Kalit so‘zlar: *Ingliz tili, ravon nutq, o‘quvchilar, kommunikativ yondashuv, til o‘rganish, nutq ko‘nikmasi, interaktiv metodlar, motivatsiya, lingvistik to‘siqlar, psixologik omillar.*

BARRIERS TO FLUENT ENGLISH SPEAKING AMONG UZBEK LEARNERS AND EFFECTIVE METHODS OF OVERCOMING THEM

Abstract. *This article analyzes the main barriers that arise in the process of developing fluent English speaking skills among Uzbek learners and the effective ways to overcome them. The study examines psychological factors (shyness, fear of making mistakes), linguistic factors (insufficient vocabulary, grammatical errors), and methodological factors (dominance of traditional teaching methods, lack of practical exercises). In addition, the importance of modern pedagogical technologies such as the communicative approach, interactive methods, role-playing, discussions, and debates in developing students’ speaking skills is substantiated. The article emphasizes the necessity of creating a supportive language environment, increasing motivation, practicing regularly, and effectively using technological tools to develop fluent English speaking skills. The results show that an educational process based on a comprehensive approach significantly*

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enhances learners’ oral communication competence. The findings of this study are important for improving English language teaching methodology.

Keywords: *English language, fluent speech, learners, communicative approach, language learning, speaking skills, interactive methods, motivation, linguistic barriers, psychological factors.*

БАРЬЕРЫ СВОБОДНОЙ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ У УЗБЕКСКИХ УЧАЩИХСЯ И ЭФФЕКТИВНЫЕ МЕТОДЫ ИХ ПРЕОДОЛЕНИЯ

Аннотация. *В данной статье анализируются основные барьеры, возникающие в процессе формирования навыков свободной речи на английском языке у узбекских учащихся, а также эффективные способы их преодоления. В исследовании рассматриваются психологические факторы (застенчивость, страх совершить ошибку), лингвистические факторы (недостаточный словарный запас, грамматические ошибки), а также методические факторы (преобладание традиционных методов обучения, недостаток практических занятий). Кроме того, обосновывается значение современных педагогических технологий, таких как коммуникативный подход, интерактивные методы, ролевые игры, дискуссии и дебаты, в развитии навыков устной речи учащихся. В статье подчеркивается необходимость создания языковой среды, повышения мотивации, регулярной практики и эффективного использования технологических средств. Результаты показывают, что образовательный процесс, основанный на комплексном подходе, значительно повышает уровень устной коммуникативной компетенции учащихся. Результаты исследования имеют важное значение для совершенствования методики преподавания английского языка.*

Ключевые слова: *английский язык, свободная речь, учащиеся, коммуникативный подход, изучение языка, навыки говорения, интерактивные методы, мотивация, лингвистические барьеры, психологические факторы.*

INTRODUCTION

In the context of today’s globalization, mastering the English language has become one of the essential competencies for every learner. In particular, speaking skills—namely the ability to communicate fluently and freely in English—are regarded as one of the primary goals of modern education systems. In the education system of Uzbekistan as well, significant attention is being paid to foreign language teaching; however, in practice, many students still face difficulties in expressing themselves fluently in English. This problem is directly related not only to learners’ individual characteristics but also to teaching methodologies, learning environments, and pedagogical approaches.

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A number of studies indicate that the main barriers to students’ speaking proficiency in English are explained by psychological and linguistic factors. In particular, psychological barriers such as shyness, lack of self-confidence, and fear of making mistakes limit learners’ speaking performance. In addition, insufficient vocabulary and weak grammatical knowledge also hinder students from expressing their thoughts freely. Moreover, the dominance of theoretical knowledge in classroom instruction and insufficient emphasis on developing speaking skills further exacerbate the problem.

Modern pedagogy considers the communicative approach as a priority in teaching English. This approach focuses on developing learners’ ability to communicate in real-life situations, where interactive methods play a crucial role. Techniques such as role-playing, discussions, debates, pair work, and group work increase student engagement and contribute to the development of speaking skills. Furthermore, the use of information and communication technologies also enhances the effectiveness of language learning.

The main objective of this article is to identify the existing barriers to fluent English speaking among Uzbek learners and to scientifically analyze effective methods for overcoming them. At the same time, the study aims to develop practical recommendations for teachers. The results of this research are expected to contribute to improving the process of English language teaching and enhancing learners’ speaking competence [1-3].

Literature Review.

In recent years, the methodology of teaching English, particularly the development of speaking skills, has become one of the central directions in modern linguistics and pedagogical research. The scientific sources reviewed in this study highlight the theoretical and practical foundations of communicative approaches, interactive methods, and the formation of speaking competence in English language teaching.

Larsen-Freeman and Anderson (2016) provide a systematic analysis of language teaching methods, highlighting the strengths and limitations of each approach. According to them, effective language learning should be based not only on grammatical knowledge but also on communicative practice. This approach helps learners develop the ability to use the language in real-life situations.

Richards (2017) promotes the principle of Teaching English through English. According to him, using English as the medium of instruction creates a natural language environment and increases learners’ speaking activity. This approach simultaneously develops both listening and speaking skills.

Nation (2019) views the teaching of speaking and listening skills through an integrative approach. He emphasizes the importance of repetition, meaningful tasks, and real communicative situations in developing speaking ability. According to him, lexical knowledge and automated speech patterns are key factors in achieving fluency.

Celce-Murcia, Brinton, and Snow (2017) propose a systematic approach to teaching English as a second or foreign language. They argue for integrating communicative

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competence with grammar, vocabulary, pragmatics, and discourse analysis, which enables learners to produce contextually appropriate language.

Goh and Burns (2016) introduce a holistic approach to teaching speaking skills. They propose a structured model that includes planning, practice, analysis, and reflection stages, which helps gradually develop learners’ speaking abilities.

Thornbury (2016) emphasizes the importance of practical activities in teaching speaking. He argues that fluency should be balanced with accuracy and recommends using dialogues, role-plays, and discussions as core teaching methods.

Ur (2016) highlights the crucial role of teachers’ methodological competence in language teaching. She argues that well-organized lessons, learner engagement, and appropriate communicative tasks significantly contribute to speaking skill development.

Hinkel (2018) addresses the integration of grammar teaching into speaking activities, emphasizing that grammar should be taught in communicative contexts rather than in isolation to improve speaking effectiveness.

Graham and Santos (2015) analyze the role of motivation and practical engagement in developing speaking skills. They emphasize that active participation and exposure to real communicative situations are key factors in language development.

VanPatten and Williams (2015) examine second language acquisition theories and highlight the importance of input, interaction, and output. In particular, the output hypothesis is considered crucial for developing speaking skills.

Methodology.

This study employs a comprehensive approach using several scientific methods to investigate the barriers to fluent English speaking among Uzbek learners and to explore effective solutions. Both theoretical and empirical methods were applied in an integrated manner to ensure a thorough analysis of the topic.

First, the literature review method was used to examine both local and international sources related to English language teaching methodology, communicative approaches, speaking skills, and language acquisition psychology. This helped establish the theoretical foundation of the study and systematize existing scientific perspectives. Special attention was given to modern pedagogical approaches aimed at developing speaking competence.

Within the empirical part of the study, observation, questionnaire, and interview methods were applied. The observation method was used to examine students’ classroom activity, participation in speaking tasks, and difficulties encountered during English lessons. The questionnaire method helped identify students’ attitudes toward speaking English, the challenges they face, and their motivation levels. Interviews were conducted with both teachers and students to gain deeper insights into the causes of the problem.

In addition, an experimental method was employed. In selected classes, lessons based on interactive methods, communicative activities, and modern technologies were conducted. The results were analyzed in terms of changes in students’ speaking activity, confidence, and fluency. These outcomes were compared with those of traditionally taught classes.

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Data processing and analysis were carried out using comparison, generalization, and statistical methods, ensuring the reliability of the research findings. As a result, the main barriers to fluent English speaking among Uzbek learners were identified, and effective methodological approaches to overcome them were developed [4-7].

This methodology ensures the scientific validity of the study and enables the practical application of its findings.

Barriers affecting fluent English speaking among Uzbek learners and methods of overcoming them

Table 1

No	Type of Barrier	Main Problems	Methods of Overcoming	Expected Outcome
1	Psychological barriers	Shyness, fear of making mistakes, lack of confidence	Increasing motivation, providing support, role-playing activities	Increased self-confidence, improved speaking activity
2	Linguistic barriers	Insufficient vocabulary, grammatical errors	Vocabulary enrichment, contextual exercises	Expanded vocabulary, correct sentence formation
3	Methodological barriers	Dominance of traditional teaching methods	Interactive methods, communicative approach	Improved lesson effectiveness
4	Lack of practice	Insufficient speaking activities	Pair work, debates, discussions	Development of fluent speech
5	Environmental barriers	Lack of English-speaking environment	Creating language environment, use of media and technologies	Continuous improvement through regular practice

The table above systematically presents the main factors that hinder fluent English speaking among Uzbek learners. According to the analysis, psychological factors are among the most significant barriers. Situations such as students’ shyness and fear of making mistakes significantly limit their active participation in speaking activities. Therefore, the teacher’s supportive approach and the creation of a positive learning environment are of great importance.

Linguistic barriers also have a serious impact on learners’ speaking fluency. Insufficient vocabulary and weak grammatical knowledge prevent students from expressing their thoughts clearly and freely. To overcome this issue, contextual teaching—where words and expressions are taught in real-life situations—proves to be an effective approach.

Methodological barriers are mainly related to the teaching process and are explained by the dominance of traditional and passive teaching methods. Interactive methods, such as group work, role-playing, and debates, increase students’ classroom engagement and

develop their speaking skills. Additionally, the lack of practice-oriented activities is also identified as a significant issue, which can be addressed by incorporating more speaking-focused exercises.

Furthermore, the lack of a language environment is another important factor. Since students use English only during lessons and not in daily life, their progress becomes slower. Therefore, this problem can be reduced by using technology, multimedia tools, and creating an artificial language environment.

Overall, the analysis of the table shows that developing fluent English speaking requires a comprehensive approach in which psychological, linguistic, and methodological factors must be considered together.

Results and Discussion.

The results of this study enabled a comprehensive analysis of the factors influencing the development of fluent English speaking skills among Uzbek learners. Based on the observation, questionnaire, and experimental methods applied during the research, the main problems occurring in students' speaking performance were identified, and their underlying causes were systematically examined. The findings revealed that learners' inability to speak English fluently is a multifactorial process in which psychological, linguistic, and methodological barriers are closely interconnected.

According to the results of the experimental phase, it was observed that in classes conducted using traditional teaching methods, students' speaking activity remained at a low level, and they mostly participated as passive listeners. Such an approach limits the development of independent thinking and communication skills. In contrast, in classes organized based on interactive and communicative methods, a significant increase in student engagement was recorded. In particular, role-playing activities, group discussions, and debates encouraged active participation in speaking tasks and enabled students to express their ideas more freely.

Furthermore, the study results indicated a high level of psychological barriers among learners. Many students experience fear of making mistakes while speaking English, anxiety about peer criticism, and lack of self-confidence. However, it was found that these barriers were significantly reduced in classrooms where a supportive learning environment was created. The teacher's encouraging approach, positive feedback, and tolerant attitude toward errors played an important role in activating students' speaking performance [8,9].

From a linguistic perspective, insufficient vocabulary and limited grammatical knowledge were found to negatively affect learners' fluency. At the same time, experimental results confirmed that these issues can be effectively addressed through contextual teaching and communicative exercises. It was observed that when students participated in activities close to real-life situations, they learned new words and expressions more quickly and were able to use them in practice.

During the discussion, it was also found that the obtained results are consistent with previous research findings. Modern pedagogical approaches, particularly communicative

methods, have once again proven to be highly effective in developing learners’ speaking competence. In addition, the use of information and communication technologies—such as online platforms, mobile applications, and audio-visual materials—expands students’ opportunities for independent learning.

In conclusion, the results of the study demonstrate the necessity of moving away from traditional teaching approaches and implementing a comprehensive system based on innovative and interactive methods to develop fluent English speaking skills. This approach significantly enhances not only learners’ language knowledge but also their overall communicative competence [10].

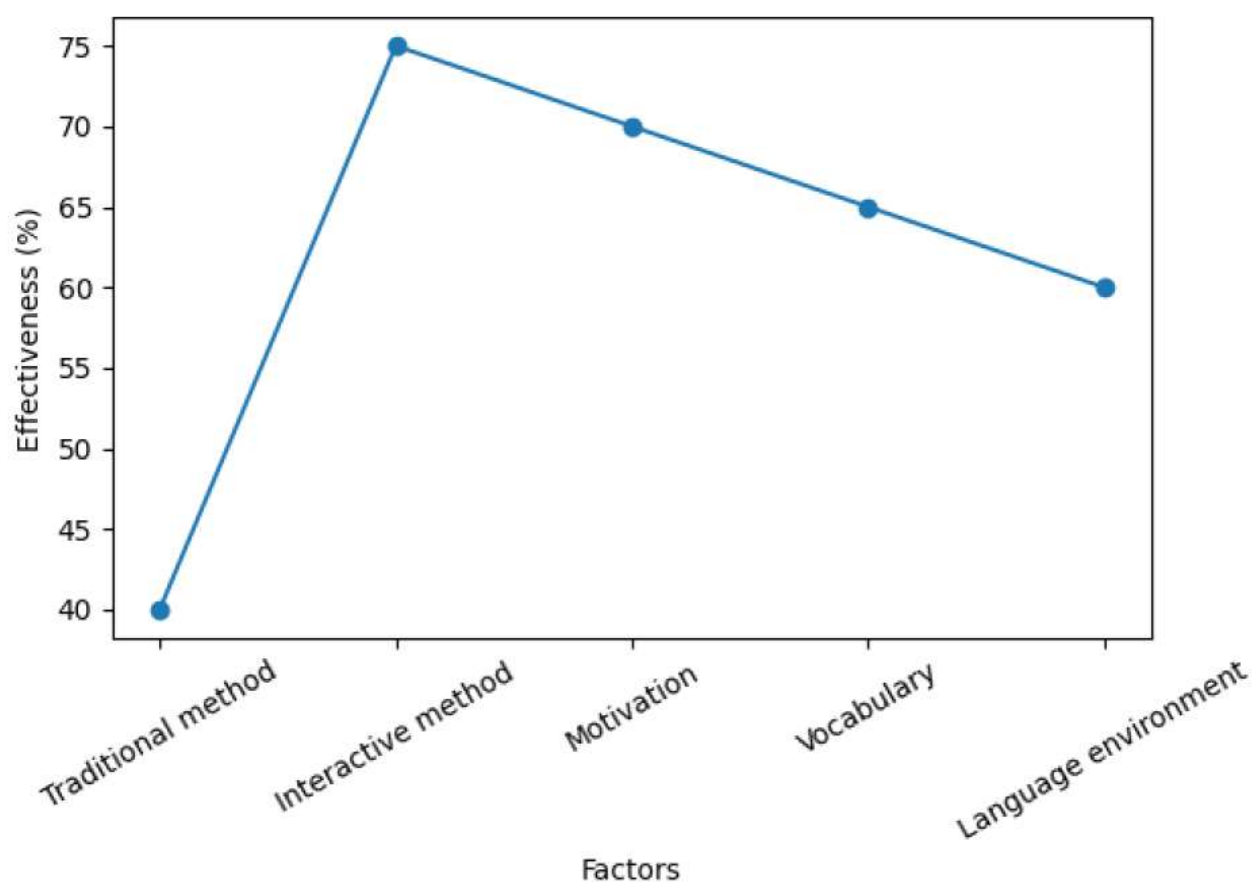


Figure 1. Effectiveness of key factors influencing the development of English speaking fluency among Uzbek students.

The diagram illustrates the main factors influencing fluent English speaking skills among Uzbek learners and their effectiveness levels in percentage terms. According to the analysis, the highest indicator belongs to interactive methods, accounting for 75%. This indicates that modern pedagogical approaches, particularly role-playing activities, group discussions, and debates, significantly enhance students’ speaking activity and are among the most effective tools for developing fluency in English.

The second highest result is related to motivation, which accounts for 70%. This shows that students’ intrinsic interest and encouragement directly affect their success in the

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language learning process. Learners with higher motivation tend to practice more, are less afraid of making mistakes, and participate more actively in speaking activities.

Vocabulary knowledge (65%) and language environment (60%) are also identified as important factors. A rich vocabulary enables learners to express their thoughts clearly and freely. Meanwhile, a supportive language environment provides the necessary conditions for applying learned knowledge in practice. An environment where English communication is available helps students develop fluency more quickly.

The lowest indicator belongs to traditional teaching methods, accounting for 40%. This demonstrates that lessons based solely on theoretical knowledge and low student engagement are not sufficiently effective in developing speaking skills.

Overall, the diagram analysis shows that interactive methods, high motivation, rich vocabulary, and a supportive language environment are crucial for developing fluent English speaking skills. When these factors are applied in a combined and systematic manner, students’ communicative competence significantly improves.

CONCLUSION

The results of this study demonstrate that the formation of fluent English speaking skills among Uzbek learners is a complex and multifactorial process. The research findings indicate that psychological, linguistic, and methodological factors directly influence learners’ oral communication competence, and these factors are closely interconnected. In particular, psychological barriers such as shyness, lack of self-confidence, and fear of making mistakes were identified as the main obstacles limiting students’ speaking performance.

It was also found that insufficient vocabulary knowledge and weak grammatical competence hinder learners from expressing their thoughts clearly and fluently in English. The study further revealed that traditional teaching methods are not sufficiently effective in developing students’ speaking activity. In contrast, communicative approaches, interactive methods, and practice-based instruction significantly enhance learners’ fluency in English.

In addition, fostering high learner motivation and creating an English-speaking environment were identified as key factors. The effective use of information and communication technologies makes the language learning process more engaging and efficient. In particular, activities based on real-life situations play an important role in developing learners’ speaking competence.

In conclusion, developing fluent English speaking skills requires a comprehensive approach in which modern pedagogical technologies, interactive methods, psychological support, and a language-rich environment are applied together. This approach contributes not only to improving learners’ language knowledge but also to developing their ability to communicate freely and effectively. The findings of this study are of significant scientific and practical importance for improving English language teaching methodology and enhancing the effectiveness of the educational process.

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