

**AN EXPLORATORY EXAMINATION OF THE CHALLENGES FACED BY STUDENTS
IN DEVELOPING ENGLISH ORAL PROFICIENCY****РАЗВЕДОЧНОЕ ИССЛЕДОВАНИЕ ТРУДНОСТЕЙ, С КОТОРЫМИ
СТАЛКИВАЮТСЯ СТУДЕНТЫ ПРИ РАЗВИТИИ УСТНОЙ РЕЧИ НА
АНГЛИЙСКОМ ЯЗЫКЕ****TALABALARNING INGLIZ TILIDA OG‘ZAKI NUTQ KO‘NIKALARINI
RIVOJLANTIRISHDA DUCH KELADIGAN QIYINCHILIKLARINI O‘RGANISH****Abdullayeva Marhabo Abdunosir qizi****Is'hoqxon Ibrat nomidagi Namangan davlat chet tillari instituti talabasi****e-mail: abdullayevamarkhabo@gmail.com****<https://doi.org/10.5281/zenodo.19587816>****Abstract**

This study examines the challenges faced by students in developing English oral proficiency. Although English is widely taught in educational institutions, many students experience difficulties in expressing their ideas clearly and confidently in spoken communication. The study employs an exploratory approach to identify the key factors contributing to these challenges. The findings suggest that limited vocabulary, lack of confidence, speaking anxiety, insufficient practice, and ineffective teaching methods are among the primary obstacles. In addition, both psychological and linguistic factors play a significant role in influencing students' speaking performance. The study highlights the need for more effective teaching strategies and increased opportunities for practice in order to enhance students' oral communication skills.

Keywords: English speaking, oral proficiency, students, challenges, anxiety, communication skills

Аннотация

Данное исследование рассматривает трудности, с которыми сталкиваются студенты при развитии устной речи на английском языке. Несмотря на широкое распространение английского языка в образовательных учреждениях, многие студенты испытывают сложности при устном выражении своих мыслей. В работе используется разведочный подход для выявления основных факторов, влияющих на данные трудности. Результаты показывают, что ограниченный словарный запас, недостаточная уверенность, страх говорения, нехватка практики и неэффективные методы обучения являются основными препятствиями. Кроме того, психологические и лингвистические факторы оказывают значительное влияние на развитие устной речи. Исследование подчеркивает необходимость совершенствования методов обучения и расширения возможностей для практики.

Ключевые слова: Английская речь, устная речь, студенты, трудности, тревожность, коммуникативные

Annotatsiya

Ushbu tadqiqot talabalarning ingliz tilida og‘zaki nutqni rivojlantirishda duch keladigan qiyinchiliklarini tahlil qiladi. Ingliz tili ta’lim muassasalarida keng o‘qitilishiga qaramay, ko‘plab talabalar o‘z fikrlarini og‘zaki tarzda aniq va ishonch bilan ifodalashda qiyinchiliklarga duch keladilar. Tadqiqotda ushbu muammolarning asosiy omillarini aniqlash maqsadida eksplorator

yondashuv qo'llanildi. Natijalar shuni ko'rsatadiki, lug'at boyligining yetarli emasligi, o'ziga ishonchsizlik, nutqiy xavotir, amaliyot yetishmasligi hamda o'qitish usullarining samarasizligi asosiy to'siqlar hisoblanadi. Shuningdek, psixologik va lingvistik omillar talabalar nutq faoliyatiga sezilarli ta'sir ko'rsatadi. Tadqiqot natijalari o'qitish jarayonini takomillashtirish va og'zaki nutq ko'nikmalarini rivojlantirish zarurligini ko'rsatadi.

Kalit so'zlar: Ingliz tili, og'zaki nutq, talabalar, qiyinchiliklar, xavotir, kommunikativ ko'nikmalar

Introduction

In recent years, the importance of English as a global language has significantly increased, particularly in the fields of education, science and international communication. As a result, developing oral proficiency in English has become one of the primary objectives for students learning the language. However, despite prolonged exposure to English instruction, many students still face considerable difficulties in speaking. One of the major issues observed among students is their inability to express ideas fluently and confidently in English. This problem is often associated with a variety of factors, including limited vocabulary, inadequate grammar knowledge, and lack of regular speaking practice. In addition, psychological factors such as fear of making mistakes, anxiety and low self-confidence further hinder students' willingness to participate in speaking activities. Furthermore, the learning environment and teaching methods also play a significant role in shaping students' speaking abilities. In many cases, traditional teaching approaches focus more on grammar and writing, while speaking skills receive less attention. As a result, students have fewer opportunities to practice real-life communication. This study aims to explore the main challenges faced by students in developing English oral proficiency and to identify the key factors that affect their speaking performance. The research is based on both qualitative and quantitative approaches in order to obtain a comprehensive understanding of the issue. The data were collected during teaching practice conducted at a secondary school, where 15 students participated in the study.

Research Questions

The formulation of research questions plays a crucial role in guiding the direction of the study and ensuring a clear focus on the problem being investigated. Previous studies have shown that students' difficulties in English speaking are influenced by a range of linguistic and psychological factors (Horwitz et al., 1986; Brown, 2001). In particular, speaking anxiety, lack of confidence, and limited vocabulary have been identified as major barriers to oral communication (Ur, 1996). Based on these considerations, the present study seeks to address the following research questions: What are the main challenges faced by students in developing English oral proficiency? What factors contribute to these difficulties in speaking English? To what extent do psychological factors, such as anxiety and lack of confidence, affect students' speaking performance? These questions provide a framework for analyzing both qualitative and quantitative data collected during the research process.

Literature Review

Many researchers have investigated the challenges faced by students in developing English speaking skills. According to Brown (2001), speaking is one of the most difficult skills for language learners because it requires the integration of vocabulary, grammar, and pronunciation in real-time communication. Similarly, Ur (1996) states that students often struggle with speaking due to lack of vocabulary, fear of making mistakes and limited opportunities for practice. In addition,

Horwitz et al. (1986) emphasize that anxiety plays a significant role in foreign language learning. Their study shows that many students experience nervousness and lack of confidence when speaking in a foreign language, which negatively affects their performance. Furthermore, recent studies highlight the importance of creating a supportive learning environment. Teachers play a key role in encouraging students to speak and reducing their anxiety by using interactive methods and positive feedback. Therefore, understanding both linguistic and psychological factors is essential in addressing students' speaking difficulties. In addition, Harmer (2007) highlights that effective speaking activities and teacher support play a crucial role in developing students' oral skills. Similarly, Thornbury (2005) emphasizes that regular speaking practice and interactive tasks are essential for improving fluency and confidence in language learners.

Methodology

This study is based on a mixed-methods approach to investigate the challenges students face in developing English oral proficiency. The research was conducted during teaching practice at a secondary school, where 15 students participated in the study. Data were collected through a questionnaire, classroom observations and informal interviews. The questionnaire helped to identify common difficulties such as lack of vocabulary, low confidence and limited opportunities for speaking practice. In addition, observations allowed the researcher to examine students' participation during speaking activities, while interviews provided insights into their attitudes and personal experiences. The collected data were analyzed to better understand the main factors affecting students' speaking performance.

Results and Discussion

The findings of the study revealed that the majority of students face considerable difficulties in speaking English. Based on the questionnaire conducted among 15 students, most participants reported that insufficient vocabulary is one of the main obstacles to expressing their ideas clearly. In addition, a significant number of students indicated that they feel anxious and demonstrate low confidence when speaking in front of others. Classroom observations further showed that only a few students actively participated in speaking activities, while the majority remained passive or hesitant. This suggests that fear of making mistakes and low self-confidence play a crucial role in limiting students' oral performance. Moreover, the results indicated that students have limited opportunities to practice speaking English outside the classroom. This restricted exposure contributes to their inability to communicate effectively. These findings are consistent with previous studies, which emphasize the importance of both linguistic competence and psychological factors in language learning.

Conclusion

In conclusion, this study shows that students face several challenges in developing English oral proficiency, including limited vocabulary, low confidence, and speaking anxiety. The findings also suggest that a supportive learning environment and regular speaking practice are essential for improving students' communication skills. Therefore, greater attention should be given to creating effective teaching strategies that encourage students to participate more actively in speaking activities.

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