

PUBLIC SPEAKING CHALLENGES FACED BY STUDENTS

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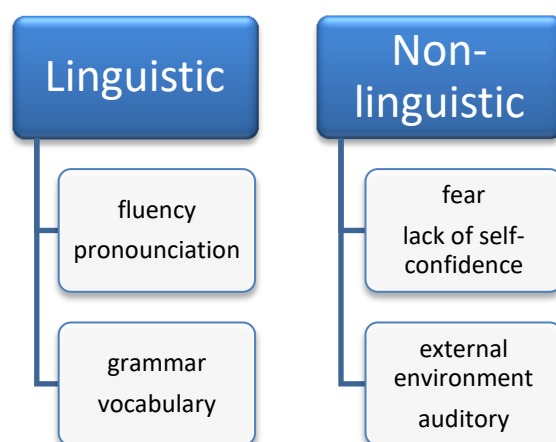
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Annotation. *This thesis delves into the intricate landscape of public speaking difficulties faced by students in educational settings. The most common challenges are analyzed and different classifications are provided by a range of scholars based on their perspectives. By shedding light on these issues, it explores a deeper understanding of the complexities inherent in public speaking.*

Key words. *Public speaking, categories, linguistic, non-linguistic, internal, external, language competence, topical knowledge.*

Introduction. It is known that that students struggle with public speaking in a variety of ways. Here the most prevalent issues are investigated, examined and useful information is provided. In this sense, students can improve their public speaking abilities by recognizing the issues they face and using the strategies for resolving them in real-world situations.

Main part. Scientists give different perspectives in terms of public speaking challenges, categorizing the issues into distinct groups and discussing both theoretical and practical approaches to solving them. One of them Muoulida asserts that both linguistic and non-linguistic factors are involved in public speaking. They are listed in the following order:



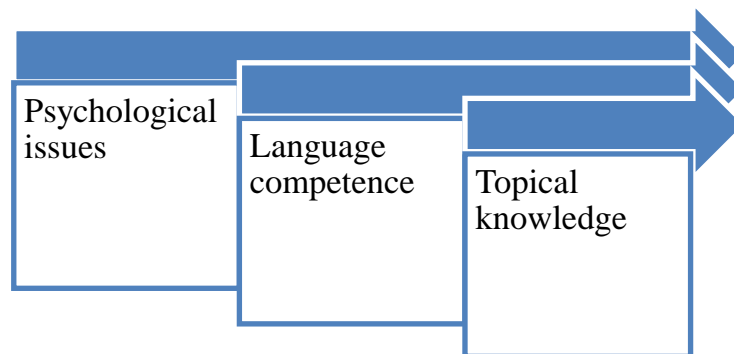
Shen and Chiu categorize challenges with public speaking into three categories: linguistic (inadequate vocabulary, combinations, grammar, and structure), psychological (nervousness, fear and a lack of self-confidence), and external environment (learning environment).

Other Indonesian scientists, like Zainul Aminin, Kusumarasyati, Nur Fauzia, and Abdur Rosyid, classify public speaking issues into two categories:

1. Internal

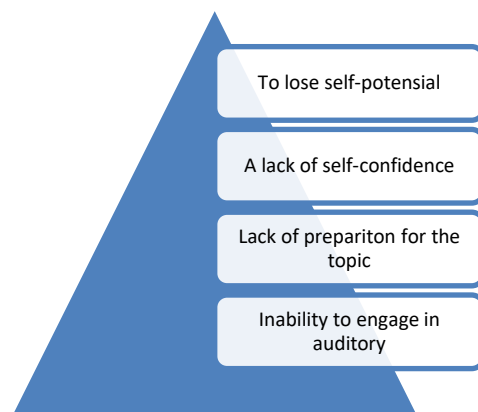
2. External

Internal difficulties consist of the subsequent elements:



Psychological issues include low self-esteem, nervousness, and shyness. Among them fear and a lack of confidence are regarded as the biggest issues. Public speaking is a fear that most people have, according to Hancock. It is known as "glossophobia" in the scientific community. This kind of social phobia gives rise to a worry of being embarrassed and humiliated. People typically avoid public speaking situations because they are afraid or anxious about speaking. The cause is that these persons have speech tremors, tremors in the hands, legs, or knees, and they lose themselves when they talk. Pedagogically, it is noted that students with these psychological conditions possess strong knowledge and intellectual potential, but they are unable to fully demonstrate their academic abilities in tasks that involve speaking, working in groups, presentations, and discussions. The capacity to employ linguistic aspects, such as grammar, pronunciation, vocabulary, intonation, and fluency is known as language competency. The findings indicated that vocabulary was the primary issue with them. Speaking fluently is seen as the second major challenge. Foreign language learners typically have trouble finding the perfect words to use when speaking, which hinders their ability to communicate fluently. The capacity to comprehend facts pertaining to a particular

issue is known as topical knowledge. Students can only employ language competencies in talks about a certain topic once they have sufficient information about it. Another academic Compass article lists four obstacles to public speaking



Conclusion. From a theoretical and practical standpoint, we believe that the data presented by the aforementioned scientists are not flawless. Because different scientists perceive the issues confronted by students while speaking in front of an audience differently and their classifications are based on different theories and research. It might be argued that in this regard, a clear universal strategy and a systematic classification of speech disorders have not been produced. Nevertheless, the ideas advocated by the many scientists complement one another since their content is the same. All things considered, it can be said that the most prevalent issues that students deal with are those related to language proficiency, individual traits, and outside circumstances.

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FRAZEOLOGIK BIRLIKLAR TIZIMIDA ANTROPONIMLARNING QO'LLANILISHI

G'oyibov Umarjon Alisher o'g'li

O'zbekiston davlat jahon tillari universiteti tayanch doktoranti

***Annotatsiya.** Frazеologik birlik bu – qisman yoki to'liq ko'chma ma'noni ifodalovchi ikki yoki undan ortiq so'z komponentlaridan iborat til birligidir, jumladan as rich as Croesus, overstep the mark, drop a clanger, kabilar. Frazеologik birliklar tizimida antroponimlar, ya'ni kishining atoqli ismlari ishtirok etishi tilning ushbu birligini lingvomadaniy jihatdan ahamiyatga ega ekanligini namoyon qiladi. Ushbu maqolada esa antroponimlar, ularning onomastika tarmog'i sifatidagi o'rni hamda ingliz va o'zbek tillari frazeologik birliklarida ishtirok etishi muhokama qilinib, ularga munosabat bildirilgan.*

***Kalit so'zlar:** frazeologik birlik, antroponim, antroponim komponentli frazeologik birlik, o'z va o'zlashma qatlamdagi antroponimlar*

Onomastika tilshunoslikning har qanday atoqli nomlarni, ularning paydo bo'lishi va o'zgarish tarixini o'rganuvchi bo'limi hisoblanib, uning tadqiqot obyekti *onimlar*, ya'ni atoqli otlar sanaladi. Atoqli otlar biror- bir shaxs yoki predmetga xos nom sifatida uni individuallashtirish va identifikatsiyalash uchun xizmat qiladi. Onomastika o'zining o'rganiladigan bir necha tarmoqlariga ega bo'lib, ularning ichida eng keng tadqiq etiladigani kishilarning atoqli nomlari, ya'ni ismlari, familiyalari, ota ismlari, laqablari va taxalluslarini bildiruvchi *antroponimlar* va geografik obyektlarning atoqli nomlarini anglatuvchi *toponimlar* sanaladi [Radjabova, 2021].