

ELIMINATING SPEAKING BARRIERS OF EFL UNIVERSITY STUDENTS IN UZBEKISTAN

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***Abstract.** English is a crucial tool for communication across diverse cultures, especially in business. Good communication skills, especially in English, are essential for survival and securing attractive job offers. In the Uzbekistan EFL university context, fostering self-study and self-learning is essential for students to develop their speaking skills.*

***Key words.** English, EFL students, oral communication, speaking skills, English language, foreign language, communication skills, significant tool.*

Today, in a multilingual context, English acts as a significant tool for communication across varied cultures in the realm of business. It is believed that learning and communicating in another language is vital for all people to survive in their life. For good business deals, good communication skills, especially in English, are inevitable. The efficient and effective communication purposes demand a common link language like English. The reason why speaking is considered as the principal and productive language skill is that, in most cases, people introduce and express their ideas orally, and therefore, communicating in any non-native language is really demanding. Those people who are mostly given opportunities to secure attractive job offers across the globe are people who are fluent in using the English language. The majority of students in Uzbekistan are struggling to communicate in English, as they learn English in general and do not pay much attention to its communication purposes. For students from non-English majors, barriers exist in mastering English speaking skills, because in speaking, it is important to have a wide range of vocabulary to pronounce them well and to

have confidence. The main issue in this article is the lack of students' practice outside the classroom in dealing with the English language.

To begin with, one of the most important aspects of the English language is speaking. Speaking and oral communication are really necessary to use in daily activities. Through speaking, it is easy to express people's thoughts and communicate with others. X. Haozhang stated that the focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use [1]. Additionally to the statement of Haozhang X., Chaney A.L. pointed out that in the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time, and the cognitive skills involved in writing automatically transfer to analogous oral communication skills [2]. On the other hand, when language learning takes place, there are four conditions that should exist, and they are the exposure, opportunities to use the language, motivation, and instruction. Furthermore, Rod Ellis stated that oral language learning can be done by involving learners in performing two types of communicative tasks: focused communicative tasks and unfocused communicative tasks. Both of these tasks seek to engage learners in using language pragmatically rather than displaying language. They seek to develop language proficiency through communication [3]. J.C. Richard believes that practice in the process of learning speaking is also an important thing to be done. Students should be encouraged for free practice. As the student becomes more and more independent of his teacher, he should be encouraged to practise talking to himself and thinking in the foreign language as often as possible: describing to himself the things he sees on the way to school, recounting to himself what he has done during the day or what he intends to do. The forging of the instrument is not enough to prepare the student for the act of speaking in the foreign language; he needs guided practice [4].

I find Richard's point of view applicable to the Uzbekistan EFL university level context because, at the university, students are often encouraged to engage in

self-study outside the classroom. University instructors believe that students learn more when they study independently than during the lessons. Drawing from my own experience of improving my speaking skills, I also followed Richard's strategies, such as talking to myself and thinking in the foreign language every day. Moreover, in EFL university context, fostering self-study habits can greatly benefit students in mastering a foreign language. By incorporating techniques like self-talk and daily immersion in the target language, students can enhance their speaking skills and overall language proficiency. These strategies not only supplement classroom learning but also provide a practical approach to language acquisition that is essential for effective communication in a globalized world.

To conclude, speaking instruction is a crucial component of learning a foreign language. The learner's success in school and success later in life in all spheres depends on their ability to communicate clearly and effectively in a foreign language. As a result, speaking instruction must receive special attention from language teachers. Giving students access to a rich environment where meaningful conversation occurs is preferred to forcing them to memorize facts. With this objective in mind, numerous speaking activities, such as those mentioned above, can greatly aid students in acquiring the fundamental social skills required for life. Complex issues arise with teaching speech. It is relevant to both the outside setting and the learners' factor.

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