

**CHALLENGES FACED BY UZBEK STUDENTS IN LEARNING**

**English Speaking Skills**

**Ahmadjonova Dilduzaxon Akromjon qizi**

Student, Institute of ISFT

E-mail: [axmadjonovadilduzaxon1@gmail.com](mailto:axmadjonovadilduzaxon1@gmail.com)

**Abstract:** This article analyzes the main challenges faced by Uzbek students in the process of developing their English speaking skills. Although it is important to be able to communicate freely in English in the current era of globalization, many students face various challenges in acquiring speaking skills. During the study, students' difficulties in speaking English were examined, including insufficient vocabulary, fear of making grammatical errors, pronunciation difficulties, speech anxiety, and limited practice opportunities. Also, the influence of these factors on the development of oral speech of students was analyzed. Research results indicate that fear of making mistakes and lack of vocabulary are the biggest obstacles to speaking English fluently. The article provides recommendations for solving these problems and emphasizes the need to use communicative approaches, interactive exercises, and modern technologies in the process of teaching English.

**Keywords:** English language, speaking skills, Uzbek students, speech anxiety, vocabulary, pronunciation, communicative competence, foreign language learning.

**Аннотация:** В данной статье анализируются основные трудности, с которыми сталкиваются узбекские студенты в процессе развития навыков устной речи на английском языке. В условиях современной глобализации способность свободно общаться на английском языке приобретает особую значимость, однако многие студенты сталкиваются с различными проблемами при овладении навыками говорения. В ходе исследования были изучены такие трудности, как недостаточный словарный запас, страх совершения грамматических ошибок, проблемы, связанные с произношением, речевая тревожность, а также ограниченные возможности для практики. Кроме того, был проведён анализ влияния данных факторов на развитие устной речи студентов. Результаты исследования показывают, что страх совершения ошибок и недостаточный словарный запас являются наиболее значительными препятствиями для свободного общения на английском языке. В статье также представлены рекомендации по преодолению данных проблем и подчёркивается необходимость использования коммуникативного подхода, интерактивных занятий и современных технологий в процессе обучения английскому языку.

**Ключевые слова:** английский язык, навыки говорения, узбекские студенты, речевая тревожность, словарный запас, произношение, коммуникативная компетенция, изучение иностранного языка.

**Introduction**

In today's globalization process, the English language is becoming an important tool of international communication, education, science and professional activity. Therefore, it is important to develop basic language skills, especially listening, reading, writing and speaking skills in learning English. Among these skills, the ability to speak (speaking) determines the student's ability to freely and clearly express his thoughts. Studies have shown that the formation

of the ability to speak a foreign language is one of the most complex processes (Hidayat, 2021). The main reasons for this are factors such as fear of making mistakes, lack of sufficient vocabulary, difficulties in pronunciation and speech anxiety. Although the interest in learning English in Uzbekistan has increased significantly in recent years, many students face various difficulties in the process of developing oral communication skills. Mainly, the lack of practical training and the limited environment of real communication are one of the main factors that make this process difficult. The purpose of this article is to identify the main difficulties faced by Uzbek students in the process of developing English speaking skills and to analyze their causes.

### **Methodology**

This study aims to identify the main difficulties faced by Uzbek students in the process of developing their English speaking skills. Elements of a mixed approach (mixed-method) were used in the research, that is, both quantitative and qualitative data were analyzed. In the process of data collection, a questionnaire was used as the main instrument. The survey was conducted among university students and asked questions about difficulties related to speaking English, including vocabulary, pronunciation, grammatical errors, speaking anxiety, and opportunities for practice. Respondents' answers were mainly collected through closed and semi-open questions. Around 40-60 English language students took part in the research. The obtained data were analyzed using percentages and simple statistical methods, and the level of the main problems was determined. A short interview method was also used in order to gain a deeper understanding of the results. This helped to shed more light on students' personal thoughts and the factors that cause their difficulties in speaking. The data collected during the research were systematically analyzed, and the main conclusions were discussed in the following sections.

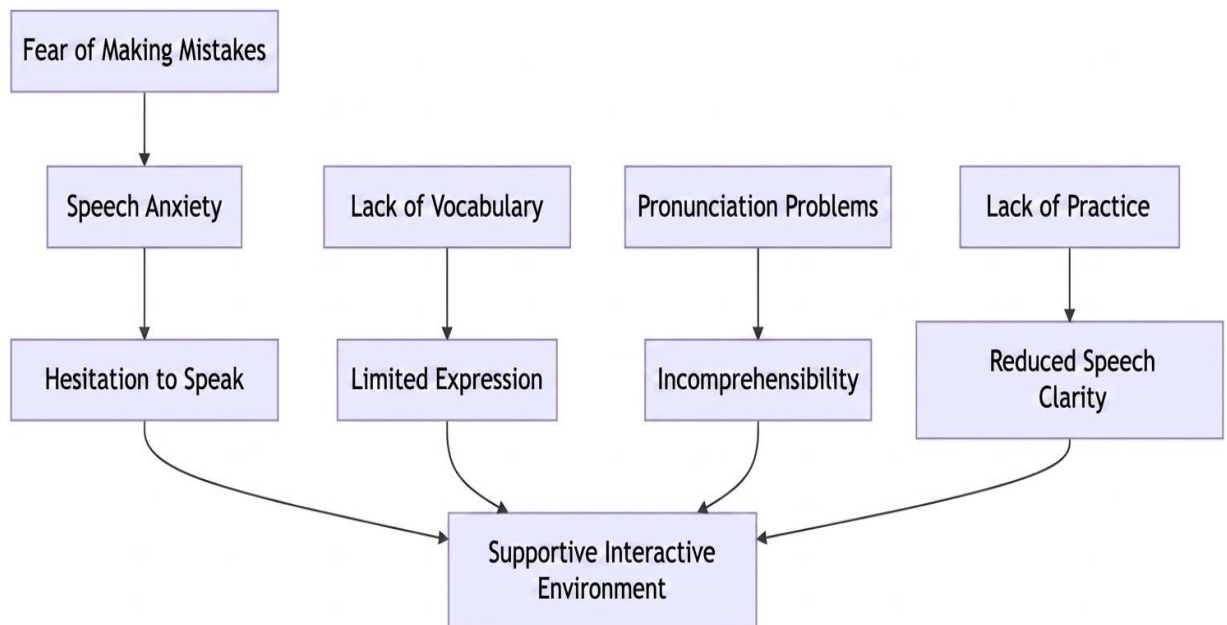
### **Results**

The analysis of the data obtained during the research showed that there are a number of main difficulties in the process of developing the ability of Uzbek students to speak English. According to the results of the survey, a large number of respondents noted the fear of making mistakes and the lack of sufficient vocabulary as the most common problems in speaking English fluently. Also, some of the participants stated that difficulty in pronunciation and fear of making grammatical mistakes have a negative effect on their oral speech. Speaking anxiety was also identified as one of the important factors, and many students noted that they feel insecure in the process of speaking English. The results of the research also showed that the lack of practical training and a real communication environment is one of the important factors preventing the development of students' speaking skills. Respondents expressed the need for more oral exercises and interactive tasks in the course of the lesson. In general, the obtained results showed that psychological factors and lack of practice are the main problems in the development of English speaking skills.

### **Discussion**

The results of the study showed that the fear of mistakes and speech anxiety, lack of vocabulary, pronunciation problems and limitation of opportunities for practical training are important factors in the development of Uzbek students' English speaking skills. For example, in the study of Hidayat (2021), lack of confidence and lack of vocabulary during speaking were noted as the main barriers to speaking. Similarly, Begmatov (2024) emphasizes that students' psychological barriers (for example, fear of making mistakes, influence of the external environment) lead to a decrease in speaking skills. First of all, fear of making mistakes and speech anxiety lead students to shy away from speaking. In many cases, students hate to make mistakes in front of the teacher or classmates, which forces them to remain silent. Among the participants of the study, it was noted that self-doubt, together with deficiencies in pronunciation and vocabulary, are serious problems in speaking. This situation is mainly related to the shyness

of making mistakes and being very sensitive to criticism in a traditional classroom environment. Limited vocabulary prevents students from expressing their thoughts freely. Most of the students had difficulty in finding the right words when making sentences. Mistakes in pronunciation hinder speech intelligibility. The obtained results show that pronunciation and vocabulary deficiencies directly reduce the quality of speech expression; In the study of Hidayat (2021), the same factors were mentioned as factors that reduce the credibility of speech. The lack of opportunities for practical training also emerged as a special problem. He noted that students get little experience in the practical use of English in the classroom. In the study of Hidayat (2021), it was noted that the lack of opportunities to communicate in English in the school and family environment is an obstacle to the development of speaking. As a result, students are deprived of the opportunity to use and strengthen their oral skills. The given cause-effect-recommendation relationships can be expressed in the following simple block diagram form:



Based on these findings, it is necessary to make a number of changes in pedagogical practice. As the first recommendation, it is necessary to increase the communicative approach and interactive activities in the classes. For example, providing students with small group discussions, role-plays and project-based exercises can help build their confidence in speaking. In the study of Hidayat (2021), it was noted that interactive and supportive methods are important in improving speaking skills. As a second recommendation, extensive use of audio-video materials, virtual learning environments and online language practices is recommended. In such an environment, students will have the opportunity to strengthen new vocabulary and improve pronunciation through self-awareness. The third recommendation suggests that pedagogues pay attention to creating a positive and encouraging learning environment that allows students to work constructively with errors in oral speech. There are also some limitations in our study. The relatively small sample size (40–60 students) and only one institution limits the generalizability of the results. In addition, there is a risk of subjectivity because the data were collected through questionnaires based on student self-reports. Therefore, in the future, it is recommended to conduct larger studies involving students from different regions and institutions.

**Conclusion**

In conclusion, the results of this research show that the lack of psychological factors and practical exercises is important in the development of English speaking skills. The obtained findings can be a basis for pedagogues to use more communication-oriented methods in the educational process, to strengthen oral speech through interactive classes, and to create a positive educational environment for students. Is this conclusion enough?

### References

1. Begmatov, A. (2024). Challenges in developing English speaking skills among Uzbek EFL learners. *Central Asian Journal of Education*, 5(1), 22–31.
2. Hidayat, R. (2021). Factors affecting students' speaking anxiety and communication skills in English language learning. *Journal of English Language Teaching Research*, 12(3), 45–58.
3. Kumar, P., & Singh, R. (2024). Communicative language teaching and speaking skill development in EFL contexts. *International Journal of Education and Linguistics*, 9(3), 88–99.
4. Lee, J. S., & Lee, K. (2022). EFL learners' speaking anxiety and classroom participation. *Language Teaching Research Journal*, 18(2), 101–115.
5. Rajabboyeva, D. (2025). Pronunciation difficulties in English language learning among Uzbek students. *International Journal of Linguistics and Applied Studies*, 8(2), 67–75.
6. Zhang, Y. (2023). Vocabulary knowledge and speaking fluency in second language acquisition. *Applied Linguistics Review*, 14(1), 55–72.