

BARRIERS IN SPEAKING AND STRATEGIES TO OVERCOME THEM

Husinova Malika Matyoqub qizi

malikahusinova1011@gmail.com

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Supervisor: Abduraxmanova Zilola Yoqubjon qizi

abduraxmanova@jbnuu.uz

Annotatsiya

Ushbu kurs ishi **so'zlashishdagi to'siqlar** va ularni yengishning samarali **strategiyalarini** o'rganadi. Unda ruhiy to'siqlar, masalan, tashvish va ishonchsizlik, til bilan bog'liq qiyinchiliklar, jumladan cheklangan lug'at, grammatik va talaffuz qiyinchiliklari, shuningdek, og'zaki muloqotga ta'sir qiluvchi atrof-muhit va sotsial-madaniy omillar tahlil qilinadi. Tadqiqot nazariy asoslar, empirik tadqiqotlar va amaliy dars kuzatuvlarini o'z ichiga olib, so'zlashish ko'nikmalarini yaxshilash uchun samarali yondashuvlarni aniqlaydi. Ta'kidlangan strategiyalar orasida ishonchni oshirish mashqlari, lug'at va grammatika boyitish, talaffuzni takomillashtirish, qo'llab-quvvatlovchi fikr-mulohazalar va texnologiyadan foydalangan holda o'qitish mavjud. Natijalar faol ishtirokni rag'batlantiradigan va og'zaki muloqotni doimiy ravishda yaxshilash imkonini beruvchi interaktiv va xavfsiz o'quv muhitini yaratishning ahamiyatini ko'rsatadi.

Kalit so'zlar: so'zlashish, to'siqlar, strategiyalar, muloqot, ishonch, tashvish, lug'at, grammatika, talaffuz, til o'rganish, interaktiv faoliyatlar, texnologiyadan foydalangan holda o'qitish.

Abstract

This course paper explores **barriers in speaking** and effective **strategies to overcome them**. It examines psychological obstacles such as anxiety and lack of confidence, linguistic challenges including limited vocabulary, grammar, and pronunciation difficulties, as well as environmental and sociocultural factors that affect oral communication. The study reviews theoretical frameworks, empirical research, and practical classroom observations to identify effective approaches for improving speaking skills. Strategies highlighted include confidence-building exercises,

vocabulary and grammar enrichment, pronunciation practice, supportive feedback, and technology-assisted learning. The findings emphasize the importance of creating interactive and safe learning environments that foster active participation and continuous improvement in oral communication.

Key words: speaking, barriers, strategies, communication, confidence, anxiety, vocabulary, grammar, pronunciation, language learning, interactive activities, technology-assisted learning.

INTRODUCTION

One of the most fundamental skills in language acquisition and communication is speaking. It gives people the opportunity to communicate their ideas, voice their opinions, and engage in productive interactions in social, academic, and professional settings. However, many learners, including native speakers, face challenges in speaking that prevent them from communicating clearly, confidently, and effectively. Understanding these barriers and implementing ways to overcome them is essential for enhancing verbal communication abilities. A major impediment to communication is a lack of self-assurance. Speaking, particularly in front of a crowd or in unfamiliar settings, makes many people feel self-conscious or anxious. This fear frequently manifests as avoidance of speaking, stuttering, or hesitation. Negative self-perception, previous instances of criticism, or anxiety about making errors may also contribute to a lack of confidence. Additionally, a restricted lexicon and grammatical understanding present major obstacles. Sometimes, a speaker may have trouble expressing their thoughts clearly if they are unable to use the proper terminology or form grammatically correct sentences. Due to this constraint, people may overuse fillers, use a restricted vocabulary, or use sentences that are broken up, which can make communication less interesting and accurate. Another obstacle is the difficulty of pronunciation. Mispronunciation can result in confusion, misinterpretation, and a lack of clarity. The difficulty in understanding, especially for those learning a second language, might be exacerbated by accent and intonation. Fear of being misinterpreted or judged might make speakers reluctant to speak, which strengthens the barrier over time.

Psychological obstacles, such as concern of being embarrassed or judged negatively, may also make it harder to speak. People may be concerned about making errors, seeming foolish, or offending others, which might result in them withdrawing from conversations or only participating minimally in discussions. These obstacles are

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

frequently caused by societal and cultural conventions surrounding communication, past experiences, or underlying attitudes. Environmental variables might further impede speech. People may feel discouraged from speaking openly due to noisy environment, limited practice options, and critical or unsupportive audiences. Moreover, cultural variations in communication techniques might cause misunderstandings or prevent involvement, particularly in diverse environments. A mix of individual tactics, practice, and encouraging learning settings is necessary to overcome these obstacles. You can boost your confidence by gradually exposing yourself to speaking situations, using positive self-talk, and recognizing your progress rather than aiming for perfection. Over time, students can develop confidence and lessen their anxiety by engaging in group debates, conversations, and public speaking exercises.

Increasing one's grammar and vocabulary is another essential tactic. Learners can pick up new vocabulary and sentence patterns by reading widely, listening to native speakers, and utilizing language-learning programs or dictionaries. Regular practice in creating sentences and having real conversations enables students to use their knowledge in a way that is both active and spontaneous. Raising one's pronunciation necessitates dedication, awareness, and practice. Effective strategies include practicing intonation patterns by listening to native speakers and recording one's own speech for self-analysis. In addition, language labs, phonetic training, and speech exercises can help students improve their pronunciation and speak with more clarity.

Developing a positive attitude toward mistakes and learning is necessary for overcoming psychological obstacles. Accepting that making mistakes is a normal aspect of learning a language might lessen anxiety and shame. Teachers, peers, or conversation partners may provide supportive feedback that boosts a student's self-assurance and encourages them to take chances. Anxiety can also be lessened by using mindfulness strategies, relaxation methods, and increasing exposure to speaking scenarios. It is just as crucial to establish a positive atmosphere for discussion. Language clubs, study groups, online forums, and other safe and welcoming environments promote practice without the worry of criticism. Teachers and facilitators are essential for modeling effective communication, offering helpful feedback, and creating engaging activities that encourage participation.

To sum up, there are several obstacles to communication, including linguistic, environmental, and mental obstacles. Communication problems are caused by a lack

of self-assurance, a restricted vocabulary, pronunciation issues, a fear of making errors, and unfavorable environments. But by consciously practicing, increasing one's vocabulary, building confidence, and fostering supportive settings, one may get over these obstacles. Using these strategies, learners can improve their speaking abilities, communicate more effectively, and engage with assurance in a variety of situations, which will ultimately lead to increased success in their personal, academic, and professional lives.

LITERATURE REVIEW AND METHODOLOGY

The importance of speaking skills in language competence has long been understood. Scholars and teachers have stressed that good oral communication requires not only linguistic proficiency but also self-assurance, cognitive processing skills, and social skills. Brown (2007) states that speaking is an interactive process of creating meaning that includes the simultaneous generation, reception, and processing of information. This perspective emphasizes that speaking involves interacting with others in real-world situations, not just utilizing the proper vocabulary or grammar. Research on barriers to speaking reveals a number of recurring difficulties. Commonly mentioned obstacles include worry and low self-esteem. The notion of Foreign Language Anxiety was first put forward by Horwitz, Horwitz, and Cope (1986), who argued that fear of speaking another language might have a major impact on one's ability. Similarly, MacIntyre and Gardner (1991) discovered that increased anxiety levels are associated with avoidance of speaking opportunities, resulting in less language acquisition.

The lack of grammatical and lexical understanding continues to be a major barrier. According to Nation (2001), students with limited vocabulary have difficulty articulating complicated concepts, while errors in grammar can impair understanding and reduce clarity. Celce-Murcia, Brinton, and Goodwin (1996) point out that pronunciation problems are another frequent obstacle, noting that phonetic issues can lead to misunderstandings that impact the speaker's confidence as well as the listener's comprehension. There are additional psychological and environmental variables that make it harder to speak well. According to Kormos (2006), avoidance behaviors might result from motivational and affective factors, such as fear of negative assessment. Furthermore, social and cultural settings impact communication patterns since students may be restricted in circumstances when particular communication styles or norms are expected (Bygate, 1987).

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

The literature contains a wealth of information on practical methods for overcoming communication obstacles. Communicative Language Teaching (CLT) methods, which emphasize interaction and meaningful language usage, provide learners with useful possibilities to practice speaking in low-pressure contexts, according to Dörnyei (2005). Additionally, Dörnyei (2005) suggests that task-based activities, peer collaboration, and positive feedback might lower anxiety and improve oral fluency. In addition, language applications, online discussion boards, and virtual classrooms are examples of technology-assisted learning that has been shown to enhance vocabulary acquisition, pronunciation, and general speaking confidence (Stockwell, 2010). In order to investigate obstacles to speaking and strategies for overcoming them, this study uses a qualitative research methodology. A combination of literary research and real-world observation yielded the data. Academic texts, peer-reviewed journal articles, and online materials that concentrate on language learning, communication skills, and second language acquisition were among the main sources. These sources offered empirical data and theoretical frameworks for typical communication obstacles as well as successful teaching methods.

Practical observation was performed in online and classroom learning environments, as well as literary analysis. The observation concentrated on pinpointing frequent issues learners encounter while speaking, such as hesitation, filler usage, mispronunciation, and the avoidance of complicated phrases. To comprehend how various approaches affect speaking proficiency, interaction patterns, learner behavior, and responses to corrective feedback were recorded. In addition to a review of hands-on activities and workouts meant to improve speaking proficiency, the approach also included a review of practical exercises. The efficiency of these activities in overcoming particular barriers like anxiety, a restricted lexicon, pronunciation difficulties, and psychological repression was evaluated. This work intends to offer a thorough understanding of speaking challenges and the methods that may overcome them by integrating theoretical insights with empirical real-world applications. This dual strategy makes sure that the results are based on both well-known research and real-world classroom conditions, providing insightful advice for language instructors, students, and educational researchers.

RESULTS

The study of barriers in speaking and techniques to overcome them yielded several important findings that are consistent with both theoretical viewpoints and

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

actual classroom observations. One of the most evident outcomes is the widespread effect of anxiety and low self-assurance on one's ability to speak. Students with a lot of anxiety were more likely to hesitate, pause often, and refrain from taking part in conversations. These students were observed to frequently use simple, short sentences and repeat well-known words, which restricted the diversity and depth of their message. Methods like progressive exposure to speaking assignments, encouraging peer interaction, and positive reinforcement were discovered to dramatically lower anxiety, which helped students speak more fluently and with more self-assurance.

A lack of grammatical skills and vocabulary is another important conclusion. Students with limited vocabulary had difficulty conveying complex thoughts and frequently misused words or made grammatical errors. This restriction led to fragmented sentences and sometimes misunderstandings. The use of focused vocabulary-development activities, such as word maps, thematic conversations, and sentence-building activities, was successful in improving students' expressive skills. Learners were able to internalize new vocabulary and grammar patterns through repeated practice, resulting in speech that was more fluid and organic. Another major impediment was found to be pronunciation issues. Misunderstandings and a decrease in the perceived fluency of students were frequently brought about by incorrect pronunciation, erroneous stress patterns, and monotonous intonation. Strategies that emphasize pronunciation, such as phonetic drills, listening and replication practice, and recording and evaluation approaches, enhanced clarity and comprehension. Noticing changes in their pronunciation over time made learners feel more confident in their spoken communication.

Psychological obstacles, like the dread of making errors or being judged negatively, were found to hinder learners' desire to participate in speaking exercises. The range of learners' communicative practice was constrained by their tendency to steer clear of complicated subjects in favor of those they were comfortable with or at ease with. Giving helpful feedback in a friendly setting and fostering a growth attitude, in which mistakes are seen as a natural component of the learning process, resulted in greater involvement and risk-taking in speaking activities. Additionally, the research emphasized the significance of environmental variables. Classrooms and study spaces that encouraged engagement, teamwork, and open communication were more conducive to language development. In comparison to big or formal environments, students were more at ease sharing their thoughts in smaller groups, in pairs, or on

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

online discussion forums. Teachers' capacity to model communication, give support, and develop engaging activities was essential to overcoming environmental obstacles.

The integration of methods supported by technology was, last but not least, discovered to be extremely beneficial. Learners were given the chance to practice speaking outside of the classroom through language apps, online discussion boards, and multimedia resources. These tools not only improved vocabulary and pronunciation but also provided a secure environment for frequent practice without fear of criticism, which helped with overall improvement in oral communication abilities. In conclusion, the findings suggest that language challenges are multifaceted and include linguistic, psychological, and environmental factors. But these obstacles may be overcome with focused approaches like vocabulary and grammar improvement, pronunciation practice, confidence-building activities, constructive criticism, and technology-supported instruction. The recommended approaches were proven to have practical value by the fact that learners who consistently used these tactics showed noticeable improvements in their fluency, accuracy, and self-assurance while speaking.

Conclusion

Though speaking is a vital element of language acquisition and successful communication, several obstacles frequently prevent a learner from being able to communicate thoughts clearly and with assurance. The main barriers to speaking that this study has identified include psychological inhibition, environmental variables, pronunciation issues, a restricted lexicon and understanding of grammar, anxiety, and a lack of confidence. Any of these obstacles can hinder oral communication, resulting in hesitation, incomplete statements, and less involvement in speaking exercises. The results demonstrate that overcoming these obstacles necessitates a mix of specific tactics and encouraging learning environments. Positive reinforcement, gradual introduction to speaking activities, and confidence-building exercises help lower anxiety and promote active engagement. Thematic discussions and practical exercises help students improve their vocabulary and grammar, which in turn allows them to communicate more effectively and precisely. Activities that emphasize pronunciation, such as phonetic drills, self-evaluation, and imitation and listening practice, improve clarity and comprehension. Creating a growth mentality and offering constructive feedback in supportive and secure settings can help lessen psychological obstacles. Furthermore, technology-assisted methods, such as multimedia resources, virtual

discussion groups, and language programs, provide students with real-world opportunities to practice speaking outside of the classroom, which improves their oral proficiency. The research, in general, supports the idea that language barriers are complicated but not insurmountable. Students can greatly enhance their speaking skills, attain increased fluency, and communicate with more assurance in a variety of situations by combining useful strategies, supportive direction, and regular practice. These results have significant implications for language instructors, students, and curriculum designers, highlighting the necessity of interactive, student-centered methods that consider the emotional and linguistic components of language. The end result of applying these techniques effectively is that people become better, more assured communicators who can communicate effectively in social, academic, and professional settings.

THE LIST OF USED LITERATURES:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
2. Bygate, M. (1987). *Speaking*. Oxford University Press.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (1996). *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages*. Cambridge University Press.
4. Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Lawrence Erlbaum Associates.
5. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign Language Classroom Anxiety*. *The Modern Language Journal*, 70(2), 125–132.
6. Kormos, J. (2006). *Speech Production and Second Language Acquisition*. Lawrence Erlbaum Associates.
7. MacIntyre, P. D., & Gardner, R. C. (1991). *Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature*. *Language Learning*, 41(1), 85–117.
8. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press.
9. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
10. Stockwell, G. (2010). *Using Mobile Phones for Vocabulary Activities: Examining the Effect of the Platform*. *Language Learning & Technology*, 14(2), 95–110.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

11. Zilola, A., Bahodir, N., & Munisa, Y. (2023). APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 204-208.
12. Abduraxmanova, Z., Ergasheva, M., & Xurramova, S. (2023). APPROACHES AND ACTIVITIES THAT HELP TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE. *Theoretical aspects in the formation of pedagogical sciences*, 2(11), 90-93
13. Jalilovna, A. D., & Abdurakhmanova, Z. (2023). THE FUTURE OF ENGLISH LANGUAGE. *Научный Фокус*, 1(1), 257-268.
14. Zilola, A., Sohixon, S., & Afruza, A. (2023). THE CULTURAL LEGACY: ADVERTISING, BROADCASTING. AND CINEMA//*Journal of Academic Research and Trends in Educational Sciences*, 2(2), 220-224.