

DIFFICULTIES OF SPEAKING IN SCHOOL CHILDREN

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Annotation: Since English is a foreign language, most students especially secondary school students are not familiar with the skill of speaking English. This paper will analyze the causes that make the students face difficulties to communicate in English and suggest some solutions that can overcome the difficulties. The main goal of teaching speaking is communicative efficiency. Teaching speaking means helping learners develop their ability to interact successfully in the target language.

Key words: speaking, speaking difficulties, skill, speaking skill, speaking skill strategy

Speaking

"Speaking" is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips. Speaking is the second of the four skills, which are: listening, speaking, reading, writing. Skill that is focused on this study is "speaking". This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also plan and rehearse, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

Types of Speaking Speaking can be formal or informal:

1. Informal speaking typically used with family and friends, or people you know well.
2. Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen.

Teaching Speaking. The use of English as a second language (ESL) or foreign language (EFL) in oral communication is, without a doubt, one of the most common, but highly complex activities necessary to be considered. When teaching the English Language because, students live at a time where the ability to speak English fluently has become necessary, especially who wants to advance in certain fields of human endeavor.

Teaching-Speaking Cycle. Building on some of the concepts presented above for planning a holistic and sequenced series of speaking activities. The model aims to highlight several key concepts that teachers can draw on to guide their students:

Use a wide range of core speaking skills

Develop fluency in expression of meaning

Use grammar flexibly to produce a wide range of utterances that can express meaning precisely

Use appropriate vocabulary and accurate language forms relevant to their speaking needs.

Understand and use social and linguistic conventions of speech for various contexts.

Employ appropriate oral communication and discourse strategies.

Increase awareness of genre and genre structures.

Increase their meta-cognitive awareness about L2 speaking.

Manage and self-regulate their own speaking development.

Focus Learners' Attention on Speaking. This first stage is to do with raising meta-cognitive awareness about speaking and has two main purposes:

1. to encourage learners to plan for overall speaking development learners are given prompts to encourage them to think about the demands of speaking and how they can prepare themselves for it.

2. to prepare learners to approach a specific speaking task. Here the prompts focus on the speaking task that has planned for the teaching cycle. Learners prepare by familiarizing themselves with the outcomes of the task and considering strategies they need to complete it.

Oral Language. Oral Language Acquisition. Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in ways that are more effective requires particular attention and constant practice. Speaking fluency appears to develop with increased exposure to Second Language (L2) input. Input refers to the language data, which the learner exposed to. Although it is widely recognized, that input is very essential for language acquisition. It is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning. When input negotiated and learners produce output in interaction, they selectively take in portions of comprehensible input and choose a correct linguistic form to express themselves. This process makes it possible for the learners to internalize what they learned and experienced.

Shyness. Students are worried about making mistakes, fearful of criticism, or simply shy. Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class. This indicates that shyness could be a source of problem in students' learning activities in the classroom especially in the class of speaking. Therefore, paying attention on this aspect is also quite important in order to help the students do their best in their speaking performance in the classroom. In line with this, Baldwin further explains that speaking in front of people is one of the more common phobias that students encounter and feeling of shyness makes their mind go blank or that they will forget what to say. This theory also supported by the result of this research in which most students fail to perform the speaking performance at their best. As they say, their inability to show their ability in speaking also influenced much by their feeling of shyness. In other words, it can say that shyness plays an important role in speaking performance done by the students.

Mother-tongue Use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother- tongue. In addition, there are many other factors that cause difficulties in speaking English among EFL's learners. Some of these factors related to the learners themselves, the teaching strategies, the curriculum, and the environment. For example, many learners lack the necessary vocabulary to get their meaning across, and consequently, they cannot keep the interaction going. Inadequate strategic competence and communication competence can be another reason as well for not being able to keep the interaction going. Some learners also lack the motivation to speak English. They do not see a real need to learn or speak English. Actually motivation is the crucial force which determines whether a learner embarks in at ask at all, how much energy he devotes to it, and how long he preserves. The development of communicative skills can only take place if learners have the motivation and opportunity to express their own identity and relate with the people around them. Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a merge development of this skill. Besides, vocabulary items taught in isolation, and there listening materials not used in our curriculum. Teacher-training programs found to be not very successful in changing the teachers' methodology. Furthermore, all the other subjects are in Arabic, and English seen as an academic subject only, which means exposure to the English language is insufficient. The lack of a target language environment can consider another problem, which of course results in a lack of involvement in real-life situations.

Not allowing learners to participate in discourse can be another reason for speaking difficulties. Students need both to participate in discourse and to build up knowledge and skills for participation in order to learn discourse skills. Furthermore, language is best learned when the learners' attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features. (It is worthy to mention that researchers recognize that learners can improve their speaking ability by developing learning strategies that enable them to become independent learners. Littlewoods argued that some teachers use L1 for class management. Nevertheless, another factor contributes to the problem of speaking difficulties. This is because using L1 means sacrificing valuable opportunities for well-motivated foreign use. In addition, it tends to devalue the foreign language as a vehicle for

communication. Learners see it as allocated to communicatively nonessential domains such as drills or dialogue practice, while the mother tongue remains the appropriate medium for discussing matters of immediate importance. Another main reason for other teachers to use L1 is vocabulary and grammar. Although their attitudes are of disagreement with L1, this is not reflected in their practice.

Recommendations:

1. Creation of good environment that helps students to speak
2. Students should have English conversation club.
3. Teachers should strengthen confidence of their students.
4. Teachers should not try to correct the errors of students when they struggle to get their meanings across. Instructors can also speak to the students privately to eliminate any embarrassment.
5. Teachers should not insist on the errors of the student while they are speaking.
6. Teachers should create a suitable and friendly environment while they are speaking.

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