



OVERCOMING SPEAKING ANXIETY: EFFECTIVE STRATEGIES FOR IMPROVING ENGLISH SPEAKING SKILLS IN BEGINNER LEARNERS

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Abstract: One of the main psychological barriers to language learning for beginning English learners is anxiety. It not only relies on a high level of grammatical knowledge, but also seriously affects the ability to communicate clearly and beautifully with people. This article analyzes the problems of overcoming anxiety in learners, including the fear of speaking incorrectly, limited vocabulary, and fears related to speech activities. It also includes a number of useful factors for beginning learners, such as peer communication and the use of a safe environment. Based on scientific research, through this pedagogical skill, learners can improve their oral communication skills and develop the necessary skills to use English in life processes, including self-confidence.

Key words: foreign language anxiety, psychological barriers, shadowing technique.

Introduction

In the current era of innovative development, learning English is becoming one of the main goals for everyone. However, for those who have just started learning a foreign language, speaking skills seem to be one of the most difficult processes. For them, problems such as excitement and pauses in communication, which prevent them from clearly and fluently explaining their thoughts, are widespread. To eliminate such situations, it is possible to increase their motivation to study through modern pedagogical and psychological methods.

Literature

Many academics and linguists have cited the problems associated with



anxiety that many languages learners face in their early years. In particular, in his book "Principles and Practice in Second Language Acquisition", the scientist Stephen Krashen proved that language learning depends not only on human intellectual activity, but also on emotional experiences. Stephen Krashen noted that under the influence of strong excitement and fear, a person's brain creates an unusual "emotional filter". For example, if a student does not feel at ease during a lesson, the filter is activated and prevents the student from reaching a new information center for language learning.

In her famous 1986 article "Foreign Language Classroom Anxiety", Elaine Horvitz gave three types of anxiety: avoidance of communication, test anxiety, and thinking about the risk of negative evaluation. This study provides an opportunity to uncover the inner anxieties of elementary school students.

Peter McIntyre, in his 1991 research, analyzed the effect of anxiety on student attention, and according to the results of the study, anxiety occupies the student's "working memory", and as a result, the student cannot even remember familiar words.

Dolly Young, in her article "Creating a Low-Anxiety Classroom Environment", emphasizes that the main source of anxiety is often in the teaching methodology. She helps to overcome the problems associated with anxiety by removing the barrier between the teacher and the student and working on their mistakes.

Methodology

In the process of research, the following techniques can help to improve the oral skills of learners:

1) Shadowing Technique

This technique helps to increase the fluency of early learners and form the speed of speech tone. This method creates a ready-made form of speech models in the learner's mind, and as a result, the brain starts working quickly and tries to connect words together.

2) Self-Talk strategy:

This technique is recommended to reduce the excitement that occurs during the lesson. In this, the learner briefly recites daily practical exercises in English every day. Through this method, the learner gets used to his own voice and overcomes the fear of "unfamiliarity" with a foreign new language.

3) Role-playing and Scaffolding.

According to Murphy's 2001 approach, students are given a ready-made "speech frame" and they build a dialogue through patterns. This scaffolding method helps the student feel safe and secure.

4) Jam-sessions (1minute continuous speech).

The student is suddenly given an unknown topic and must speak for 1



minute.

Results

The final conclusions based on the Horwitz Fear Index measurement methods showed that about 65% of students had a significant decrease in their fear of speaking in class.

The use of the shadowing technique has a positive effect not only on vocabulary, but also on pronunciation. Their self-confidence is developed through the 4-3-2 method, the speed of students' speech and the clarity of their thoughts. At the beginning, they used 40-50 words, but in the end this figure reached 70-80.

Discussion

The results of the study show the positive effect of the "shadowing" method on cognitive processes. Direct repetition instead of memorizing ready-made sentences makes reading easier and improves speech fluency. The reason why more than 85% of beginning learners improve their intonation in their speech is also due to the bottom-up method. Also, each material should be suitable for the beginning learner and they can easily absorb it.

Conclusion

In conclusion, in order for beginning learners to overcome their excitement, systematic and specific methods are necessary along with theoretical knowledge. A low-stress environment during the lesson helps students demonstrate their knowledge and develops the ability to communicate freely, and also prevents such situations from occurring for those who are just starting to learn.

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