

**PROBLEMS AND SOLUTIONS IN FORMING AND DEVELOPING ORAL SPEECH IN ENGLISH****Abdullayeva Sarvinoz Aktamjon kizi**

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Email: [sarvinozabdullayeva5720@gmail.com](mailto:sarvinozabdullayeva5720@gmail.com)**Abstract**

This article describes the main problem faced by many new language learners, the difficulties they face in speaking skills, some of the reasons that cause them, and how to overcome them effectively. It is well known that problems arising in speaking skills are primarily caused by two factors: internal barriers, namely insecurity or fear. The second most important factor is language or technical difficulties, such as a lack of vocabulary or ideas. Below we will talk about these problems and what modern technological methods should be used to overcome them effectively.

**Keywords**

speech development methods, pedagogical mastery, modern technological methods, psychological approaches, game methods.

**Introduction**

Currently, there is a high demand for learning foreign languages in our country. In the process of learning a new language, they face various problems. In particular, the correct formation and development of oral speech skills in a foreign language and its application in all areas is becoming an urgent problem for language learners. According to some foreign language specialists, speech is not just a process of communication, it is not speaking or speaking, but the emergence of a holistic thought during speech activity and its expression in this process. In the process of learning a foreign language, it is important to rely on methodological methods for the development or formation of oral speech. In this regard, the use of various modern, innovative, and technological methods shows effective results for language learners. The ongoing reforms in the field of foreign languages in our country directly encourage people to learn a new language. In addition, there is a need for a foreign language in the programs of schools, colleges, lyceums, higher education and even preschool education in our country. In the years of human formation, educating and caring for students who thirst for language learning from pedagogical and psychological perspectives, as well as the fact that the experience of preschool education has a significant lifelong impact on students and contributes to the well-being of society as a whole, is the most logical path. Especially if learning foreign languages begins at an early age, it leads to the formation of direct speech skills. The issue of developing oral speech skills is a high-speed process. This process involves self-listening, thinking and reasoning, as well as psychological mechanisms. In the process of learning a foreign language, the use of reading games provides skills for direct oral speech and working with syntactic language structures.

Educational games are divided into 3 types to satisfy leveled needs.

Read words

Read sentences



## Read text

Through these processes, learners first learn to pronounce words. It is this that helps learners overcome the difficulties they face in this area. Because some learners do not dare to speak out of fear of mispronouncing foreign words. Reading games help learners overcome the problems that exist in pronunciation. In addition, learners have difficulties in making decisions, that is, they also require additional time to think during the speech process. As a result, such brief pauses make the speech seem weak in terms of expression. To solve this problem, it is effective to use certain game-based methods. Currently, the most widely used methods in the educational process, such as "creative problem solving" and "quick answers," play an important role in developing oral speech and rapid thinking. Participation in games and action orientation serve as a real communicative situation in foreign language lessons and serve students, allowing students to speak freely and encouraging students to work independently, as the teacher can control the character of each student during the game. From a psychological perspective, behavior can also be an obstacle to the formation of speaking skills in some people. For example, some students are shy and find it difficult to express themselves clearly. For example, in important conversations or public presentations, they may think a lot before expressing their thoughts, think a lot before speaking, or even stop speaking. This prevents him from sharing his ideas with others. Shyness is associated with a person's low self-confidence and an excessive sense of shame and embarrassment in front of others. Similarly, people who speak have self-doubt and struggle to express their thoughts clearly and fluently. This type of language learner mainly experiences many difficulties in the formation and development of oral speech skills. To solve this problem, creating a comfortable environment for language learners, using more criticism for incorrect answers, and instead encouraging them more will serve to gradually improve their speech. Another problem that language learners face in the process of oral speech is vocabulary. As their speech fades, they use dictionaries. If they don't have enough of this base, first there will be pauses. Secondly, the appeal of the speech is lost, so there should be enough vocabulary in the foreign language complex. In general, the issue of forming oral speech in English in the modern education system is one of the important components of language learning. Especially in the current era of globalization, intensification of international relations and information exchange, it is required not only to understand the language, but also to use it effectively and freely. However, although the process of developing oral speech in students creates a number of problems, there are also alternative solutions to overcome them. In their place, the communicative approach {communicative language teaching} should be widely implemented. This method primarily puts the student at the center and encourages them to use language in real-life situations. For example, English conversation clubs, debates, interviews and exercises based on problem situations are effective.

## CONCLUSION

In conclusion, the process of forming oral speech in English requires complex, multi-factor, and long-term pedagogical activity. In this process, not only linguistic knowledge but also the student's psychological state and teaching methods interact with each other. If these factors are implemented in harmony, as a result, students develop an individual who can communicate freely and think freely. Problems in the formation of oral speech skills in English and alternative solutions for their effective elimination were considered. The most important aspects in the formation of oral speech are the foreign language reforms carried out in our country in recent years. For example, the decree of the President of our country Mirziyoyev No. 312 dated May 19, 2021 on measures to effectively organize the popularization of the study of foreign languages also focuses on the study of foreign languages.



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