

THE PROBLEMS WHICH CHILDREN ENCOUNTER IN DEVELOPING SPEAKING SKILLS

Toirova Nargiza Isakova PhD.

Associate professor

Bobomurodova Shahriniso

Master student at FSU.

***Annotatsiya:** Ushbu tadqiqotning maqsadi ingliz tilini o'rganayotgan bolalar gapirish jarayonida qanday qiyinchiliklarga duch kelishlarini aniqlashdir. Ushbu tadqiqot ba'zi mashhur tadqiqotchilar tomonidan aniqlangan va tasniflangan o'quvchilarning gapirish ko'nikmasini shakllantirishdagi bir qancha muammolari haqida ma'lumot beradi. Yosh til o'rganuvchilarga chet tilini o'rgatishning pedagogik, psixologik va uslubiy tamoyillari ko'rib chiqilib, masalalar tushuntirildi.*

***Kalit so'zlar:** bolalar, nutq qobiliyatlari, gapirish ko'nikmasi muammolari, gapirish ko'nikmasini rivojlantirish, nutq jarayonini takomillashtirish.*

***Аннотация:** Целью данного исследования является выявление трудностей, с которыми сталкиваются дети, изучающие английский язык, во время разговорной речи. Это исследование дает информацию о нескольких типах проблем учащихся, которые некоторые известные исследователи выделили и классифицировали. Вопросы были разъяснены с точки зрения педагогических, психологических и методических принципов, которые были рассмотрены при обучении иностранному языку младших школьников.*

***Ключевые слова:** дети, речевые навыки, проблемы речи, совершенствование речевых навыков, развитие речевого процесса.*

***Annotation:** The purpose of this study is to identify the difficulties which children who are learning English come across during speaking. This research gives information about several types of problems of learners which some famous researchers identified and categorized them. The issues were explained with the view of pedagogical, psychological and methodological principles that reviewed to teach foreign language to young learners.*

Key words: *children, speaking skills, speaking problems, improve speaking skills, develop speaking process.*

Nowadays, young learners are bright on learning new languages at any educational institutions. However, they face some difficulties while learning a new language that a teacher plays as a hero facilitator and helper to overcome. It is known that four skills which are called listening, reading, speaking and writing are one of the important ones in order to understand and be able to use a new language. However young learners encounter some difficulties while learning a new language. Most of them face up to some problems during speaking. In our modern world, basic education aims to make learners gain necessary skills for life by developing their communication at the early stage of their life. Obviously, it is necessary to develop communication skills in the early years of education.

That is why speaking skill is more crucial for effective communication and it has a variety of beneficial sides in different aspects of life. English oral communication skills are important to be taught in the early years of education, and thus, students should be supported to gain these skills. Most children often do not have opportunities to speak English outside the classroom. Although speaking is considered a main language skill that students should improve, it has been widely noticed that they face many difficulties in speaking English. This study aims to find out what speaking difficulties are encountered by children who are learning English language education.

It also aims to find out the main factors that contribute to the existence of these difficulties. The results of this study can help teachers and researchers to find out better strategies and methods in order to improve children's speaking skills. The focus of teaching speaking, of course, is to improve the oral production of the language learners. Therefore, language teaching activities in the classroom should aim at maximising individual language use (Haozhang, 1997 1; p 23,).

Zhang (2009 4; p.91) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in

communicating orally in English. According to Ur (1996 3; p.44), there are many factors that cause difficulty in speaking, and these are followed: 1.Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2.Nothing to say. Students have no motive to express themselves. 3.Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4.Mother-tongue use.

There are many factors that cause difficulties in speaking English among children. It is suggested that some of these factors are 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 a task at all, how much energy he devotes to it, and how long he preserves|| (Littlewood, 1984, 2; p.53). 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 (Littlewood, 1984) . Common Grammar Mistakes While Speaking the English Language. In this case, children have no enough knowledge about grammar rules and structures, how to use them in making sentences. As a result, they tend to make common mistakes while speaking. Lack of Confidence in Speaking the English Language. When children have enough knowledge about grammar and because of lack of grammar , they also don't have self-confidence when they want to speak in English classes. Shyness in Speaking the English Language. It is true that, in most cases young language learners tend to be shy when they have to speak English. This triggers children not to be able to improve their speaking skills. In conclusion, this study focuses on the main speaking difficulties encountered by children while learning a new language. Teachers can

use helpful resources in it in order to activate strategies during their lessons. Furthermore, this work helps other researchers who are investigating speaking problems. They can do more and more works in their field.

References

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