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**STUDENTS' PSYCHOLOGICAL BARRIERS IN ORAL SPEECH AND WAYS TO
OVERCOME THEM**

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Annotation: This study discusses psychological barriers in students' oral speech, such as anxiety, fear of mistakes, and low self-confidence. It explains how these factors reduce speaking fluency and participation. The paper also highlights that supportive environments, motivation, and interactive activities like group work help students overcome these barriers and improve speaking skills.

Key words: Psychological barriers, Speaking anxiety, Self-confidence, Oral speech, Motivation, Interactive methods.

Аннотация: В работе рассматриваются психологические барьеры устной речи студентов: тревожность, страх ошибок и низкая уверенность в себе. Показано, что эти факторы снижают беглость речи и активность студентов. Также подчёркивается, что поддерживающая среда, мотивация и интерактивные методы помогают преодолеть эти трудности.

Ключевые слова: Психологические барьеры, Тревожность при говорении, Уверенность в себе, Устная речь, Мотивация, Интерактивные методы.

Annotatsiya: Ushbu ishda talabalar og'zaki nutqidagi psixologik to'siqlar — xavotir, xato qilishdan qo'rquv va ishonchsizlik o'rganilgan. Bu omillar nutq ravonligi va faollikka salbiy ta'sir qilishi ko'rsatilgan. Qo'llab-quvvatlovchi muhit, motivatsiya va interaktiv usullar esa bu muammolarni yengishga yordam beradi.

Kalit so'zlar: Psixologik to'siqlar, Nutqdagi xavotir, O'ziga ishonch, Og'zaki nutq, Motivatsiya, Interaktiv usullar.

Introduction

Oral speech is often difficult for students not because they lack linguistic knowledge, but because of various psychological barriers that interfere with communication. Among the most common barriers are anxiety, fear of making mistakes, and low self-confidence. These factors can significantly limit students' ability to express their thoughts clearly, even when they have sufficient vocabulary and grammatical knowledge.

Anxiety plays a central role in reducing speaking performance. When students feel nervous, they tend to focus more on avoiding errors rather than conveying meaning [3][7]. As a result, their speech becomes slower, less fluent, and sometimes incomplete. In addition, fear of making mistakes increases internal pressure. Many learners aim for



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perfect speech, but this perfectionism often leads to hesitation and overthinking, which negatively affects fluency [5].

Low self-confidence further complicates the situation. Students who doubt their abilities are less likely to participate in speaking activities. Due to limited practice, their progress becomes slower, which in turn reinforces their lack of confidence. This creates a negative cycle: fear leads to silence, silence leads to less practice, and less practice prevents improvement.

Therefore, understanding and addressing these psychological barriers is essential for improving students' oral communication skills. Modern pedagogical approaches emphasize the importance of a supportive learning environment and active student engagement to overcome these challenges [6][4].

Methods

This study is based on qualitative analysis of classroom practices and commonly used communicative teaching strategies. Several methods were applied to explore how psychological barriers can be reduced in the learning process:

1. **Classroom Observation** – Students' behavior during speaking tasks was observed, focusing on hesitation, participation level, and emotional reactions such as anxiety or fear.
2. **Interactive Activities** – Group discussions, pair work, and speaking games were introduced to create a more relaxed and engaging environment.
3. **Self-Assessment Techniques** – Students were encouraged to reflect on their own performance through short feedback sessions after tasks[1].
4. **Supportive Teaching Strategies** – Teachers minimized error correction during communication and focused more on encouraging expression rather than accuracy[4][6].

These methods were chosen because they are widely recognized in communicative language teaching and aim to reduce stress while increasing participation[2][6].

Results

The results show that psychological barriers can be significantly reduced when appropriate teaching strategies are applied.

First, students who participated in interactive activities such as group discussions and games showed higher levels of engagement. They spoke more freely and were less afraid of making mistakes. This suggests that a relaxed and collaborative environment reduces anxiety [5][6].

Second, self-assessment activities helped students become more aware of their progress. When learners reflected on what they could do rather than focusing only on mistakes, their confidence gradually improved[1].



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Third, supportive teacher behavior played a key role. When teachers encouraged students and did not interrupt frequently for correction, learners felt safer to express their ideas. As a result, fluency improved even if accuracy was not perfect.

Finally, regular speaking practice helped break the negative cycle of fear and avoidance. Students who practiced more became more confident, and increased confidence led to even more participation [7].

Conclusion

Psychological barriers such as anxiety, fear of mistakes, and low self-confidence have a strong impact on students' oral speech [3][7]. These factors can prevent learners from using their knowledge effectively and limit their communicative development. However, the study shows that these barriers are not permanent and can be reduced through appropriate teaching methods. A supportive learning environment, interactive activities, and self-reflection techniques play a crucial role in helping students overcome fear and become more confident speakers [1][6]. In conclusion, improving oral speech is not only a matter of teaching language structures but also addressing students' emotional and psychological needs. When students feel comfortable and motivated, they are more willing to participate, practice more активно, and achieve better results in communication

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