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**ЎЗБЕКИСТОНДА МИЛЛИЙ  
ТАДҚИҚОТЛАР: ДАВРИЙ  
АНЖУМАНЛАР:  
13-ҚИСМ**

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**НАЦИОНАЛЬНЫЕ ИССЛЕДОВАНИЯ  
УЗБЕКИСТАНА: СЕРИЯ  
КОНФЕРЕНЦИЙ:  
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УУК 001 (062)  
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“Ўзбекистонда миллий тадқиқотлар: Даврий анжуманлар:” [Тошкент; 2022]

“Ўзбекистонда миллий тадқиқотлар: Даврий анжуманлар:” мавзусидаги республика 36-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 31 январь 2022 йил. - Тошкент: «Tadqiqot», 2022. - 10 б.

Ушбу Республика-илмий онлайн даврий анжуманлар Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

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**АРХИТЕКТУРА ВА ДИЗАЙН ЙЎНАЛИШИ  
РИВОЖЛАНТИРИШ**

**1. Nishonov Ilhom Dilmurodovich**  
SURMOUNTING L2 LEARNERS' SPEAKING ANXIETY IN THE COMMUNICATION  
PROCESS OF ENGLISH LANGUAGE.....7



## АРХИТЕКТУРА ВА ДИЗАЙН ЙЎНАЛИШИ РИВОЖЛАНТИРИШ

### SURMOUNTING L2 LEARNERS' SPEAKING ANXIETY IN THE COMMUNICATION PROCESS OF ENGLISH LANGUAGE

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**Abstract.** The foreign language acquisition process depends on a great number of factors which effect on the development of language competence. The given article scrutinizes the role of anxiety in the process of speaking foreign languages. The main characteristics of anxiety, the motifs of anxiety and the ways of preventing it. The article concludes by emphasizing on the way of controlling anxiety during the speaking process.

**Key words:** Anxiety, emotional factor, psychological barriers, destabilization, low self-regard, symptom, collaboration.

The notion of anxiety

Scovel (1978) described the complicated nature of anxiety that difficult for comprehension. This phenomenon that involved procedure linked to inner feelings familiar to awkwardness, disturbance, or shyness. The complicated feature of anxiety might be the reason for deterioration of speaking abilities and this point widespread among students (Horwitz et al. 1986). Additionally, he maintained that the “psychological barrier” is an expression that delineate learners’ inner feelings about learning languages Apart from this emanating anxiety is a common problem of learners at the initial stages of learning languages. According to Young (1992) many past investigations proved that anxiety in speaking is the most perilous thing among aspects of language. Furthermore, he noted that destabilization in speaking process provoked misconception for students’ comprehension. Researchers like Macintyre and Gardner (1994) stated that emotional factor of learners to a concrete language is an obvious symptom of speaking anxiety. The unusual construction of anxiety is identified as a core reason for students’ failure (Macintyre, 1995). The conspicuous characteristics of speaking anxiety

A lot of scholars who deal with linguistics asserted that anxiety was considered a widespread problem of speaking according to detrimental feature of it. Early investigations illustrated that anxiety can be utilized in broad definitions. Beatty and Andriate (1985) described that anxiety connected with autonomous system of nerves which consist of tension and suspense together with stress. Stimulation of anxiety can be a cause of negative emotions in the lesson process which will be the main hindrance for students. McCrosky (1989) pointed out several causes of speaking anxiety: Firstly, anxiety is a phenomenon of our mind that come across with the negative consequences of particular situation. Secondly, emotional factor that cannot allow speakers to perform or deliver their speech in audience. Lastly, it should be taken into account that the majority of students cannot control an anxiety properly. Macintyre (1991) mentioned that people who suffered from anxiety commence pondering pessimistic thoughts that lead them into nervousness and discomfort. Similarly, Macintyre and Gardner (1994) admitted that connection of anxiety with the nervousness of students might be hindrances to communicate in a second language. Moreover, they confirmed that anxiety is a psychological tension that students undergo via performing learning task. Jones (2004) defined that learners are afraid of public embarrassment as well as censures from their peers. Kearney (2005) compared anxiety with social instability which derived from shyness. He regarded shyness as a general tendency toward



to anxiety. A great number of students frightened of evaluation from others. Shams (2006) pointed out that “the instructor’s estimation of students and reaction from other learners pushed students to anxieties” (p. 10). Anxiety is a compound element that come from wide aspects of linguistic, cultural along with personal traits (Liu and Jackson, 2008). Tuck (2016) found out that personal characteristics combine with educational aspects can form anxiety in a linguistic context. There are different reasons which stimulate anxiety among learners’ speaking process.

The motifs of anxieties among learners

Speaking anxiety was regarded as one of the most mainstream source of anxiety. Early investigations utilized broad motives of the emergence of anxiety. McCroskey et al. (1977) elucidated that “People with low self-regard likely bias to poor level of confidence in the period of conversations” (p. 274). He argued that individuals with low self-regard reckon that they have not ample knowledge to express their views. Moreover, students who feel low self-regard strive to avoid oral interactions. Meantime, Xiuqin (2006) asserted that learners try to evade the idea of making drawbacks and receiving negative feedbacks from participants of the lesson. They consider that they should not communicate in English language until attaining an ideal speech. They ignore the notion that making mistakes unavoidable process in the classroom. People who are socially anxious are concerned with the impressions of others toward to them and they scare of undesired evaluation. Another reason is being unprepared for the lesson and unwillingness to oral communication. Liu (2007) assumed that most of unprepared learners tend to nervousness and anxiety during the lesson. She also mentioned that restricted class time and massive classes can be reasons of students’ unwillingness to the lesson. Wrench et al. (2012) supported the idea that competition moments also have negative outcome which form an anxiety in learners. This factor can be shown when students compare themselves with other students and think that they don’t have sufficient level with their groupmates.

The ways of preventing speaking anxiety

Identifying anxiety producing factor for L2 learners is the initially stage in coping with speaking anxiety. Mejia et al (1991) noted that “cognitive modification approach can be a treatment for learners’ anxieties” (p. 97). Students supported to create positive self-talk and manage their self-evaluation in realistic way. Ying-Ling and Kondo (2004) recommended that “affective approach might be an instrument that change the negative association between classroom and anxiety” (p. 259). Foss and Reitzel (1988) suggested that eradicating of any scares is a good strategy to overcome speaking anxiety. Furthermore, he figured out that the learners felt more confidence when the instructors’ method of feedback was not severe. They anticipated amiable environment and harmony in the classroom. Young (1991) suggested that eliminating of anxiety might embodied in a classroom environment where atmosphere consist of mutual acceptance and respect. Friendly environment helps students to ameliorate their speaking skills and decrease the anxiety level (Capan and Simsek, 2012). Authentic communication is based on cooperation and collaboration support students to increase their confidence. Promoting constructive work between learners with similar problem can be also possible solution to surmount speaking anxiety.

Conclusion

The capability to converse in the English language gets to be fundamental in our time to accomplish successful communication. People who are being scared of communicating in the community possibly will find their career choices constrained and avenues for endorsement closed to them, consequential in substantial personal trouble and depression. Wherefore, the unconstructive influence of anxiety on language erudition, particularly on speaking of learners, fear and panic of being estimated by teacher or classmates have destructive outcome for learners. Horwitz et al. (1986) prompted that instructors should endorse learners to maintain the positive attitude lesson process in order to acquire communication talents. To hindsight, almost all student collides with the experience of a certain level of communication discomforts which can be due to anxiety in speaking. However, being able to control anxiety and withstand its symptoms indispensable for learners. Consequently, eradicating the anxiety from the education process can be key of success in language learning.

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# ЎЗБЕКИСТОНДА МИЛЛИЙ ТАДҚИКОТЛАР: ДАВРИЙ АНЖУМАНЛАР: 1-ҚИСМ

(13-қисм)

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