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PROBLEMS IN DEVELOPING STUDENTS' SPEAKING SKILLS AND TEACHERS' ROLE IN THEIR SOLUTIONS

Nowadays, globalization promotes people to learn multiple foreign languages, who can sometimes lead them away from their native language. Studies suggest that starting this learning process early can be advantageous. Worldwide, leading language education institutions collaborate with universities to develop innovative English teaching programs. The development of speaking skills is a crucial part of students' education, as it greatly impacts their ability to communicate effectively and excel in different aspects of their academic and professional lives. However, many students encounter difficulties in building strong speaking skills due to factors like lack of confidence, limited practice opportunities, or inadequate support.

Teachers play a vital role in addressing these obstacles and promoting the enhancement of students' speaking abilities. By recognizing the specific challenges that students encounter in improving their speaking skills, educators can introduce focused strategies to assist and lead their students toward progress. This may include creating interactive speaking tasks, offering helpful feedback, and nurturing an encouraging and inclusive classroom atmosphere.

According to psychologists each child has unique traits, and their developmental progress varies. Psychologists argue that placing language expectations on young children or trying to accelerate their advancement beyond their peers at a young age often results in negative consequences. While teaching foreign languages to kindergarten and junior school children, psychologists should consider pedagogical aspects, such as students' curiosity and enthusiasm.

Many students face challenges in developing speaking skills in a foreign language, including lack of confidence, limited vocabulary, and fear of errors. In this article, we will explore common obstacles hindering students' speaking skills and the crucial role teachers play in identifying and addressing these issues. By examining effective approaches to enhance students' speaking proficiency, educators can be equipped with tools to guide their students toward better oral communication.

The role of teachers in tackling these challenges is vital, as they must create a supportive environment that fosters students' speaking development. Teachers should cultivate a supportive and inclusive classroom atmosphere where students feel at ease taking risks and making mistakes while speaking the target language. They offer personalized feedback based on each student's proficiency level and areas needing improvement. Encouraging students to reflect on their progress and set achievable goals is essential.

Teachers provide structured speaking activities that progressively increase in difficulty, guiding students and boosting their confidence.

By emphasizing the practical relevance of speaking skills in a foreign language, educators motivate students and underscore the value of linguistic proficiency. Additionally, various methodologies can be considered to address students' speaking challenges:

Promote speaking practice. Create opportunities for students to speak in class through debates, role-plays, and group discussions. Use open-ended questions to elicit extended responses and ensure a safe environment for practice.

Enhance vocabulary. Include regular vocabulary-building exercises and encourage students to use new words and phrases in their spoken language. Introduce thematic vocabulary related to current events and common communication scenarios.

Error correction. Provide constructive feedback on students' speaking performance focusing on areas for improvement rather than every mistake. Encourage self-correction and peer feedback to nurture a collaborative learning environment.

Speaking exercises. Implement structured exercises like presentations, storytelling, and impromptu speeches that increase in complexity. Offer preparatory time and resources to boost students' confidence before speaking in front of the class.

Real-world application. Encourage students to use the target language beyond the classroom by engaging in language exchange programs, conversation clubs, or community events involving direct language interaction.

By implementing these methodologies and recognizing the teacher's role in fostering speaking skill development, students can overcome challenges and make significant progress in their language learning journey.

In conclusion, the issues regarding development of students' speaking skills can involve various cognitive hurdles, such as vocabulary recall, grammar usage, and pronunciation challenges. To tackle these problems, educators play a vital role in offering personalized guidance and assistance. By implementing specific tactics like direct vocabulary teaching, phonological awareness exercises, and cognitive skill enhancement, teachers can assist students in surmounting these obstacles and improving their speaking abilities. By recognizing the particular cognitive aspects of these difficulties and applying efficient remedies, teachers can establish a conductive setting that promotes effective language growth and assured communication.

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Tahlil

Yoqutxon ERKABOYEVA,
O'zbekiston jurnalistika va ommaviy kommunikatsiyalar universiteti media nazariyasi va amaliyoti kafedrasi katta o'qituvchisi

GONZO JURNALISTIKA MOHIYATI, O'ZIGA XOSLIGI VA SHAKLLANISH TAMOYILLARI

So'nggi yillarda axborot uzatish jarayonida kechayotgan zamonaviy tendensiyalar jurnalistikada nafaqat soha mutaxassisi, balki jurnalistikaning asosiy obyekti bo'lgan auditoriyaning ham rolini sezilarli darajada kuchaytirdi. Bugun internet va ijtimoiy tarmoqlarning imkoniyati, qamrov doirasi kengaygani sabab endilikda fuqarolar axborotni qabul qiluvchi pozitsiyasidan axborot tarqatuvchi yoki norasmiy jurnalist pozitsiyasiga o'tdi. "Jurnalistikaning yangi yo'nalishi – fuqarolik jurnalistikasi zamonaviy ommaviy axborot kommunikatsiyalari davrida inqilobiy fenomenni yuzaga keltirdi. Endilikda iste'dod va ishtiyoqi bo'lgan kishi internet tarmog'i orqali o'z axborotini butun dunyo uzra tarqatishi, axborotning birinchi manbasi bo'lishi mumkin" [1: 8]. Fuqarolik jurnalistikasi vakili o'z sahifasida biror voqea haqida post joylashi, mavzu yuzasidan kichik tahlil o'tkazishi va o'z xulosalarini o'quvchilar bilan bo'lishishi mumkin. Bu esa, tabiiyki, jurnalistika faoliyati bilan bir qatorda ommaviy axborot vositalari tili va uslubiga ham ta'sirini o'tkazmay qolmaydi.

O'zbekiston ommaviy axborot vositalarining faoliyati so'nggi olti yil davomida sezilarli darajada o'zgarishlarga yuz tutdi. Bunda jurnalist va blogerlar, matbuot nashrlari, teleko'rsatuvlar, radioeshittirishlar hamda elektron ommaviy axborot vositalari, umuman, media olamiga nisbatan so'z va matbuot erkinligi bir muncha jadallashdi. Bu yillar ichida jamoatchilik nazorati, fuqarolik jurnalistikasi faollasha bordi, natijada ular davlat hokimiyati va boshqaruv organlari ustidan nazorat qilish kerakligini o'rganmoqdalar. Bu vazifalarni bajarishda, albatta, ommaviy axborot vositalarining o'rni katta va ta'siri kuchlidir.

"Ommaviy axborot vositalarining erkin faoliyati demokratik jamiyat mavjudligining zarur shartidir. Ommaviy axborot vositalari ijtimoiy fikrni rivojlantirishi va shakllantirishi bilan jamiyatning barqarorligi hamda farovonligiga xizmat qiladi. Ayni paytda ommaviy axborot vositalari ijtimoiy fikrga zug'um ham o'tkazmagani kabi, ijtimoiy fikrga soyaday ergashib ham kun ko'rmay-

di. Jamoatchilik fikri o'ngga va so'lga chayqalib turadi, biroq ommaviy axborot vositasi voqea va hodisalarning asl holatini oydin aks ettirishi, izchil haqiqatga intilishi lozim. Jamiyat o'z so'zini ayta oladigan jurnalistini, shoirini – ijodkorini asray olishi ham kerak" [3].

Fuqarolik jurnalistikasi fikrni ifodalashda muallifga ichki va tashqi cheklovlar qo'ymaydi. Muallif auditoriyani birgalikdagi ijodiy jarayonga jalb qilish, haqiqatni izlashda e'tiborni qaratish uchun fikr va isbotlarini tortinmay, erkin o'rtoqlashadi. O'tgan asrning 70-yillari Amerika matbuotida "yangi jurnalistika" tarkibida paydo bo'lgan va shakllangan gonzo uslubi bugungi kunda fuqarolik jurnalistikasi faoliyatiga ayni mos keladi.

Butun dunyoda blogerlik sohasining tobora rivojlanayotgani, jamoatchilik orasida blog materiallariga qiziqishning ortib borayotgani, shuningdek, gonzo-jurnalistika uslubining ham qaytadan "jonlanishi" ikkinchi hayotini yashashiga turtki bo'lmoqda. "Chunki tarmoq-kundaliklaridagi aksariyat jihatlar, xususan, subyektivlik, ekspressivlik, muayyan voqeaga bevosita muallif bahosi, matnlar tuzilishida qat'iy kompozitsiyaning yo'qligi gonzo uslubi tabiatiga ayni mos keladi" [4].

"Gonzo esse, pamflet, yo'l ocherki, lavha janrlari xususiyatini o'zida mujassamlashtirgan reportajning o'ziga xos turi hisoblanadi" [5]. Gonzo informatsion janr reportajining bir turi bo'lib, unga birinchi shaxs nomidan, voqelikning bevosita ishtirokchisi sifatida xabar berish, muallifning potensiali, "men"ini namoyish qilish xosdir. Gonzo boshqa janrlardan nihoyatda oshkoraligi, voqealarni emotsional hikoya qilishi va mavjud muammolar sarkazm, yumor aralash ochiqchasiga tanqidiy yoritilishi bilan ajralib turadi.

Albatta, axborot yetkazishda gonzoning bu o'ziga xosligini har doim ham oqlab bo'lmaydi. Zero, auditoriyaga axborotni xolislik, haqqoniylik, obyektivlik tamoyillariga amal qilgan holda yetkazish jurnalistikaning birlamchi vazifasi hisoblanadi. Aslida, har qanday jurnalistik ish maqsadi, texnologiyasi va sifat mezonlari bo'yicha xilma-xil bo'ladi. Aksariyat tahririyatlar ularni