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## FACTORS INFLUENCING THE DEVELOPMENT OF ENGLISH SPEECH

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### Abstract

This study examines the key factors influencing the development of oral communication skills in English within higher education institutions. It highlights the significance of psychological aspects such as self-confidence and foreign language anxiety, as well as the role of personal interest, motivation, and supportive classroom environments in enhancing student participation. Furthermore, the analysis underscores the importance of methodological approaches, including communicative and formative assessment, which encourage learners to engage in authentic communication and allow them to identify and address their weaknesses. The findings suggest that the development of oral speech in English is a complex and multifaceted process shaped by psychological, motivational, methodological, and organizational factors. A comprehensive understanding and conscious integration of these factors into the educational process can effectively foster students' ability to communicate fluently and confidently in English.

**Keywords:** Physiological mechanism, foreign language anxiety, industrialization, constructive

### INTRODUCTION

In the current era of industrialization and modernization, the use of English as a means of communication holds significant importance, positively influencing both education and economic development. A solid understanding of English and its fluent application in communication contribute not only to business growth but also to the establishment of effective cooperation and constructive relationships across various fields. Language acquisition is not a simple process;



rather, it is a long-term endeavor that requires consistent effort and substantial investment of time.

Consequently, the process of learning or teaching a language demands great dedication, perseverance, and energy from both students and educators. In today's context of globalization, English is recognized as the international language of communication, and the teaching and learning of English as a foreign or second language are being widely addressed and discussed on a global scale.

## **MAIN PART**

In the process of language teaching and learning, it is essential for both teachers and learners to clearly understand the objectives and identify the ways to achieve them. Research emphasizes that the primary task of language instruction is to develop learners' communicative competence. Accordingly, the ultimate goal of language education is to equip learners with the ability to use the language effectively and fluently in communication<sup>1</sup>.

Researcher M.X. Gulyamova, in her scientific studies, notes that speech activity consists of listening, speaking, reading, and writing. In linguistics, speech is regarded as the product of language, while in psychology it is studied as the physiological mechanisms of the speech process. In language teaching, listening comprehension has been considered an integral component of speaking, as both are parallel processes that are closely interconnected and mutually reinforcing. One of the main challenges in listening comprehension is linguistic difficulty, which can be effectively addressed through the integration of reading and writing. Listening and comprehension occur simultaneously, and for successful understanding, the listener is required to possess lexical and grammatical knowledge—knowledge that is primarily developed through reading and writing. Reading activity plays a vital role in acquiring information and expanding vocabulary, while the knowledge gained through reading and writing enables learners to use the language more effectively in listening and speaking<sup>2</sup>.

<sup>1</sup> Graham, D. (2005) *Cooperative learning methods and middle school students*, Unpublished PhD thesis, Capella University.

<sup>2</sup> Alwasilah, A. C. (2004). *The tapestry of English language teaching and learning in Indonesia*. Malang: State University of Malang Press.



In higher education institutions, the main factors influencing the development of English-speaking skills, as well as scholars' views on these factors, are discussed:

- If a student has a low level of self-confidence, they tend to participate less in classroom communication and fear making mistakes, which consequently reduces their speech activity. In this context, the concept of “**foreign language anxiety**” is introduced in language learning<sup>3</sup>;
- In the development of oral speech, personal interest and enthusiasm for the topic play a crucial role<sup>4</sup>;
- It is emphasized that creating a supportive environment, ensuring a sense of freedom, and encouraging active participation are essential to engaging students in communication<sup>5</sup>;
- A healthy psychological atmosphere within the group, along with mutual respect and freedom, enhances students' activeness<sup>6</sup>.

## CONCLUSION

The assessment system plays a crucial role in the development of students' oral speech. Unlike traditional tests, the communicative assessment approach encourages students to actively engage in real communication. Formative assessment, that is, evaluation carried out during the learning process, enables students to analyze their own performance and identify areas of weakness.

The above analysis shows that the factors influencing the development of oral speech in English are complex and multifaceted, with psychological, motivational, methodological, and organizational aspects playing a significant role. By thoroughly examining these factors and consciously integrating them into the educational process, it becomes possible to develop students' ability to communicate in English freely and effectively.

<sup>3</sup> Hill, S. & Hill, T. (1990) *The collaborative classroom: a guide to cooperative learning*, South Yarra, Eleanor Curtain.

<sup>4</sup> Gunderson, B & Johnson, D (1980) Building positive attitudes by using cooperative learning groups, *Foreign Language Annals*, 13 (1), 39-46. Harmer, J. (2004) *How to teach writing*, Harlow, UK.

<sup>5</sup> Rice, R. P. & Huguley, J. T., Jr. (1994) Describing collaborative forms: a profile of the team-writing process, *IEEE Transactions on Professional Communication*, 37 (3), 163-170.

<sup>6</sup> Harmer, J. (2002). *The practice of English language teaching (3rd)*. Malaysia: Pearson Education Limited.



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