

ANALYSIS OF STUDENTS' ANXIETY IN SPEAKING PERFORMANCE*Kenesova Jazira Bauirjan qizi**jkenesova@bk.ru**Faculty of Foreign Languages, Uzbekistan
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Annotation: The given article focuses on the factors that cause students' anxiety in a classroom environment and provides methods to tackle this widespread problem.

Key words: *speaking anxiety, English proficiency, performance, strategies*

INTRODUCTION

There are several variables that can affect the speaking performance of students. Among these variables language anxiety is a very common problem that affects students speaking performance. Language anxiety, a complex psychological construct, is considered an affective variable in language learning

What is anxiety? How can "speaking anxiety" in a classroom environment described? Do teachers usually offer effective techniques to their students or is it the fault of the students who are aware of them but do not wish to work on them? One of the widespread issues that most students experience is the fear of speaking in front of the audience whether it is in a public speaking setting, in a classroom environment or when presenting an assignment. The students may feel themselves nervous, frightened which in turn can negatively affect on the overall performance of a student.

Having the fear to speak in front of the students have several reasons ranging from the fear of being judged or rejected, the absence of confidence in one's speaking abilities, or negative experiences in the past that affect one's public speaking abilities at present. Moreover, physiological symptoms such as sweating, trembling, and a racing heart can further exacerbate the feelings of anxiety. What can make the feelings of anxiety even stronger? Undoubtedly, these are symptoms of physiology such as sweating, trembling or when heart beats so loud and fast that happens almost to anybody when the fear or nervousness exacerbates.

METHODS

The persistent and multifaceted nature of some worries is known as "situation-specific anxiety." It is caused by a particular situation or event, such as public speaking, exams, or classroom involvement

The persistent and multifaceted nature of some worries is known as "situation-specific anxiety." It is caused by a particular situation or event, such as public speaking,

exams, or classroom involvement [1]. Situation-specific uneasiness, as specified within the articulation, alludes to a type of uneasiness that's triggered by specific circumstances or occasions. It could be a common frame of uneasiness that numerous people involvement in their day by day lives. This sort of uneasiness varies from generalized uneasiness clutter, which includes intemperate and wild stress almost different angles of life.

One key characteristic of situation-specific uneasiness is its association to specific circumstances or occasions. These triggers can shift significantly from individual to individual but regularly spin around circumstances that include execution, assessment, or social interaction. For illustration, open talking can be a common trigger for this sort of uneasiness, as people may fear judgment or negative assessment from a gathering of people. The nature of situation-specific uneasiness is frequently diligent, meaning that people may encounter ongoing worry and stretch driving up to, amid, and indeed after the activating occasion. This may show in different ways, such as physical indications like quick heartbeat, sweating, trembling, or cognitive indications like hustling considerations, trouble concentrating, or self-doubt.

Besides, situation-specific uneasiness is multifaceted, because it can affect people on passionate, cognitive, and behavioral levels. It is obvious that people may encounter sentiments of fear, anxiety, or fear. Cognitively, they may lock in negative self-talk, disastrous considering, or excessive rumination. Behaviorally, they may dodge or elude from triggering situations, leading to encourage trouble and impedance in working.

Students might not want to participate fully in class because of the teacher's bad personality, such as fierce, unfriendly, and rigid. Thus, students' participation in speaking activities will be low [2]. The speaker is inferring that a teacher's negative identity characteristics can have a hindering impact on understudy engagement and interest in lesson exercises, especially in talking works out. Understudies may feel debilitated or threatened by an educator who is furious, hostile, or unbending, driving to a hesitance to lock in effectively in classroom dialogs. This highlights the critical part that a teacher's deportment and approach play an important role in cultivating understudy inclusion.

RESULT

There are several variables that can affect the speaking performance of students. Among these variables language anxiety is a very common problem that affects students speaking performance. Language anxiety, a complex psychological construct, is considered an affective variable in language learning [3]. Language anxiety is the feeling of fear or nervousness that people feel when using a second or foreign language for speaking, listening, reading, or writing. This worry can greatly affect a student's capacity to effectively communicate in the language being learned. It might appear as

a fear of making errors, facing judgment from others, or struggling to communicate effectively.

Language anxiety is a complicated psychological concept that includes different cognitive, emotional, and behavioral elements. If students feel anxious about language, it can result in reduced confidence, motivation, and overall language skills. They might face challenges expressing their ideas, have trouble selecting appropriate words, or steer clear of opportunities that involve speaking in the language being learned. Language anxiety, which is a factor in language learning, can impact students' attitudes towards language tasks, interactions with peers, and participation in language learning activities. Educators must identify and tackle language anxiety in the classroom by establishing an encouraging and non-critical learning setting, offering chances for practice and feedback, and aiding students in developing their confidence and self-worth in utilizing the target language. Students can improve their speaking skills and overall language proficiency by effectively dealing with language anxiety, which makes them gain more motivation that can in turn lead to the action.

DISCUSSION

As English is used globally as a means of communication, English-speaking skills should be developed along with other skills, particularly in the internet world, so that these integrated skills improve the performance of communication with all native speakers of English and other members of the international community [4]. Because of the global usage English proficiency is vitally important. Sharpening English-speaking skills can help especially in online discussions, improves communication with native speakers and members from all around the world. This integrated approach is one of the most effective communication in a society where everything is deeply connected with each other.

CONCLUSION

If this issue is not tackled then it can become a huge disadvantage in developing both personally and professionally. There are strategies that include tasks that help students eliminate their anxiety thorough preparation and practice, using relaxation techniques, and changing negative thoughts into new ones. Referring to a therapist or coach may also be another useful solution in alleviating anxiety when performing and becoming more confident in speaking situations.

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