PROBLEMS AND SOLUTIONS IN THE DEVELOPMENT OF WRITTEN AND ORAL SPEECH

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Annotation: In this article, the major challenges learners face in developing writing and speaking skills within the field of linguistics are discussed. The research aims to identify existing obstacles and propose pedagogical solutions to overcome them in the educational system. The study is based on literature analysis, questionnaires, and classroom observations. Findings show that difficulties in writing mainly stem from the inconsistent application of grammatical rules, poor organization of ideas, and plagiarism, whereas speaking problems are related to mispronunciation, hesitation, and insufficient vocabulary. Moreover, teachers' overemphasis on theoretical grammar and lack of communicative practice hinder learners' fluency. The paper concludes that enhancing creativity in writing, ensuring logical coherence, and improving pronunciation and lexical competence are key solutions for strengthening linguistic education.

Key words: modern education, challenges, solutions, innovation, methodology, effectiveness.

Introduction: In the context of globalization, learning foreign languages has become one of the essential factors determining individual competitiveness and success. Mastering writing and speaking skills is fundamental to effective communication, creative expression, and intercultural understanding. However, in many educational contexts, learners face persistent challenges in applying grammatical rules accurately in writing and achieving fluency in speaking (Harmer, 2004). These issues are partly due to traditional teaching practices that prioritize theoretical knowledge over practical usage.

In writing, students often lack experience in developing original ideas, structuring coherent texts, and maintaining grammatical accuracy (Ur, 1996). In speaking, limited practice in pronunciation and intonation leads to hesitation and low confidence (Nation, 2009). This article explores these challenges and provides possible solutions to enhance written and spoken language proficiency among linguistics students.

Research Methodology: The study employed a mixed-method approach combining literature analysis, questionnaires, and classroom observations.

Writing Problems: Learners' main difficulties in writing include grammatical inaccuracy, weak logical organization, and restricted vocabulary. Common errors involve misuse of tenses, prepositions, and articles, as noted by Brown (2007), which prevent writing from reaching academic standards. Plagiarism also remains a serious issue, as students tend to copy from online resources instead of producing original content.

Speaking Problems: The most frequently observed difficulties in speaking are incorrect pronunciation, hesitation, and insufficient vocabulary. According to Nation (2009), pronunciation issues - such as the "th" sound in English - are common among non-native speakers. Learners also struggle with fluency due to psychological barriers like anxiety or fear of making mistakes (Nunan, 2003).

Solutions: Modern communicative approaches and learner-centered techniques are found to be effective in addressing these issues. Role plays, debates, peer reviews, and creative writing tasks allow students to express themselves freely while applying linguistic knowledge practically (Richards & Rodgers, 2014). An individual approach that considers students' linguistic backgrounds and motivation is essential for sustainable progress

Literature analysis: A review of both local and international research highlighted the importance of integrating communicative and cognitive methods in language teaching. Brown's Principles of Language Learning and Teaching (2007) provided insight into the psychological foundations of skill development. Harmer's How to Teach Writing (2004) emphasized task-based writing instruction, while Ur (1996) and Nation (2009) focused on integrating listening and speaking through communicative practice. To gather empirical data,

a questionnaire was conducted among 150 students and 25 teachers. Results indicated that 70% of students found grammar rules difficult to apply in real contexts, and 60% of teachers cited pronunciation as the main barrier to fluency. Observation of traditional and communicative classrooms showed that students engaged in debates and peer discussions improved faster in both fluency and confidence. Peer review in writing assignments enhanced grammatical accuracy and independent thinking (Edge, 1993).

Analysis and Results The research revealed three main areas requiring attention:

1. Grammatical and lexical difficulties. Students frequently make grammatical errors and repeat limited vocabulary, which reduces text quality and speech coherence (Ellis, 2008). These issues are strongly influenced by native language interference.

2. Lack of creativity and independence. Many learners rely on memorized patterns rather than producing original ideas. Interactive techniques such as debates, collaborative writing, and brainstorming activities proved effective in fostering creativity.

3. Insufficient practice and exposure. Observations showed that the limited use of authentic materials-videos, podcasts, and online platforms - restricted pronunciation and fluency development. Integrating multimedia tools improved natural speech and confidence in real-life communication.

Overall, findings highlight the need to balance grammatical accuracy with fluency and to create communicative environments that promote creativity and motivation.

Discussion: The challenges in developing written and spoken communication are rooted not only in students' weaknesses but also in teaching methods. Many teachers still emphasize grammar theoretically, neglecting communicative competence (Crystal, 2010). Psychological factors, such as fear of errors, further hinder speaking performance. In writing, insufficient feedback and the lack of task-based activities limit learners' ability to think critically (Ur, 1996).

Interactive and communicative approaches supported by modern technology help address these issues. Providing a supportive classroom atmosphere, encouraging risk-taking, and promoting student collaboration increase participation and motivation (Nunan, 2003). The integration of creativity and communicative competence in both writing and speaking ensures a more holistic language learning experience.

In conclusion, the development of written and spoken communication skills in linguistics remains a complex process. Common obstacles include grammatical inaccuracy, limited vocabulary, poor pronunciation, and lack of creative independence. The findings suggest that focusing solely on grammar instruction without practical engagement leads to low communicative competence.

To overcome these challenges, teachers should apply innovative and communicative methodologies, integrate technology, and promote learner-centered instruction. Interactive tasks such as debates, role plays, and peer reviews enhance both writing and speaking skills. Ultimately, the balance between accuracy and fluency, combined with continuous teacher development, can ensure greater effectiveness in modern linguistic education.

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