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THE IMPACT OF SELF-CONFIDENCE ON THE DEVELOPMENT OF PUBLIC SPEAKING COMPETENCE

Annotation

This article provides a theoretical analysis of the importance of self-confidence in the development of public speaking competence, and it demonstrates, on the basis of scholarly literature, how this psychological factor contributes to students' success in public performance. The aim of the study is to highlight the role of self-confidence in the process of developing speaking competence and to synthesize the major perspectives presented in existing research. The results indicate that individuals with higher levels of self-confidence are more effective in structuring their speech, interacting with the audience, and enhancing the persuasive impact of their performance.

Key words: Self-confidence, public speaking, competence, psychological factor, speech effectiveness, audience interaction.

ВЛИЯНИЕ УВЕРЕННОСТИ В СЕБЕ НА РАЗВИТИЕ КОМПЕТЕНЦИИ ПУБЛИЧНОЙ РЕЧИ

Аннотация

В данной статье теоретически анализируется значение уверенности в себе в развитии компетенции публичной речи, а также на основе научной литературы обосновывается, каким образом этот психологический фактор влияет на успешность студентов в публичных выступлениях. Цель исследования заключается в том, чтобы раскрыть роль уверенности в себе в процессе формирования речевой компетенции и обобщить существующие научные подходы. В результатах отмечается, что лица с высоким уровнем уверенности в себе более успешны в организации речи, во взаимодействии с аудиторией и в повышении эффективности речевого воздействия.

Ключевые слова: Уверенность в себе, публичная речь, компетенция, психологический фактор, речевая эффективность, взаимодействие с аудиторией.

O'ZIGA BO'LGAN ISHONCHNING OMMAVIY NUTQ KOMPETENSIYASINI RIVOJLANTIRISHGA TA'SIRI

Annotatsiya

Mazkur maqolada ommaviy nutq kompetensiyasining rivojlanishida o'ziga bo'lgan ishonchning ahamiyati nazariy jihatdan tahlil qilingan, shuningdek ushbu psixologik omil talabalarning ommaviy nutqdagi muvaffaqiyatiga qanday ta'sir ko'rsatishi ilmiy adabiyotlar asosida asoslab berilgan. Tadqiqotning maqsadi – nutqiy kompetensiyani rivojlantirish jarayonida o'ziga ishonchning tutgan o'rini yoritish hamda mavjud ilmiy qarashlarni umumlashtirishdan iboratdir. Natijalarda o'ziga ishonch darajasi yuqori bo'lgan shaxslar nutqni tashkil etishda, auditoriya bilan o'zaro muloqot qilishda va nutqiy ta'sirchanlikni oshirishda samaraliroq ekanligi ta'kidlanadi. Ishning ilmiy yangiligi shundan iboratki, unda mavjud psixologik va lingvistik yondashuvlar qiyosiy tahlil qilinib, ommaviy nutqda muvaffaqiyatli chiqish uchun o'ziga ishonchning markaziy omil ekanligi ko'rsatib beriladi.

Kalit so'zlar: O'ziga ishonch, ommaviy nutq, kompetensiya, psixologik omil, nutqiy ta'sirchanlik, auditoriya bilan muloqot.

Introduction. In the modern academic and professional world, public speaking is considered the most important skill. The capacity to address an audience and express ideas effectively has long been esteemed, yet it continues to be a major barrier for some students who struggle with fear and self-doubt. According to Gallego et al., "Public speaking anxiety is considered a social anxiety disorder and refers to the anxiety that an individual experiences when giving a speech or preparing to speak in front of others" [1]. Although language competence is essential for effective public speaking, self-confidence serves as the psychological foundation to realize students' full potential. Researchers have consistently emphasized the significance of psychological factors in verbal communication. Lucas [2] observes that the fear of assessment is a significant obstacle to effective public speaking.

This article focuses on self-confidence as a facilitating element rather than only regarding it as the absence of fear. While prior research has highlighted the issue of speech anxiety, there has been less focus on how self-confidence directly influences competence, fluency, and persuasiveness in public speaking. This article aims to examine the influence of

self-confidence on the development of public speaking skills, compare current scientific viewpoints, and provide personal insights on the significance of confidence. The study aims to analyze the literature on self-confidence and public speaking proficiency and to examine how psychological and linguistic perspectives are closely associated in the development of public speaking abilities.

Literature Review. The correlation between self-confidence and proficiency in public speaking has become academic interest, particularly within applied linguistics, psychology, and teacher education. Numerous researchers contend that self-confidence is a personal attribute that significantly contributes to the success of foreign language acquisition [3]. The results show that university students with high levels of self-confidence achieve markedly superior results in oral assessments, especially in fluency and audience engagement. Personally, I agree with this conclusion, as my observations of student presentations show that the audience prioritizes the speaker's authenticity and engagement over grammatical accuracy.

Furthermore, literature on communication apprehension remains predominant in research. Lucas [2] emphasizes that the apprehension of negative assessment is the most frequently reported barrier in student surveys. Yet, in my view, it is more productive to reframe the discussion: rather than seeing anxiety as the central issue, we should recognize confidence as the constructive force that transforms anxiety into energy and motivation. This viewpoint aligns with the research of which indicated that public speaking training programs are frequently organised to assist students in honing their professional speaking skills [4].

The literature indicates a consensus that self-confidence significantly enhances public speaking competence; however, it also highlights a gap: although numerous studies have assessed the detrimental effects of anxiety, fewer have investigated confidence as a proactive, developmental element. This article builds upon existing research by positioning self-confidence as central to competence development.

Research Methodology. This study is based on the methods of theoretical research. Analytical method and comparative methods and conceptual-synthetic method were applied. Academic resources related to public speaking, self-

confidence, and communication psychology were carefully studied in order to identify key concepts, definitions, and categories. By employing the comparative method, different scholarly approaches were compared across disciplines. In particular, psychological interpretations of self-confidence were contrasted with linguistic and pedagogical perspectives. Furthermore, the results of various researchers were synthesized to create a cohesive framework. The article illustrates that self-confidence serves as both a psychological asset and a prerequisite for communicative competence and professional development, by integrating insights from psychology, linguistics, and pedagogy.

Analysis and Results. The analysis of the reviewed literature demonstrates that self-confidence is consistently identified as a core basis of successful public speaking. It has a great positive impact on their academic performance. Students need to be able to talk to each other in order to convey their thoughts and feelings. This makes it simpler for them to finish their work and activities [5]. Based on the synthesized theories of different scholars, the following table illustrates how self-confidence influences different dimensions of public speaking competence.

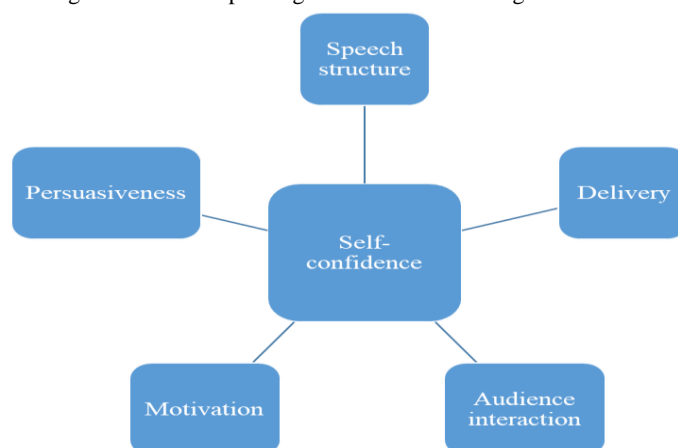
Table 1. Dimensions of public speaking competence influenced by self-confidence

Dimension	Effect of High Confidence	Effect of Low Confidence
Speech Structure	Clear organization, logical flow of ideas	Disorganized, fragmented speech
Delivery	Strong voice projection, varied intonation, confident posture	Monotone voice, poor body language, limited gestures
Audience Interaction	Maintains eye contact, adapts to feedback	Avoids eye contact, rigid delivery, fear of questions

The following diagram demonstrates how self-confidence functions as the central force that radiates into multiple dimensions of public speaking competence. It shows that confidence does not operate in isolation but sustains critical aspects such as speech structure, delivery, audience interaction,

professional identity, motivation, and persuasiveness. Overall, the diagram emphasizes that other components of competence are activated and reinforced only when a speaker maintains sufficient confidence.

Diagram 1. Public Speaking Dimensions Radiating from Self-Confidence



The findings of this analysis indicate that self-confidence directly enhances the efficacy of public speaking skills by facilitating clear organization, strong delivery, and active engagement. It creates a positive feedback cycle that reinforces long-term growth and can be intentionally enhanced through pedagogical strategies.

Conclusion. The theoretical analysis conducted leads to the conclusion that self-confidence is crucial in the development of public speaking competence, as it directly affects speech structure, delivery, and audience interaction. The analyzed literature, supported by analytical, comparative, and synthetic methodologies, illustrates that confidence operates

not solely as a psychological trait but as a fundamental prerequisite for effective communication.

Research indicates that students with low confidence experience discomfort, fear, and frustration in the classroom. Consequently, individuals often exhibit diminished efficacy and happiness, thus impacting their overall academic performance[3]. Therefore, they frequently encounter disorganization, ineffective delivery, and minimal engagement. Another finding is that “the achievement of oral performance is thought to be highly correlated with self-confidence” [3]. Based on these findings, several pedagogical recommendations may be proposed. Educational programs should incorporate systematic training activities designed to enhance students’

confidence in public speaking, as linguistic competence alone is inadequate without psychological preparedness. Ahmed et al., advocate the role of extracurricular activities in alleviating public speaking anxiety and assert that. Our findings indicate that those engaged in extracurricular activities have reduced anxiety levels in comparison to those lacking such experiences [6]. Secondly, educators ought to implement student-centred strategies that encompass constructive feedback, nurturing learning environments, and incremental exposure to demanding speaking tasks, as these approaches facilitate the internalization of confidence as a transferable skill for students. According to Al-Hebaish, S. M., "language instructors are recommended to focus on building their students' self-confidence through

creating a supportive classroom environment that encourages them to speak and participate in oral activities without fear" [3]. Third, workshops and interdisciplinary courses integrating rhetoric, psychology, and communication studies could equip learners with enhanced tools for self-expression and confidence enhancement.

Conclusion. self-confidence is fundamental to public speaking proficiency, as it activates linguistic capabilities, enhances interaction, and defines the speaker's professional identity. Consequently, the intentional development of self-confidence ought to be considered a fundamental goal of education in communication and language acquisition.

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