



WAYS OF IMPROVING SELF-CONFIDENCE IN DEVELOPING STUDENTS SPEAKING SKILLS IN B2 LEVEL

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ABSTRACT: - Language is the basis of the human communication used to exchange meanings between persons and even between generations; therefore it allows us to communicate with each other in a meaningful way.

KEYWORDS: Easily, effectively, importance confidently, B2 level.

INTRODUCTION

Teaching English as a foreign language is based on some principle skills, receptive skills which include listening and reading and productive skills that involve writing and speaking. Since speaking is considered as an important skill by education systems. Thus, English as a foreign language student are obliged to master speaking skill in order to communicate their ideas easily, effectively, and confidently.

This article is an attempt for tackling many points; it will be a general overview on the speaking skill. First of all, we will suggest some definitions to speaking in order to make

it more understandable. Then, we will deal with the importance of speaking and we will describe the relationship between speaking and listening. Also, it will speak about fluency and accuracy in speaking. Later on, we will deal with the types of speaking and we will describe some classroom speaking activities by mentioning the importance of each activity. Finally, we will deal with the roles of the teacher and the assessment of speaking skill. In general, speaking is a productive skill which means the ability to use language in order to communicate effectively with others.

“WAYS OF IMPROVING SELF-CONFIDENCE IN DEVELOPING STUDENTS SPEAKING SKILLS IN B2 LEVEL”

According to Cole et al.¹ (2007), "Speaking is essential a collaborative and interactive process. It is an exchange. We may finish each other's comments, interrupt, disagree with or extend what is said ". This means that, speaking is an important process of interacting between English as a Foreign Language students for explaining, interrupting for clarification, or giving opinions and new ideas. So, speaking serves many things which can help the process of learning to be enhanced. Many researchers gave the speaking skill priority in their researches because of its important role in the process of teaching and learning foreign language. As Ur (1991) declares that, "of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing". So, speaking is very important skill which helps students to use and to transmit knowledge in effective way.

In addition, In sum, the development of good speaking skills is no longer a bonus for language learners, but an essential aspect of their language-proficiency development because it has a direct impact on the personal and professional success of many of them².

It means that in order to develop students' language-proficiency, it is an important aspect to develop their speaking skill because they have great effect on their success in learning the foreign language.

Students use language via speaking for serving many purposes and it helps their progress in the learning process. The spoken

¹ Adalikwu, C. (2012). How to build self confidence, happiness and health. Bloomington: Author House.

² Bandura, A. (Ed.). (1995). Self-efficacy in changing societies. Cambridge: Cambridge University Press.

language has great importance in the field of teaching foreign language from many years ago. As Brown and Yule (1983) stated that the significance of the spoken language as a subject for teaching had a long history. But after the end of the Second World War, it had an important effect on foreign language teaching in general (p.02). Speaking is the ability to use a language (Oxford Learner's Pocket Dictionary, p.426). In fact, the main aim of many English as foreign language students is to master the speaking skill in order to succeed in communicating with language fluently, accurately, and effectively. Teachers also have great important role in helping students to develop their speaking skill.

Some affective factors have great impact on the development of the speaking skill such as self-confidence. Self-confidence is an affective factor which students need it for engaging and taking risks without hesitation. Furthermore, it considered as an essential quality which should be possessed by foreign language students. Confident students trust their abilities and they have specific goals in order to be achieved without worrying about the outcomes. Cole et al. (2007) declared that confidence and competence are important elements in speaking and listening (p.20). Thus, teachers must constantly be searching for effective ways in order to motivate students. Also, they must pay attention to the significance of self-confidence and help students to have positive believes about their abilities.

Self-confidence is a major issue in the field of learning a foreign language. Successful B2 level students often have the quality of high self-confidence. As Cole et al. (2007) argued, "confidence was as important as competence in speaking and listening". Also, Dr. Abdallah and Dr. Ahmed (2015) pointed out that based on the previous studies which conducted

concerning the impact of self-confidence on EFL learning showed that there is an important relationship between self-confidence and success in EFL learning, especially success in oral communication and academic performance. In addition to this, Kakepoto (2012) said “Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively”.

In his book, *Building Self-Confidence with Encouraging Words*, Wright (2009, p.24) pointed out some characteristics of students with low self-confidence which are:

a. They are fearful of change: they are worried and fear about what can happen in the future ‘what if’. They have negative attitudes about their abilities and they tend to be re-active rather than pro-active.

b. They are pessimistic and tend to see the glass as half empty: they consider that the others are responsible for what happen to them. They did not try to make any effort or to be active persons and they always have belief that bad things will happen.

They have difficulty communicating what they really want from life: they have no obvious idea about their aims or objectives in life. Generally, they just think about generalities such as: to be rich, thin, beautiful and so on. For them, everything is difficult and they can not reach it³.

c. They want to please others more than be true to themselves: they like to make others happy and satisfied more than to try discovering their potential and to change their attitudes.

d. They are insecure and are drawn to others who also see themselves as victims: they have destructive believes and never try

to be successful in their life and learning. They easily give up when they face problems.

Motivation is considered as an important issue in the process of learning language. As Dornyei (2001) argued that “motivation is one of the key issues in language learning”. Also, Dornyei and Ushiod (2011) pointed out that “the word motivation derives from the latin verb *movere* meaning ‘to move’ ”. Moreover, Blerkom (2009) pointed out that “Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal”. This means that motivation is the power and the support to do something in order to achieve specific goal. Besides this, Goldsmith (2010) define that “motivation is what propels us to the next level of life”. Furthermore, Mehr and Meyer (1997) suggested another definition “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (as cited in Brophy, 2004, p.3). Harmer (2001) added another definition “motivation is some kind of internal drive which pushes someone to do things in order to achieve something”.

Autonomy is the ability to act independently without being controlled by anyone else. Holec (1981) describes autonomy as “the ability to take charge of one’s own learning” (as cited in Palfreyman and Smith, 2003, p.1). Thornbury (2005) stated that “autonomy is the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated” (p.90). In other words, autonomy is the student’s power of controlling and regulating his/her learning. Autonomous students are able to make judgments about their goals in learning. Moreover, Richards and Schmidt (2010) pointed out that “in language learning, the ability to take charge of one’s own learning and to be responsible for decisions

³ Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press.

concerning the goals, learning processes, and implementation of one's language learning needs". Furthermore, autonomy helps learners to control themselves, which indicates that they have sufficient abilities which in turn help them in their performance⁴.

Self-esteem is considered as an essential affective factor in the learning process, which it can have a great influence on their academic achievement. Self-esteem is the feeling of being happy with your own character and abilities. Richards and Schmidt (2010) defined self-esteem as "a person's judgement of their own worth or value, based on a feeling of 'efficacy', a sense of interacting effectively with one's own environment". Also, Lawrence (2006) stated that "self-esteem is an attitude towards oneself". Moreover, Wong (2009) said that "self-esteem is the perception you have of yourself as a human being". So, both Lawrence and Wong define Self-esteem as the person's way of thinking about his/her character and qualities.

Richards and Schmidt (2010) defined self-efficacy as "a person's belief in their own capabilities and their ability to attain specific goals". Also, Adalikwu (2012) suggested another definition, "self-efficacy is an individual's evaluation of their own ability to be successful in attaining a specific goal". Thus, it is the evaluation of person's ability in achieving particular goals successfully.

Many researchers tried to find strategies and ways in order to build and develop self-confidence, like Carnegie (1956, p.15) who summed up four main points to develop self-confidence:

a. Start with a strong and persistent desire. Students should train themselves on

having a strong and continuing desire because their progress will depend on it.

b. Preparing. Students should prepare what are going to say or to do before.

c. Act confident and control your fear.

Practice. It is an important thing to practice because lack of practice will cause lack of confidence.

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