



IMPROVING PRESENTATION CONFIDENCE IN STUDENTS

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Abstract. *This study examines the methods for overcoming public speaking anxiety (glossophobia) and enhancing presentation effectiveness among higher education students. The article analyzes the impact of modern pedagogical technologies and psychological training on presentation quality, providing practical recommendations for students to improve their communication skills.*

Keywords: *audience engagement, glossophobia, visualization, body language, verbal communication, soft skills, academic excellence, self-analysis.*

Annotatsiya: *Ushbu tadqiqotda oliy ta'lim muassasalari talabalarida ommaviy nutq so'zlash bilan bog'liq qo'rquvni (glossofobiya) yengish va taqdimot samaradorligini oshirish usullari ko'rib chiqiladi. Maqolada zamonaviy pedagogik texnologiyalar hamda psixologik treninglarning taqdimot sifatiga ta'siri tahlil qilingan bo'lib, talabalarning kommunikativ ko'nikmalarini rivojlantirish bo'yicha amaliy tavsiyalar berilgan.*

Kalit so'zlar: *auditoriya bilan ishlash, glossofobiya, vizualizatsiya, tana tili, verbal muloqot, soft skills (yumshoq ko'nikmalar), akademik mahorat, o'z-o'zini tahlil qilish.*

Аннотация: *В данном исследовании рассматриваются методы преодоления страха перед публичными выступлениями (гlossофобии) и повышения эффективности презентаций среди студентов высших учебных заведений. В статье анализируется влияние современных педагогических технологий и психологических тренингов на качество презентаций, а также приводятся практические рекомендации для студентов по улучшению их коммуникативных навыков.*

Ключевые слова: *работа с аудиторией, glossофобия, визуализация, язык тела, вербальное общение, soft skills (гибкие навыки), академическое мастерство, самоанализ.*

Introduction

In the era of globalization and information technology, professionals are required not only to possess technical expertise but also the ability to market their ideas and influence others. In the higher education system, defending independent projects and participating in seminars serve as a foundation for a student's future career. However, statistics show that over 70% of students experience significant anxiety before speaking in public. Addressing this issue requires a systematic approach that combines psychological preparation with technical mastery.



Chapter I. Understanding the Nature of Public Speaking Anxiety

The first step in building presentation confidence is understanding the root of the fear.

Glossophobia (the fear of public speaking) often stems from a fear of being judged or the perceived risk of losing reputation due to making mistakes.

In students, this anxiety manifests in several ways:

Physiological symptoms: Increased heart rate, trembling hands, and a shaky voice.

Cognitive barriers: Confusion of thoughts or "blinking out" on essential information.

To overcome these challenges, students should use the "cognitive reappraisal" technique. Instead of labeling arousal as "fear," it should be viewed as "performance energy" or "excitement."

Chapter II. A Step-by-Step Strategy for Presentation Preparation

Confidence is a direct product of thorough preparation. The preparation process can be divided into three main pillars:

2.1. Structural Preparation

Every successful speech is built on a logical chain. It is recommended that students structure their speech using the "10/80/10" rule:

- Introduction (10-15%): Capturing the audience's attention using a hook, such as a surprising fact, a provocative question, or a short narrative.
- Main Body (70-80%): Elaborating on three main points supported by evidence and data.
- Conclusion (10-15%): Summarizing key points and providing a "call to action."

2.2. Visual Support and Technical Mastery

A modern presentation is more than just a deck of slides. Slides should not serve as a "teleprompter" for the speaker. Utilizing platforms like Canva or Prezi increases visual engagement. Adhering to the "10/20/30" rule (10 slides, 20 minutes, 30-point font) ensures the speaker remains the focal point rather than the screen.

2.3. Psychological and Physical Exercises

Adopting "Power Poses" before a presentation sends signals of confidence to the brain through body language. Furthermore, a student must rehearse their speech out loud at least three times. During these rehearsals, particular attention should be paid to the pace, tone, and volume of the voice.

Chapter III. Managing Audience Interaction

A confident speaker builds an "invisible bridge" with the audience. The following methods are effective for maintaining this connection:

- Eye Contact: Dividing the audience into sectors and maintaining eye contact with individuals in each section for 3–5 seconds.
- Handling Q&A Sessions: Using the "LADA" technique (Listen, Acknowledge, Decide, Answer) helps the student maintain control and appear as an expert during the questioning phase.



Chapter IV. Developing a Healthy Attitude Toward Mistakes

Perfectionism often kills confidence. Students must understand that the audience is not an enemy but a group of partners interested in learning new information. Small mistakes or stumbles show the speaker's "human side" and can actually increase the audience's rapport with the presenter.

Conclusion

Developing presentation skills in students is not just about teaching them how to talk; it involves fostering self-awareness and emotional intelligence. A confident speech is a synthesis of deep knowledge, regular practice, and the right psychological mindset. Establishing "Public Speaking Clubs" within universities would serve to systematically develop these essential soft skills in students.

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