

IMPROVING STUDENTS' PUBLIC SPEAKING SKILL THROUGH
INDIVIDUAL PRESENTATION TASK

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Annotatsiya. Ushbu maqolada talabalarni omma oldida nutq so'zlashda yanada mohirroq bo'lishiga yordam berish uchun individual taqdimot topshiriqlaridan foydalanish ko'rib chiqiladi. Ommaviy nutq so'zlash akademik va kasbiy sohalarida muhim ko'nikma bo'lishiga qaramay, ko'plab talabalar bunday vaziyatlarda kuchli xavotirga duch kelishadi. Talabalar individual taqdimotlar qilish orqali o'z muloqot ko'nikmalarini rivojlantirishlari, ishonch hosil qilishlari mumkin.

Kalit so'zlar. Ommaviy nutq so'zlash, individual taqdimotlar, muloqot ko'nikmalari, ta'lim, tanqidiy fikrlash, fikr-mulohaza, kasbiy ko'nikmalar

Abstract. The use of individual presenting assignments to help students become more proficient public speakers is examined in this article. Many students suffer from severe anxiety when it comes to public speaking, despite the fact that it is an essential skill in both academic and professional settings. Students can improve their communication skills, gain confidence by giving individual presentations.

Keywords: public speaking, individual presentations, communication skills, education, critical thinking, student development, feedback, professional skills.

Communicative competence is described as an individual's ability to use language effectively. However, in classroom practice, the four strands are not balanced; in fact, some skills, such as oral communication skills, are overlooked. A well-balanced language course should include four equal strands: meaning-focused intake, meaning-focused output, language-focused learning, and fluency development.

Communication is the communication of ideas between individuals, both verbally and in writing, that involves the sharing of meaning and information. The interaction "involves not only words, but also symbols and spoken word gestures because symbolic actions are not limited to communicative utterances" (Rahman, 2010); furthermore, Speaking occurs in front of the listener because the listener reacts to the speaker's communication. According to Byrne: "oral communication is a two-way process between speaker and listener and involves productive speaking skills and receptive comprehension skills" (Byrne, 1986). He goes on to describe "an interactive

process" as one that includes two communications, sender and receiver. Effective OC cannot just be 'learned' from reading. It must be planned, strategized, rehearsed, and evaluated, preferably in a 'genuine'

As the students in the Faculty of Filology are prepared to be teachers, communicative skill, especially speaking in public, is a must have skill for them.

However, over the years, teaching speaking has become obsolete and English teachers have continued to teach speaking only as a repetition of the practice or memorization of dialogue. Consequently, the number of students who are able to communicate in English intelligibly is still limited although they have been studying English for years. Thus, appropriate method of teaching is one of pivotal factors to the success of the students in terms of building their language skill, especially speaking in public. Teachers can use different strategies of teaching to achieve teaching-learning goals and objectives.

Critical thinking, writing outlines, and effectively organizing ideas and information—all of which are critical components of the teacher's role in providing effective plans/strategies for meeting students' educational needs, with the overall goal of communicating in the language being learned (Cole, 2008). These imply that it is the job of teachers to encourage students to speak English by implementing appropriate speaking teaching practices. Simulation, communication games, drilling, and debate are some of the training tactics used for speaking. Simulations are exercises in which students pretend to be in different social situations and positions (Thornbury, 2005).

Discussion resemble real-life tasks as, according to Solcova (2011), students improve their fluency most effectively when they are working on projects that need all of their attention to be on producing something rather than the language itself. According to Thornbury (2005), drilling is a technique for enhancing pronunciation that involves mimicking and repeating words, phrases, and even entire sentences. It helps students focus on the new information and retain words, phrases, or utterances in their minds; it transfers new information from working memory to long-term memory; and it gives them a way to develop articulatory control over language abilities for success.

Each student must present on a certain topic on their own as part of individual presentation assignments. Individual presentations force students to assume complete responsibility for the planning and delivery process, in contrast to group presentations that may divide the workload. This focused approach offers a worthwhile chance for

personal development in a way that is frequently more difficult but ultimately more fruitful.

Benefits of Individual Presentation Tasks

1. Building Confidence

Repeated exposure to public speaking builds confidence. Students often begin with apprehension, but with each presentation, they experience gradual improvement, noticing that they can control their nerves and deliver effectively. This growing confidence extends beyond the classroom, positively impacting their self-image and future performance in public situations.

2. Refining Communication Skills

Clear and effective communication is a core skill that students develop through presenting. When they must explain complex topics to an audience, students learn to articulate their thoughts clearly and precisely. They gain proficiency in organizing content, using storytelling, and adapting their message for clarity and engagement—all vital elements of effective communication.

3. Enhancing Critical Thinking and Organization

Preparing a presentation demands critical thinking. Students must analyze their topic, determine essential points, and synthesize information into a coherent structure. This process fosters analytical skills and teaches them to think logically, an ability they use during Q&A sessions or unexpected audience reactions.

4. Preparation for Future Professional Settings

Many professional roles require presentations to clients, teams, or stakeholders. By developing presentation skills now, students are better equipped for real-world challenges. Their experience presenting also helps them adapt more readily to workplace requirements where speaking to an audience is common.

Giving a real experience to students especially for productive language skill such as speaking is proven to be effective. This individual presentation task is seen effective as the best way to enhance students' confidence as well as to practice their mental readiness as well as to train their body language to talk in front a crowd. In this case, once they can handle their classmates, they have a bigger opportunity to perform well in the future to speak in front different or even bigger audience. To be specified, this kind of skill is pivotal and essential for those going to be teachers who have tasks to communicate their knowledge and values to their students.

It reveals that the students need more practice in order to improve their speaking skill. This individual presentation gives the students to do *learning by doing* in which

they can also improve their critical thinking as well as self-evaluation from direct feedback they receive while performing the presentation.

Individual presentation tasks are an effective method for cultivating public speaking skills in students. The process not only enhances communication abilities but also builds confidence, fosters critical thinking, and prepares students for future professional demands. By implementing these tasks thoughtfully, educators can create a supportive learning environment that empowers students to grow as confident speakers. While there may be challenges, the benefits—both immediate and long-term—make individual presentation tasks a valuable addition to the educational journey.

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