

**RESEARCHES ON WAYS OF IMPROVING STUDENT'S SELF-CONFIDENCE****Kholmurzayev Muzaffar Baxtiyarovich***Master's degree of Termiz University of Economics and Service*

**Annotation:** *If self-confidence is when teaching a foreign language, they will contribute to the improvement of pronunciation skills, introduce students to the culture of the language being studied, and make the learning process more interesting and entertaining. This article focuses on these aspects.*

**Key words:** *Self-confidence, learning experience, foreign language, language teaching policy, improving students' learning, successful students.*

In the process of learning and teaching English as a foreign language, teachers should pay attention that students have different personalities which can be affected by some affective factors. Self-confidence is one of the affective factors which have a noticeable impact on the progress of students' learning. In the classroom, there are students with high self-confidence and others with low self-confidence. This latter can cause to the students difficulties in the process of acquiring the foreign language. So, both teachers and students should be aware about the importance of self-confidence in improving students' learning. This chapter will be a general overview about the issue of self-confidence.

Firstly, it suggests some definitions to self-confidence and it tackles its importance on the process of teaching and learning foreign language. Besides this, it deals with the characteristics of low and high self-confidence students and mentioning some points that can help in building and developing self-confidence. Moreover, it will provide description to the interference between self-confidence and some concepts (motivation, autonomy, self-esteem, and self-efficacy), and it will suggest some steps which can help students to build and develop their self-confidence.

Finally, it will mention the role of the teacher in developing students' self-confidence. Generally, self-confidence is someone's feeling of trusting and believing in his/her abilities to do things in successful way. Murray argued that, "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome, you just take it for granted that it will go well". This means that self-confidence is the trust that something will go well and successfully. In the same context, Adalikwu proposed another definition, " Self - confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the past". So, when students are self-confident about their abilities regardless to their past experiences, they will succeed in their learning.

Concerning this point of defining self-confidence Lawrence also mentioned another definition, "confidence, which is basically a set of beliefs about your talents and capabilities". Thus, self-confident students are successful in their learning because

they believe about their abilities and never give up. In this context, Burton and Plattes argued that “confidence is the ability to take appropriate and effective action in any situation, however challenging it appears to you or others”. Sokol and Fox added that “confidence means believing in yourself and your skills. You are a capable and desirable person”. So, self-confidence is a person’s belief in her/his self and skill and he/she capable and desirable.

Self-confidence is a major issue in the field of learning a foreign language. Successful students often have the quality of high self-confidence. “Confidence was as important as competence in speaking and listening”. Also, Dr. Abdallah and Dr. Ahmed 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 said “Confidence is an essential aspect of any good presentation. It provides impetus to speakers to communicate his or her ideas effectively”.

So, confidence is basic part which can help students to speak and communicate their ideas effectively. Students should be aware about the importance of self-confidence because it has great impact on their learning process in particular, and in everything they do in general. As Preston said, “confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships and leisure activities. It affects your performance in everything you do” (p.7). Furthermore, Azmandian (2010) stated, “self-confidence is a major first stop along the path of successful life” (p.80). Self-confidence is considered as main part and the secret of successful life. Dornyei (2001) asserted, “you can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to bloom’ as learners” (p.87). So, teachers should focus more on developing students’ self-confidence because it is very important.

Motivation is considered as an important issue in the process of learning language. As “Motivation is one of the key issues in language learning”. Also, Dornyei and Ushiod pointed out that “the word motivation derives from the latin verb movere meaning ‘to move” (p.3). Moreover, Blerkom pointed out that “Motivation can be described as something that energizes, directs, and sustains behavior toward a particular goal” (p.17). 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” (p.149). Furthermore, Meahr 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” (p.51). Barry Corbin, author of *Unleashing the Potential of the Teenage Brain* (2008), describes motivation as an emotional reaction in which the learner sees a benefit, reward, or the potential for a

positive reward in a task (as cited in Kirby and McDonald, 2009, p.5). There are two types of motivation; the first one is the extrinsic motivation which is caused by outside factors, such as, the need to pass an exam, the hope of financial reward, or the possibility of future travel (Harmer, 2001, p.51).

Richards and Schmidt (2010) claimed that “Extrinsic motivation, driven by external factors such as parental pressure, societal expectations, academic requirements, or other sources of rewards and punishments” (p.378). Extrinsic motivation is performed instrumentally to achieve some separable consequence, initially, extrinsically motivated behaviour would not occur spontaneously and they would have to be done by a request or by promised consequence (Kernis, 1995). The second type of motivation is the intrinsic motivation which it comes from within inside the individual who might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better (Harmer, 2001, p.51). Brophy (2004) said “Intrinsic motivation refers primarily to affective experience – enjoyment of the processes involved in engaging in an activity” (p.15).

When students are motivated intrinsically, they will enjoy learning. Also, Richards and Schmidt (2010) claimed about it that “intrinsic motivation, enjoyment of language learning itself” (p.378). Moreover, Kernis (1995) pointed out that “they are the behaviors that people perform interestedly when they are free from demands, constraints, or homeostatic urgencies” (p.37).

The intrinsic motivation is considered as the powerful form of motivation. As Goldsmith (2010) claimed that “the most powerful form of motivation is the type that comes from within us” (p.149). Pintrich (1994) claimed student motivation in the college classroom involves three interactive components which have great impact on student’s motivation. The first component is the personal and sociocultural factors (student individual characteristics), the second is the classroom environment factors (instructional experiences), and the third component is internal factors (student’s beliefs and perceptions). Motivation has strong relationship with self-confidence. When students are highly motivated to learn, their self-confidence automatically increased. Burton and Plattes (2006) mentioned that “if you can increase your motivation, you automatically increase your confidence”

Many researchers tried to find strategies and ways in order to build and develop self-confidence, like Carnegie 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. d. Practice. It is important thing to practice because lack of practice will cause lack of confidence.

Furthermore, Preston pointed out that in order to build confidence, it should be developed self-awareness first. Students should know the negative sides on his / her personality in order to be changed and what make him /her feeling less confident. Then, they apply the ITIA Formula (pronounced eye-tea-ah): a. Assert your intention

to be confident: promise yourself that you are going to change and to be confident. b. Change your thinking: it should be changed the passive attitudes and beliefs. c. Use your imagination: imagine that you are confident student. d. Act as if you are already confident: when you speak and behave in confident way, you will become confident. According to Scrivener (2012) the teacher gradually will get to know his/her class, and then he/she will tend to notice the students that do not speak much during the class, then Scrivener stated “it is worth taking some time to support them and boost their confidence” (p.181). Scrivener also mentioned some techniques of building confidence in individual students which are:

- Nominate widely in class: teachers should treat students equally in the classroom. Also, they should evaluate them in a positive way and encourage them even if when their answers are false.

- Use ‘choral-answer’ question: it is helpful way to ask some questions in which all the students answer as a whole. The important thing here is every student has the opportunity to participate and to speak.

- Ask open questions to stronger students and closed questions to weaker ones: teachers should vary their questions by asking open questions which need explanations to stronger students, and asking closed questions which need less explanation to weaker students. By this way, teachers can develop and boost their students’ confidence.

- Allow private turns: it is good way for building confidence when teachers ask questions to the students and letting them take private turns.

- Tutorials: teachers should make some short tutorial discussion with students during the class for asking them about their problems and feelings when speaking and they try to find solutions in positive and encouraging way.

- Chat after class: teachers should try to devote a short time for chatting with students after class.

The teacher has a noticeable role in the development of the students’ learning process. From the responsibilities of the teacher is maintaining positive climate in the classroom and good relationship with students. Furthermore, the teacher should be aware that from the most important feature in improving the quality of education is to fostering students’ self-esteem, self-confidence, and self-respect. Teachers have many roles in developing students’ self-confidence.

Self-confidence is one of the important affective factors which it can help the progress of students’ learning. Throughout this chapter, we try to cite some different definitions of self-confidence which are given by some researchers. In addition, it highlighted the importance of self-confidence and the characteristics of high and low self-confidence. Furthermore, this chapter mentioned the interference of self-confidence with some concepts and it pointed out some steps in order to build and to develop students’ self-confidence.

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