The Lingua Spectrum
Cogito, ergo sum

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Pedagogical challenges in developing public speaking competence

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Annotation *Public speaking competence is increasingly considered one of the most essential skills for university students, as it directly influences academic performance, employability, and professional growth. Having said that, teaching public speaking remains a demanding pedagogical task because it involves a combination of linguistic, psychological, and methodological challenges. Research indicates that many learners suffer from public speaking anxiety and low self-confidence, which limit their ability to perform effectively even when they possess sufficient linguistic knowledge. In addition, the insufficient integration of innovative instructional formats and digital technologies, along with the lack of systematic professional development for teachers, aggravates the problem. Cultural and employability dimensions further complicate the teaching process, as students need to develop intercultural competence and professional identity in addition to mastering linguistic skills. This article, based on analytical and comparative methods, synthesizes theoretical and empirical findings to propose recommendations for more effective pedagogical approaches in higher education.*

Keywords *Public speaking, pedagogy, speech anxiety, self-confidence, employability, teacher training, higher education, communication skills, intercultural competence, instructional methods*

Педагогические проблемы в развитии компетенции публичной речи

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Аннотация *Компетенция публичной речи всё чаще рассматривается как необходимое условие академического успеха и профессионального развития студентов, поскольку она напрямую связана с их способностью ясно и убедительно выражать мысли. Тем не менее эффективное обучение публичной речи остаётся сложной педагогической задачей, так как оно требует сочетания лингвистических знаний, психологической готовности и современных методических подходов. Исследования показывают, что значительная часть студентов испытывает речевую тревожность и недостаток уверенности в себе, что мешает им выступать успешно даже при достаточном уровне владения языком. Дополнительные трудности связаны с ограниченным применением инновационных форматов обучения и цифровых технологий, а также с недостаточной системой профессионального развития преподавателей. Культурные и профессиональные аспекты также усложняют процесс, так как студенты должны развивать не только языковые навыки, но и межкультурную*

компетенцию и профессиональную идентичность. Настоящая статья, опираясь на аналитический и сравнительный методы, обобщает результаты современных исследований и предлагает педагогические рекомендации для высшей школы.

Ключевые слова *Публичная речь, педагогика, речевая тревожность, уверенность в себе, трудоустройство, подготовка учителей, высшее образование, коммуникативные навыки, межкультурная компетенция, методические подходы*

Ommaviy nutq kompetensiyasini rivojlantirishda pedagogik muammolar

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Annotatsiya *Ommaviy nutq kompetensiyasi tobora ko'proq universitet talabalari uchun eng muhim ko'nikmalardan biri sifatida qaralmoqda, chunki u o'quv ko'rsatkichlari, ishga joylashish va kasbiy o'sishga bevosita ta'sir ko'rsatadi. Shuni aytish kerakki, notiqlik san'atini o'rgatish lingvistik, psixologik va metodik muammolar majmuini o'z ichiga olganligi sababli, og'ir pedagogik vazifa bo'lib qolmoqda. Tadqiqotlar shuni ko'rsatadiki, ko'plab o'rganuvchilar ommaviy nutqdan xavotirlanish va o'ziga bo'lgan ishonchning pastligidan aziyat chekadilar, bu esa ularning yetarli darajada lingvistik bilimlarga ega bo'lganlarida ham samarali ishlash qobiliyatini cheklaydi. Bundan tashqari, o'qitishning innovatsion shakllari va raqamli texnologiyalar yetarli darajada integratsiya qilinmagani, o'qituvchilar malakasini oshirish tizimli yo'lga qo'yilmagani muammoni yanada murakkablashtirmoqda. Madaniy va mehnatga layoqatlilik o'lchovlari o'qitish jarayonini yanada murakkablashtiradi, chunki talabalar lingvistik ko'nikmalarni o'zlashtirish bilan bir qatorda madaniyatlararo kompetensiya va kasbiy o'ziga xoslikni rivojlantirishlari kerak. Ushbu maqolada tahliliy va qiyosiy usullar asosida nazariy va empirik xulosalar umumlashtirilib, oliy ta'limda yanada samarali pedagogik yondashuvlar bo'yicha tavsiyalar taklif etilgan.*

Kalit so'zlar *Ommaviy nutq, pedagogika, nutqiy xavotir, o'ziga ishonch, kasbiy ko'nikmalar, o'qituvchi tayyorlash, oliy ta'lim, kommunikativ ko'nikma, madaniyatlararo kompetensiya, metodik yondashuvlar*

Introduction

In today's higher education, the ability to speak fluently before an audience is seen not only as an additional talent but as a fundamental foundation of students' academic and professional growth. Proficiency in public speaking allows students to exhibit their knowledge while also cultivating persuasive communication skills vital in a globalized culture. Despite its acknowledged significance, the instruction of public speaking encounters substantial problems, as instructors and students confront linguistic, psychological, and pedagogical obstacles that impede

advancement. Studies indicate that public speaking anxiety and insufficient self-confidence are the most commonly cited barriers among students, since those with sufficient linguistic proficiency sometimes struggle to articulate their views effectively when confronted with the fear of negative assessment (Trisnaningati & Sinambela, 2021). Moreover, Brown and Welch (2022) contend that attitudes towards public speaking may be more significant predictors of performance than fear itself, suggesting that the instructional process should encompass both technical and emotional dimensions of communication. This approach reveals that the issue encompasses not only students' psychological readiness but also the sufficiency of pedagogical resources, the preparedness of educators, and the implementation of innovative instructional techniques. Moreover, technical and cultural elements have added additional complexities to the public speaking instruction process. Innovative formats like Pecha Kucha presentations and digital platforms such as VoiceThread have demonstrated efficacy in alleviating anxiety and augmenting learner engagement (Mabuan, 2017; Liao, 2025); however, they require that educators modify and adapt their teaching strategies to address varied learning requirements and levels of technological proficiency. Furthermore, the growing focus on intercultural competency indicates that instructing in public speaking transcends language proficiency, encompassing the preparation of pupils to engage in communication across cultural divides (Simon-Cereijido, Greene, & Méndez, 2023). This article aims to achieve three objectives: first, to examine the principal pedagogical challenges in imparting public speaking skills; second, to integrate theoretical frameworks and empirical evidence pertinent to these challenges; and third, to offer recommendations for their resolution within higher education. The research employs analytical, comparative, and conceptual-synthetic methodologies to guarantee a thorough comprehension of the subject matter. This article examines the interaction of psychological, linguistic, pedagogical, and cultural factors, contributing to the discourse on the efficient teaching of public speaking in contemporary educational settings.

Literature review

The difficulties of instructing public speaking have been analyzed from several disciplinary viewpoints, including linguistics, psychology, education, and intercultural communication. Academics widely concur that public speaking proficiency is not a unidimensional construct but rather a synthesis of language capability, self-confidence, cultural consciousness, and pedagogical assistance. Public speaking anxiety (PSA) is a prevalent hurdle continuously observed among students across various educational levels. Trisnaningati and Sinambela (2021) discovered that students exhibiting low self-efficacy often encountered high levels of public speaking anxiety, whereas those employing robust emotional control mechanisms demonstrated superior performance in oral activities. Likewise, Brown and Welch (2022) contended that attitudes about public speaking may be more predictive of performance than fear alone, indicating that public speaking instruction should address students' emotional dispositions alongside their technical abilities.
A significant difficulty is related to the role of innovative instructional formats. Mabuan (2017) examined the use of Pecha Kucha presentations in ESL/EFL settings, determining that students' fluency and confidence markedly enhanced, despite the approach posing problems related to stringent time limitations and dependence on technology. Similarly, Liao (2025) investigated digital platforms like VoiceThread, where self- and peer-assessment activities improved speech correctness and learners' self-efficacy. The findings underscore technology's ability to alleviate anxiety and enhance competence, while simultaneously emphasizing the necessity for teacher training

in digital pedagogy. Moreover, experts have underscored that public speaking proficiency should be seen as a professional and employability skill rather than a just academic obligation. Zheng, Wang, and Li (2025) redefined public speaking as a professional competency encompassing self-promotion, speech confidence, and self-awareness, therefore connecting classroom education to labor market requirements. Bylkova, Chubova, and Kudryashov (2021) emphasize that public speaking in technical colleges need a systematic teaching approach, starting with rhetorical principles and advancing to dialogic formats such as debates and discussions.

Teacher readiness has been recognized as a significant educational concern. Darling-Hammond, Hyler, and Gardner (2017) established that effective teacher professional development necessitates a focus on content, active learning, collaboration, and sustained duration, all essential for educators to tackle the psychological and communicative challenges students encounter in public speaking situations. Furthermore, Simon-Cereijido, Greene, and Méndez (2023) contended that instruction in public speaking should encompass cultural and linguistic diversity, as students' communicative styles are influenced by their cultural backgrounds, and neglecting these distinctions may impede the cultivation of genuine communicative competence.

Substantially, these studies demonstrate that the challenges in teaching public speaking cannot be ascribed to a singular factor but rather to a complex array of interrelated issues, including learner anxiety and diminished confidence, inadequate teacher training, absence of innovative methodologies, and the exigencies of intercultural communication. The literature underscores the pressing necessity for instructional frameworks that incorporate psychological support, digital resources, career guidance, and cultural awareness to successfully enhance public speaking proficiency.

Research and Methodology

This article is based on theoretical research methodologies, emphasizing analytical and comparative approaches. The study, lacking actual data collecting, depends on a careful analysis of scholarly literature about the instruction of public speaking proficiency. The analytical approach was applied to examine the fundamental elements integral to the research, including public speaking fear, self-confidence, communication competence, and instructor readiness. This strategy enables the identification of recurring themes and the evaluation of the strengths and weaknesses of various views via meticulous analysis of definitions, classifications, and arguments presented in the literature.

The comparative approach was employed to juxtapose findings across many fields and situations. Psychological studies frequently underscore the significance of self-efficacy and emotional control in alleviating public speaking fear (Trisnaningati & Sinambela, 2021), whereas pedagogical research predominantly focuses on the necessity of instructional techniques and teacher development (Darling-Hammond et al., 2017). The study offers a multifaceted comprehension of the obstacles encountered in imparting public speaking proficiency by comparing various perspectives.The analytical and comparative methodologies collectively provide a cohesive framework for synthesizing ideas from the literature. This theoretical framework guarantees a full examination of the problem, facilitating the discovery of patterns, inconsistencies, and deficiencies in current research.

Analysis and Results

The examination of the literature indicates that the instruction of public speaking skills is shaped by a multifaceted interaction of psychological, pedagogical, technical, and cultural factors. Numerous research reveal consistent obstacles that collectively demonstrate why teaching public speaking is a formidable endeavor for educators.

A primary difficulty is students' fear over public speaking and their deficiency in self-confidence, which persistently detract from oral performance. Trisnaningati and Sinambela (2021) illustrate that learners with diminished self-efficacy exhibit markedly elevated anxiety levels, whereas individuals possessing robust emotional regulation skills display enhanced performance. Brown and Welch (2022) contend that attitudes towards public speaking may serve as more significant determinants of performance than fear, indicating that education should encompass both cognitive and emotive aspects of learning.

A secondary difficulty pertains to the incorporation of novel pedagogical methods and technological integration. Mabuan (2017) demonstrated that the Pecha Kucha approach fostered fluency and confidence in learners; nevertheless, the rigid structure also posed practical challenges. Liao (2025) similarly discovered that digital platforms like VoiceThread enhanced learners' self-efficacy and speech correctness, necessitating teachers to adjust to novel digital pedagogical methods. Thirdly, there were educational and professional limitations. Bylkova, Chubova, and Kudryashov (2021) emphasized that students require a systematic rhetorical basis prior to progressing to dialogic formats such as debates. Teacher training is a crucial concern, as Darling-Hammond, Hyler, and Gardner (2017) highlighted that successful professional development must be content-centric, collaborative, and prolonged throughout time. In the absence of such training, educators may be deficient in the skills required to assist pupils in surmounting psychological and linguistic obstacles.

Cultural and employability elements provide further difficulties. Zheng, Wang, and Li (2025) redefined public speaking competence as an employability skill, emphasizing the significance of self-awareness and professional identity, whereas Simon-Cereijido, Greene, and Méndez (2023) contended that cultural and linguistic diversity should be incorporated into pedagogical practices to facilitate authentic communication.

The literature research indicates that the difficulties in teaching public speaking may be categorized into some interrelated groups. These categories include psychological hurdles, methodological challenges, technology integration, teacher readiness, and cultural and employability-related problems. This table methodically presents the fundamental educational issues, their classroom manifestations, and the supporting sources for each dimension. This categorization facilitates a greater comprehension of the interactions among various obstacles and underscores the domains need focused educational interventions.

Challenges	Manifestation in Students / Teachers
Psychological barriers	High public speaking anxiety, lack of confidence, fear of evaluation
Instructional methods	Limited use of innovative formats; difficulties with strict formats (Pecha Kucha)
Technology integration	Benefits of digital tools (VoiceThread), but challenges for teachers
Teacher preparedness	Lack of systematic professional development and training
Cultural and employability factors	Need for intercultural competence; PSC as professional skill

Table 1. *Pedagogical challenges in teaching public speaking competence*

The following figure depicts psychological obstacles as the primary problem, directly influencing teaching approaches, technological integration, and teacher readiness, all of which are also influenced by cultural and employability factors.

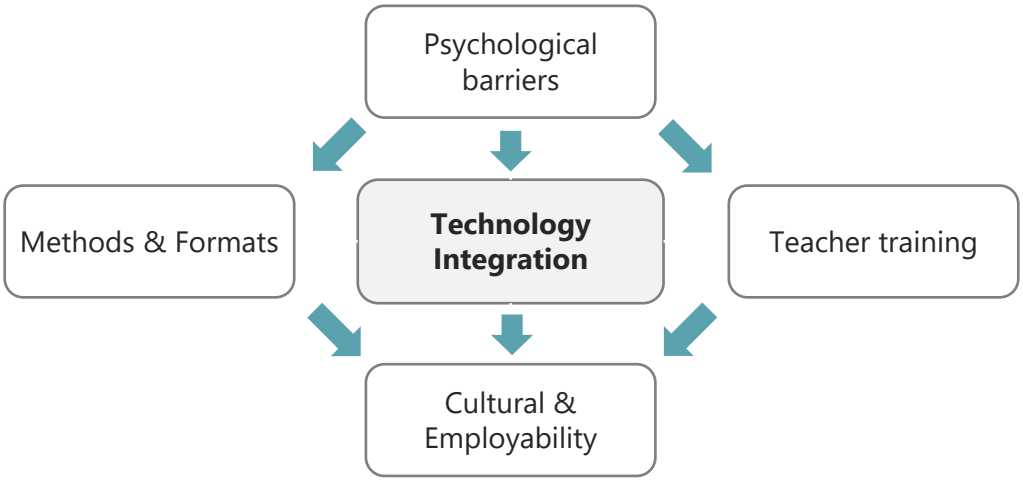

Diagram 1. *Dimensions of pedagogical challenges in public speaking instruction*

Conclusion

The examination of the literature reveals that imparting public speaking skills has a series of interconnected educational obstacles that cannot be attributed to a singular factor. The results demonstrate that psychological impediments, specifically public speaking fear and diminished self-confidence, are the most enduring challenges for students (Trisnaningati & Sinambela, 2021; Brown & Welch, 2022). Simultaneously, constraints in pedagogical techniques and technological integration underscore the necessity for educators to embrace novel methodologies while obtaining sufficient training for effective implementation (Mabuan, 2017; Liao, 2025). Teacher readiness is a critical aspect in addressing these difficulties. In the absence of regular professional development, instructors frequently lack the requisite skills and methods to assist students in navigating the intricate process of acquiring public speaking proficiency (Bylkova et al., 2021; Darling-Hammond et al., 2017). Furthermore, the growing focus on cultural diversity and employability necessitates that public speaking teaching beyond mere linguistic accuracy, including intercultural competence, professional identity, and global communication skills (Zheng et al., 2025; Simon-Cereijido et al., 2023). In light of these findings, numerous pedagogical recommendations might be articulated. Public speaking classes should provide structured opportunities to progressively enhance students' confidence, supplemented by feedback and anxiety-reduction strategies. Secondly, novel pedagogical techniques and digital platforms have to be included into education, with educators undergoing ongoing training to acclimate to new formats. Thirdly, public speaking proficiency should be seen not just as an academic talent but also as a professional need, ensuring that students are equipped for real-world communication challenges. Future study should persist in examining the correlation between psychological and pedagogical elements in public speaking teaching, specifically by investigating the intersection of cultural and technical characteristics with learner performance. A comprehensive knowledge of these elements would facilitate the creation of

more effective instructional models, hence enhancing support for both educators and learners in cultivating authentic and confident public speaking abilities.

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