THE IMPACT OF SELF-CONFIDENCE ON THE ACQUISITION OF ENGLISH LANGUAGE SKILLS: A SYSTEMATIC REVIEW

Abdullayeva Shahzoda Narzillayevna
assistant teacher, Department of Uzbek and Foreign Languages
Tashkent Institute of Textile and Light Industry
shahzodanarzullaqizi@gmail.com

ABSTRACT

Effective English communication skills are imperative for academic and professional achievement on a global scale. A pivotal element influencing proficiency in the English language is self-assurance. This comprehensive literature review synthesizes research pertaining to the correlation between self-confidence and English language proficiency, elucidating efficacious approaches to enhance the self-confidence of language learners. The analysis underscores that individuals possessing high self-confidence in their English language abilities exhibit a greater propensity to acquire and proficiently use a second language. Self-confidence contributes to heightened motivation, perseverance, and the willingness to tackle language acquisition challenges. The research indicates that self-assured individuals demonstrate superior pronunciation, vocabulary, and grammar, all of which are fundamental for effective English communication. The intricate relationship between self-confidence and English language proficiency is influenced by individual characteristics, cultural background, and language acquisition experiences. Consequently, the development of targeted interventions to bolster confidence in language learning is imperative for optimal outcomes. Language educators and teachers can employ strategies such as goal-setting, encouragement, and reflective practices to enhance students' self-confidence and English language proficiency in academic and professional contexts

INTRODUCTION. Self-confidence constitutes an inherent and foundational aspect of every individual, emerging early in development with two primary dimensions: lovability and

competence (Mutluer, 2006, p. 8). Defined as a cognitive perception, self-confidence holds significant significance in fulfilling fundamental human needs, including happiness and success. This crucial factor significantly impacts various life aspects, encompassing academic, personal, and social domains, contributing to overall success across all life stages. Empirical evidence indicates that self-confident students exhibit traits such as enthusiasm, increased dedication to studying, heightened motivation, and a tendency to persevere in the face of challenges (Bong, 2002; Pajares and Miller, 1994; Zimmerman and Kitsantas, 2005), suggesting a beneficial impact on academic performance. Bandura (2006) explains this phenomenon in relation to the concept of purposefulness. In many global regions, effective English communication is essential for success in education and the workplace, requiring a combination of linguistic, cognitive, and affective skills to become proficient in English as a second language. Among these variables, self-assurance emerges as a critical determinant of English language fluency, representing learners' attitudes towards clear communication and their readiness to take chances during language acquisition. This literature review aims to provide an overview of the relationship between self-confidence and English language proficiency, suggesting practical methods to enhance learners' confidence in language acquisition. Language instructors and educators can play a vital role in fostering language learners' outcomes and academic and professional success by understanding the connection between self-confidence and English language competency.

Several studies have consistently demonstrated a positive correlation between self-confidence and various aspects of English language proficiency, including speaking fluently, accurately, and confidently. High self-confidence learners tend to exhibit superior vocabulary, grammar, and pronunciation skills, essential for effective English communication. When instructing English as a second language, educators must be mindful of the diverse personalities among their pupils, influenced by various affective aspects. Self-confidence, a significant affective component, notably influences students' learning progress. Within the educational setting, a cohort of students may possess a notable level of self-assurance, while another group exhibits a comparatively diminished level. This disparity can pose challenges for pupils during the foreign language acquisition process. Both educators and learners should recognize the importance of self-assurance in enhancing educational progress. The paper initially presents definitions of self-confidence and explores its significance in teaching and learning a foreign language. Additionally, it examines attributes exhibited by students with low and high self-confidence levels, highlighting strategies for cultivating and enhancing self-confidence. The study also analyzes the relationship between self-confidence and psychological constructs such as inspiration, independence, confidence, and self-efficacy. It proposes strategies to assist students in cultivating and enhancing self-confidence, emphasizing the teacher's crucial role in fostering students' self-confidence development.

The diverse interpretations of the term "self-confidence"

"Self-confidence" encompasses various meanings, defined as an individual's belief in their abilities, skills, and qualities. It involves a sense of assurance and certainty in one's own competence and belief in the capacity to effectively perform tasks. Murray (2006) describes confidence as "firm trust," where individuals with confidence in a matter believe in a favorable outcome without doubt. Adalikwu (2012) adds that self-confidence is an individual's conviction in their ability to succeed in a given undertaking based on their

previous performance. Lawrence (2006) emphasizes confidence as "belief in oneself," incorporating perceptions of abilities and skills. Burton and Plattes (2006) define confidence as the capacity to undertake suitable actions in any scenario, regardless of perceived difficulty. Sokol and Fox (2009) describe confidence as the belief in one's abilities and skills, emphasizing commendable qualities that make an individual attractive. In essence, self-confidence refers to an individual's belief in their abilities, worthiness, and encompasses their perception of competence and desirability.

The significance of having faith in one's abilities and capabilities is particularly pronounced in the context of foreign language acquisition. High self-confidence is often associated with successful pupils, with Cole et al. (2007) emphasizing its equal importance to competence, especially in speaking and listening (p.20). Abdallah and Ahmed (2015) highlight a significant correlation between self-confidence and achievement in English as a Foreign Language (EFL) learning, particularly in speaking and academic performance (p.1095). Kakepoto (2012) asserts that confidence plays a crucial role in effective presentations, serving as a driving force for individuals to convey ideas through verbal communication (p.71). Confidence, a fundamental component, facilitates pupils in articulating and expressing ideas through spoken communication, influencing their educational journey and overall endeavors. Preston (2001) emphasizes the vital role of confidence in fostering happiness, fulfillment, and impacting professional achievements, familial dynamics, interpersonal connections, and recreational pursuits (p.7). The impact of confidence extends across all areas of activity, underscoring its pervasive influence on an individual's performance.

Moreover, Azmandian (2010) asserted that self-confidence plays a crucial role in initiating a successful life (p.80). It is widely regarded as a fundamental component and a key determinant of a prosperous and fulfilling existence. Dornyei (2001) argues that even if educators employ their most innovative motivational strategies, pupils with fundamental self-doubts may be incapable of reaching their full potential as learners (p.87). Therefore, the cultivation of pupils' self-confidence holds significant value and should be a priority for teachers.

The term "self-confidence" in the context of foreign language acquisition holds great significance. Numerous studies by various researchers have identified both favorable (Klein and Keller, 1990; Lawrence, 1996) and negative (Roy et al., 2003) correlations between self-confidence and foreign language acquisition. Rubio (2007) suggests that understanding the concept of self-confidence is challenging due to potential varying interpretations, encompassing psychological and social dimensions. A lack of self-confidence may hinder the proficiency acquisition process in a foreign language, leading to psychological manifestations like insecurity, dread, anxiety, and engagement in antisocial behaviors. This phenomenon is observed in the context of foreign language acquisition, where a student's ability to initiate language learning may be hindered by low self-confidence. Research indicates that low self-confidence can negatively impact students' motivation to learn (Bong, 2008; Pajares & Miller, 1994). Individuals with low self-confidence are likely to possess a pessimistic inclination towards the course and the classroom environment.

Motivation

Motivation is widely recognized as a significant factor in the language acquisition process. According to Dornyei (2001), it plays a crucial role in language acquisition, with the term

itself originating from the Latin verb "movere," meaning "to move" (Dornyei & Ushiod, 2011, p.3). Blerkom (2009) defines motivation as the force that stimulates, guides, and maintains behavior in pursuit of a certain objective (p.17). It can be seen as the intrinsic drive and external reinforcement propelling individuals to take action in pursuit of a particular goal. Goldsmith (2010) describes motivation as the driving force that propels individuals toward higher levels of personal and professional achievement (p.149). Fadlelmula (2010) offers an alternative conceptualization, defining motivation as a theoretical construct explaining the commencement, orientation, magnitude, endurance, and caliber of conduct, particularly behavior driven by objectives (as stated in Brophy, 2004, p.3). Additionally, Harmer (2001) defines motivation as the presence of an internal drive compelling individuals to engage in actions with the purpose of attaining specific goals (p.51).

Self-esteem

Self-esteem is widely recognized as a crucial affective aspect in the educational process, with the potential to significantly impact students' academic performance. It refers to an individual's subjective evaluation of their own character and abilities, resulting in a sense of contentment and satisfaction. According to Richards and Schmidt (2010), self-esteem can be seen as an individual's assessment of their own worth or value, influenced by their perception of their ability to effectively engage with their surroundings (p. 517). Lawrence (2006) defines self-esteem as an individual's attitude towards oneself (p.67), while Wong (2009) claims it as an individual's subjective evaluation of their own worth as a human being (p. 134). Both Lawrence and Wong agree that self-esteem is an individual's cognitive evaluation of their own character and attributes.

In summary, self-esteem and self-confidence are mutually reinforcing constructs, as a student who possesses self-confidence typically exhibits a correspondingly elevated level of self-esteem. According to Azmandian (2010), one's self-esteem plays a crucial role in shaping their overall character and serves as a necessary foundation for developing self-confidence. Dornyei (2001) mentions that self-esteem and self-confidence serve as the fundamental underpinnings for personal development.

Azmandian likened self-confidence and self-esteem to the foundation of a house, emphasizing that if they are not sufficiently established, even the most advanced technological resources will be inadequate in constructing sturdy walls upon them (p. 87). While self-confidence and self-esteem are often used synonymously in common language, the process of cultivating and enhancing pupils' self-confidence involves several sequential stages.

Various scholars, such as Carnegie (1956), have outlined tactics and approaches for fostering self-confidence. For instance, Carnegie succinctly outlined four key principles for fostering self-confidence:

- Commence with a resolute and enduring aspiration: Students should cultivate a robust and persistent aspiration as their academic advancement will be contingent upon it.

- Engage in the process of preparation: It is advisable for students to engage in preparatory measures, such as planning and organizing their thoughts and actions, before engaging in any academic or social endeavors.

- Exhibit self-assurance and exercise emotional regulation: Managing feelings of apprehension is crucial for demonstrating self-assurance.

- Engage in the act of practicing: Regular practice is crucial as it directly impacts one's level of

confidence (Carnegie, 1956, p.15).

The teacher plays a significant role in facilitating the growth of students' learning processes, including cultivating a healthy classroom climate and establishing a strong rapport with students. Recognizing that one of the primary factors in enhancing the standard of education is the cultivation of students' self-esteem, self-confidence, and self-respect is crucial for educators (Kyriacou, 2007, p. 76). Educators assume several responsibilities in fostering the enhancement of pupils' self-assurance.

In conclusion, instructors of English as a Second Language receive numerous suggestions to improve the level of self-assurance among their learners. Adalikwu (2012), as mentioned in the work of Dr. Abdallah and Dr. Ahmed (2015, p.1095), recommends that language teachers prioritize the cultivation of students' self-confidence by establishing a classroom climate that is helpful and fosters a sense of encouragement, facilitating their active engagement in spoken activities without experiencing apprehension. Educators have the ability to assist learners in identifying their apprehensions and facilitating their acquisition of coping mechanisms to effectively manage these anxieties. Positive thinking can be a source of support in combating negative perspectives and ideas. During oral activities, it is recommended to cultivate a comfortable and jovial ambiance. Additionally, it is advised to devise engaging activities that provide ample time and possibilities for participation, focusing on the positive aspects of the activities.

Conclusion

Self-confidence emerges as a crucial emotional component that significantly facilitates pupils' learning development. This chapter references various definitions of self-confidence provided by researchers, emphasizing its significance and distinguishing features in individuals with high and low levels of self-confidence. The study delves into the convergence of linguistic and nonlinguistic factors in language proficiency attainment, exploring psycho-social elements influencing the language acquisition process.

Examining the impact of self-confidence on language acquisition reveals that confident students navigate and overcome learning challenges, providing potential solutions in diverse contexts. Individuals with a strong sense of self-assurance experience minimal worry during language acquisition, enabling efficient linguistic message conveyance. Self-confident students independently acquire language components, fostering a thorough understanding. Language educators have a duty to offer impactful language learning activities, promoting cooperation and communicative interactions to reduce stress. Peer criticism addresses learners' inadequacies, emphasizing the importance of seminars and workshops for educating language teachers about nonlinguistic psychological elements.

REFERENCES:

Abdallah, S.A.A., & Ahmed, A.G.A. (2015). The impact on self-confidence on EFL sudanese tertiary level students. International Journal of Information Research and Review, 2(9), pp.1093-1106.

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

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

Azmandian, A. (2010). Think yourself successful. New York: McGraw-Hill

Bong M (2002). Predictiveutility of subject-, task-, and problem-specific selfefficacy judgments for immediate and delayed academic performances. J. Exp. Educ. 70:133-162.

Bong M (2008). Effects of parent–child relationships and classroom goal structures on motivation, help-seeking avoid ance and cheating. J. Exp. Educ. 76(2):191–217

Burton, K., & Platts, B. (2006). Building confidence for dummies. Chichester: John Wiley& Sons, Ltd

Carnegie, D. (1956). How to develop self-confidence and influence people by public speaking. New York: Pocket Books.

Cole, D., Ellis, C., Mason, B., Meed, J., Record, D., Rossetti, A., & Willcocks, G. (2007). Teaching speaking and listening: a toolkit for practitioners. Bristol: Portishead press.

Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd Ed.). Great Britain: Pearson Education.

Kakepoto, D. (2012). Factors that influence oral presentations of engineering students of Pakistan for work place environment.

Murray, D. (2006). Coming out Asperger: Diagnosis, Disclosure, and Selfconfidence. London: Jessica Kingsley Publishers.

Mutluer S (2006). The role of moral values in forming self-confidence. Graduatedthesis. Ankara University, social sciences institute, Ankara, Turkey

Preston, D.L., (2001). 365 steps to self-confidence. Oxford: How to Books.

Richards, J., & Schmidt, R. (2010). Dictionary of language teaching & applied linguistics (4th Ed.). Harlow: Longman.

Roy F, Baumeister JD, Campbell JI, Krueger I, Kathleen DV (2003). Doeshigh self-esteem cause better performance, interpersonal succes, happinessor healthier lifestyle? Psychological Science in the Public Interest, 4(1):1-44.

Rubio F (2007). "Self-esteem and foreign language learning, introduction". Cambridge Scholars Publishing: Cambridge

Wong, L. (2009). Essential study skills. Boston, MA: Houghton Mifflin Co

Zimmerman BJ, Kitsantas A (2005). Home work practices and academic achievement: them ediating role of self-efficacy and perceived responsibility beliefs. Contemp. Educ. Psychol. 30:397– 417.