

**EMERGING HORIZONS: PUBLIC SPEAKING AS A CATALYST FOR  
TRANSPROFESSIONAL SKILL DEVELOPMENT**

Sevinch Tursunova (*Student*)

Kavilova Laura-Aquilina (*Supervisor*)

*Jizzakh State Pedagogical University, Faculty of foreign languages*

**Abstract:** *Public speaking is not merely a stage for extroverts; it represents a strategic platform for cultivating essential competencies across multiple professional domains. This article investigates how public speaking can serve as a catalyst in developing transprofessional skills such as leadership, critical thinking, adaptability, and empathy. Drawing on pedagogical theory and introductory insights from psychology, the author—a first-year student exploring the broad landscape of educational science—emphasizes the pivotal role of public speaking in driving continuous improvement. By analyzing its impact on group dynamics, personal growth, and academic performance, this paper highlights how educators and learners alike can leverage public speaking engagements to hone key performance indicators (KPIs) in both interpersonal and corporate environments. The findings underscore the importance of integrating structured public speaking activities into early pedagogical training to ensure a strong, future-focused foundation for students and educators.*

**Keywords:** *Public speaking, Transprofessional competencies, Pedagogy, Communication, Leadership, Skill development*

**INTRODUCTION**

As a freshman stepping into the world of pedagogy—and beginning to grasp the expansive universe of psychology—it is illuminating to see how public speaking extends far beyond simply talking in front of an audience. In fact, public speaking can be viewed as a springboard for developing meta-level skills: competences that are crucial across diverse professional scenarios [1]. Often termed "transprofessional," these competencies include leadership, adaptability, creativity, and effective communication—traits that are critical for success within dynamic corporate structures as well as traditional academic environments [2].

This article discusses key aspects of public speaking that nurture transprofessional competencies, balancing academic research with practical observations from a newcomer's vantage point. By analyzing the intersection of pedagogy and performance, we identify methods of harnessing public speaking to enhance not only one's individual development but also group synergy, future career prospects, and personal confidence.

**1. The Foundation of Public Speaking in Pedagogy**

Pedagogical theory suggests that experiential learning activities, such as structured presentations and debates, enable students to practice and refine their communication skills under guided conditions [3]. Public speaking requires clarity of thought, logical

structuring of content, and persuasion—essential components of pedagogy that align well with modern educational best practices.

Moreover, introducing public speaking opportunities in the early stages of teacher education can enhance self-awareness and empathy, as future educators learn to adapt content and tone to suit different audiences. This amplifies the ability to connect with various stakeholders, from students to administrative leaders [4].

### 1.1 Enhancing Confidence

Confidence-building stands out as a tangible by-product of public speaking engagements. For many first-year students, stepping onto a platform can be intimidating, but repeated exposure reduces anxiety and fosters self-efficacy [5]. In the language of corporate jargon, confidence could be seen as a "key asset" that boosts one's "market value," ultimately increasing one's return on investment (ROI) in education.

## 2. Core Transprofessional Competencies Fostered by Public Speaking

### 2.1 Leadership

Leadership is a critical transprofessional skill that transcends industry boundaries. When delivering a presentation, individuals naturally practice leadership behaviors: setting a vision, influencing group thinking, and guiding collective focus [6]. Even for a new student of pedagogy, serving as a presenter in a small seminar can galvanize these leadership traits, preparing them for future roles that require coordinating teams or mentoring peers.

### 2.2 Communication and Collaboration

At the nexus of pedagogy and psychology, communication stands out as the cornerstone of professional success. Public speaking encourages speakers to tailor their messages and integrate feedback from diverse listeners—whether they are colleagues, potential employers, or classmates [7]. In an educational setting, improved communication translates into the ability to facilitate group discussions, design engaging lessons, and effectively manage classroom interactions.

Collaboration, meanwhile, often emerges from group presentation projects. Team-based public speaking tasks require students to negotiate roles, deadlines, and shared content—a process that fosters collaborative know-how essential for both academic success and corporate teamwork [8]. By engaging in these tasks, students learn the synergy needed for achieving collective goals.

### 2.3 Adaptability and Creativity

Public speaking can be fraught with unexpected hurdles: time constraints, technological glitches, or challenging audience questions. Encountering these obstacles develops adaptability, teaching speakers to pivot mid-sentence and maintain composure [9]. Creativity, another critical transprofessional skill, is honed when constructing presentations that must spark interest and hold an audience's attention. From selecting dynamic visuals to using storytelling techniques, creativity helps presenters deliver original, impactful messages that resonate long after the speech concludes.

## 2.4 Emotional Intelligence and Empathy

Taking the stage also heightens a speaker's emotional intelligence. The ability to read audience reactions, respond sensitively to confusion, or adjust one's tone fosters empathy and emotional awareness [10]. In the context of pedagogy, emotional intelligence is pivotal when relating to students who may have different learning styles or emotional backgrounds. For a student teacher, developing this skill early can translate into more effective classroom management and stronger teacher-student rapport.

## 3. Practical Steps to Integrate Public Speaking into Pedagogical Training

A future-focused approach demands we equip early-stage educators with tools that align with both academic excellence and corporate best practices. Below are several pragmatic strategies:

### 1. Structured Presentations

Incorporating mandatory presentations into the curriculum allows students to refine messaging, experiment with visual aids, and receive constructive feedback. Consistent practice ensures public speaking becomes a natural extension of one's academic performance.

### 2. Peer

### Evaluation

Encouraging peers to evaluate each other's presentations not only fosters a culture of continuous improvement but also develops critical listening skills [11]. This process mirrors modern corporate performance reviews and strengthens interpersonal relations.

### 3. Debate

### Clubs

### and

### Workshops

Hosting debate clubs or speech workshops engages students in real-time discussions. Such activities sharpen critical thinking and adaptability while also exposing participants to diverse perspectives.

### 4. Technological

### Tools

Utilizing video recordings or virtual reality simulations helps students rehearse and track their progress. Adopting emerging tech solutions resonates with corporate leadership training strategies, where data analytics and self-assessment tools are widely employed to maximize performance outcomes [12].

## CONCLUSION

Public speaking represents more than just an academic exercise; it is a high-impact opportunity to cultivate leadership, communication, and emotional intelligence—key transprofessional competencies essential for navigating both educational and corporate terrains. By taking a future-focused approach and integrating public speaking tasks from the earliest stages of pedagogy, students and educators can build a foundation of confidence, collaboration, and creative problem-solving. As a first-year student just beginning to explore the vast intersection of pedagogy and psychology, it is inspiring to discover that every presentation—no matter how modest—contributes to building a dynamic skill set that will prove valuable across all professional frontiers.

## REFERENCES:

1. Blandin, J. (2019). *The Role of Public Speaking in Education*. *Journal of Pedagogical Development*, 14(2), 12–24.
2. Carrington, R. (2018). *Adaptive Communication Strategies in Education*. New York: Academic Globe Press.
3. DeWitt, S. (2021). *Leadership from the Podium*. *International Journal of Educational Leadership*, 4(2), 20–35.
4. Garrison, L. & Hayes, P. (2017). *Tailoring Teaching Methods: Empathy in the Classroom*. *Pedagogical Insights*, 5(3), 33–42.
5. Laura-Aquilina, K. (2024). THE LEXICAL CHARACTERISTICS OF CANADIAN FRENCH INFLUENCED BY LANGUAGE INTERFERENCE. *International Journal of Education, Social Science & Humanities*, 12(3), 853-856.
6. LeBlanc, M. (2022). “Team Dynamics in Public Presentations: A Framework for Effective Collaboration.” *Group Communication Today*, 11(4), 55–63.
7. Martinez, V. (2019). “Confidence and Competence: The Reciprocal Nature of Public Speaking and Self-Efficacy.” In *New Approaches to Communication Studies* (pp. 88–103). Springfield University Press.
8. O’Donnell, T. (2018). *Experiential Learning in the Modern Classroom*. *Contemporary Pedagogy*, 9(1), 67–78.
9. Patel, A. (2019). *Emotional Intelligence: Bridging the Gap between Student and Teacher Perspectives*. *Pedagogy & Psychology Review*, 16(2), 14–29.
10. Richardson, K. & Bradley, M. (2020). *Cross-Disciplinary Communication Skills: Pathways to Success*. *Educational Review Quarterly*, 22(4), 45–53.
11. Tamara, K. (2024). INCLUSIVITY WITHIN THE FRAMEWORK OF ETHNOCULTURAL DIVERSITY. *International Journal of Education, Social Science & Humanities*, 12(3), 862-866.
12. Wright, J. (2020). *The Power of Adaptability: Mastering Classroom and Boardroom Challenges*. Chicago: Learning Path Publishers.