When emotion speaks: The hidden power of f eelings in great speaking

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ABSTRACT

The true strength of feelings in powerful speaking is their role as a important link between the speaker's goal and listeners engagement, turning simple information into a memorable experience. Emotions expressed through voice, language, and body language act as an 'attention switch,' encouraging deeper thinking, better memory retention, and increased trust from the audience.

Key words: feelings, memorable, keeping, language, engagement, listeners, thinking, attention

Аннотация. Истинная сила чувств в убедительной речи заключается в их роли как жизненно важного связующего звена между намерением оратора и вовлеченностью аудитории, превращая простую информацию в запоминающееся событие. Эмоции, выраженные голосом, языком и языком тела, действуют как «переключатель внимания», стимулируя более глубокое мышление, лучшее запоминание и повышение доверия со стороны аудитории.

Ключевые слова: чувства, запоминаемость, запоминание, язык, вовлеченность, аудитория, мышление, внимание

Annotatsiya. Kuchli nutqda his-tuyg'ularning haqiqiy kuchi ularning ma'ruzachining niyati va tinglovchilar ishtiroki o'rtasidagi muhim bog'lovchi roli bo'lib, oddiy ma'lumotni unutilmas tajribaga aylantiradi. Ovoz, til va tana tili orqali ifodalangan his-

tuyg'ular "diqqatni o'zgartiruvchi" bo'lib, chuqurroq fikrlashni, xotirani yaxshi saqlashni va tinglovchilarning ishonchini oshiradi.

Kalit so'zlar: his-tuyg'ular, esda qolar, saqlanish, til, jalb qilish, auditoriya, fikrlash, e'tibor

INTRODUCTION

Emotion plays a essential role in effective public speaking. When speakers share real feelings, the viewers better understands and connects with the message. Public speaking is not just about sharing information, it is also about evoking emotions. This emotional link helps confirm the message stays memorable.[7]

BACKGROUND

Since the early 2000s, research has shown a strong connection between language and emotional development. Language is especially important in early childhood. Children with better language skills are usually better at recognizing and distinguishing different emotions (Nook et al., 2017; Ruba et al., 2021; Ponari et al., 2020; Sabater et al., 2023).

Studies on how people process emotions in language also support this idea. For example, in story-based tasks, people usually match language with the correct emotion. Interestingly, this is also seen in people with high alexithymia, even though earlier studies suggested that they have difficulty understanding emotional tone (Bagby et al., 1994; Goerlich et al., 2012).

Recent research shows that emotional content can affect thinking. For example, Brunel et al. (2024) used an emotional Hayling task and found that negative emotions influence how people choose words and control their responses. In this task, participants must avoid the expected answer and instead give a different, but grammatically correct, response (Dupart et al., 2018).

From a theoretical point of view, some researchers believe that language helps shape our emotional experiences. In other words, language gives us a way to understand and

interpret emotions (Lindquist et al., 2015).

OBJECTIVES

This research paper purposes to find out the following objectives:

• To explore how emotions influence the effectiveness of a speech.

• To identify the main challenges speakers face when trying to express emotions during a speech.

• To determine which emotional techniques make speeches more engaging and memorable.

RESEARCH PROBLEM

This article purpose to analyze how feelings such as confidence, passion, empathy, and real feelings can strengthen a speaker's message and create a deeper connection with the listeners. It will also test common problems, such as emotional fear, lack of confidence, and the inability to express real feelings during a speech. Furthermore, the study highlights the importance of teaching emotional understanding in speaking classes. It offers practical suggestions and activities that can help students develop emotionally expressive and powerful speaking skills.

MAP OUT OF THE PAPER

The study was organized with a group of 20 students from the 8 grade classes at the 7nd Secondary School in Chust district, Namangan region.

Previous research by A. Lindquist shows drawing on the experimental and fMRI-based methods[6] of emotion and language, this study employs behavioral and observational techniques to examine students' responses during language learning activities.

METHOD

This study used a survey method to explore how emotions affect students' speaking.The data were collected from 19 eighth-grade students. The students were chosen randomly according to their age, level and interest. Along with the survey, students practiced a shadowing technique, where they listened to audio materials and

repeated them at the same time. Special attention was given to cartoon soundtracks which is named " Frozen " , where students were encouraged to repeat the speech while adding emotions such as happiness, sadness, or excitement. This helped them not only copy pronunciation but also express feelings in their speech. The activity was did in the classroom, and students practiced several times.

In addition, the researcher also used a collaborative teaching approach by working with a colleague The colleague shared their own classroom experiences and observations about using emotions in speaking activities. This exchange of teaching practices helped to better understand how emotional expression can influence students' speaking performance and engagement. I have found a method activity from their experience which the colleague used a role-play method in speaking activities. Students were asked to act out real-life situations, such as conversations between friends, in a shop, or at school.

This methods were found to be an effective way to improve both speaking fluency and emotional expression. The survey included three multiple-choice questions. These questions focused on students' opinions about using emotions while speaking, their confidence, and remembering vocabulary. Each question had three answeroption

RESULT

The survey, conducted with 19 students, gives useful information about how emotions affect speaking activities, especially in terms of understanding, interest, confidence, and remembering vocabulary.

For the first question, *"When a speaker shows emotions, how do you feel?"*, most students gave positive answers. About 47% (9 students) said they understand the speaker better when emotions are expressed. Another 42% (8 students) said it makes the speech more interesting. Only 11% (2 students) said emotions do not make a difference. This shows that emotions help improve both understanding and interest in speaking.

For the second question, *"Do you feel more confident when you express emotions while speaking English?"*, the answers were quite balanced. Around 43% (9 students) said "Yes," and another 43% (9 students) said "A little." This means emotions help increase confidence either strongly or slightly. However, 14% (3 students) said "Not really," showing that emotions do not affect everyone in the same way.

For the third question, *"Do emotions help you remember vocabulary while speaking?"*, most students again gave positive responses. About 53% (10 students) said "Sometimes," and 32% (6 students) said "Yes, a lot." Only 15% (3 students) said "Rarely." This suggests that emotions generally help students remember words, although the effect is different for each person. Overall, the results show that emotions play an important role in speaking activities. They help students understand better, make speaking more interesting, increase confidence, and support vocabulary memory. These findings suggest that using emotions in language teaching can improve students' speaking skills.

DISCUSSION

The both studies that shadowing and role-play techniques contribute positively to improving speaking skills and emotional confidence. While shadowing supports pronunciation and listening-based fluency, role-play improve interactive communication and real-life speaking practice.

Combining these techniques can provide a more detailed approach to developing speaking skills. However,

both techniques have certain limitations. Shadowing may become repetitive and focuses mainly on imitation rather than natural speech. Role-play, on the other hand, can be challenging for shy learners and requires effective classroom management. Despite these drawbacks, combining both techniques provides a balanced approach. It allows learners to improve both accuracy and interactive communication.

CONCLUSION

In conclusion, this study emphasizes the important role of emotions in shaping effective speaking performance. Both techniques that shadowing and role-play suggest not only improve linguistic skills but also increase learners' emotional confidence. When students feel more confident emotionally engaged while their speech, they can easily express themselves clearly and perform more effectively. Overally, emotions and feelings have a strong impact on speech and this article was illuminated the hidden power of great speaking, so shared effevtive improvement

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