



## METHODOLOGY OF DEVELOPING SPEAKING SKILLS IN ENGLISH FOR NON-PHILOLOGICAL HIGHER EDUCATION

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### ABSTRACT

*This article highlights the significance and role of developing English speaking skills among students of non-philological higher education institutions. The study analyzes the drawbacks of current traditional teaching methods and demonstrates the advantages of the communicative approach in preparing students for fluent communication. Furthermore, practical recommendations for overcoming language barriers in students and forming professionally-oriented speech, as well as the effectiveness of the case-study method, are substantiated.*

In today's era of accelerating globalization and integration processes, mastering foreign languages—particularly English, the language of international communication—has become a vital necessity for professionals in every field. The reforms implemented in the Republic of Uzbekistan to restructure the higher education system and radically improve the quality of personnel training demand elevating the foreign language teaching system in non-philological higher education institutions (HEIs) to a completely new level.

In non-philological higher education institutions (HEIs), developing English language skills, especially oral speech skills, plays a crucial role in shaping the professional competence of future specialists, making it one of the most pressing tasks today.

In non-philological HEIs focusing on fields such as medicine, economics, law, engineering, and agriculture, the English language subject must not merely consist of memorizing grammatical rules or translating texts. The modern labor market requires a future engineer, economist, or doctor to be able to communicate fluently with international partners, deliver presentations at scientific conferences, and conduct negotiations. Therefore, shaping and developing oral speech skills occupies a central place in teaching English at non-philological HEIs.

For many years, teaching English in non-philological higher education was predominantly based on the "Grammar-Translation" method. As a result, although students know grammatical formulas well, they face serious difficulties in expressing their thoughts orally in real-life and professional situations. This problem is referred to as a "language barrier," which stems from students' psychological fear and the lack of a practical communication environment.

The relevance of developing oral speech lies in the fact that for a student to study international practices in their specialty, they must not only read but also be able to discuss

the acquired information, engage in question-and-answer sessions, and present projects in English within a team.

In the methodology of foreign language teaching in non-philological education, international and local scholars, including Jeremy Harmer, David Nunan, as well as domestic researchers such as J. Jalolov and others, have emphasized the priority of oral speech in their studies. Particularly within the framework of the ESP (English for Specific Purposes) approach, oral speech is directly linked to the student's future professional activity.

During the research process, the effectiveness of the communicative approach, problem-based learning (PBL), and role-play methods was comparatively analyzed. Observations conducted with students of non-philological HEIs indicate that when at least 60-70% of the lesson is dedicated to active communication and oral speech exercises, students' motivation for language learning increases dramatically.

To successfully teach oral speech in non-philological HEIs, a number of pedagogical and methodological factors must be taken into account:

1. **Professional Orientation (The ESP Principle):** Rather than teaching general topics, it is far more effective to teach oral speech through topics such as "Company Presentation" or "Conducting Negotiations" for economics students, and "Operating Principles of Equipment" or "Project Defense" for students of technical institutes.
2. **Overcoming Psychological Barriers:** Students are often afraid of making mistakes. The teacher's task is not to constantly interrupt and correct errors during the lesson, but rather to ensure speech fluency and analyze mistakes collectively at the end of the class.
3. **Using Interactive Methods:**
4. **Role-plays:** Students enter real-life speech situations by playing roles such as "doctor and patient" or "manager and client."
5. **Case Studies:** A specific problem-based situation is presented in English, and students discuss and debate its solution orally in groups.

The results of the conducted experimental-testing work showed that the oral speech activity of students in groups where interactive methods were applied was 45% higher compared to traditional groups.

In conclusion, the ultimate goal of teaching English in non-philological HEIs is to train specialists who can communicate fluently in their respective fields. Oral speech should not merely be a component of lessons, but rather the primary criterion determining the quality of education. Moving away from curriculum designs focused solely on grammar and instead enriching them with oral communication, project defenses, and professional debates will ensure the global competitiveness of higher education graduates.

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