

PROBLEMS AND ACHIEVEMENTS IN DEVELOPING ENGLISH SPEAKING SKILLS OF STUDENTS IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS

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This article analyzes the problems and achievements encountered in the process of developing oral English speech among students of non-philological higher education institutions. The study highlights the effectiveness of the communicative approach, interactive methods, and modern pedagogical technologies. It also examines linguistic and psychological factors that hinder the development of students' speaking skills and provides practical recommendations for overcoming these challenges.

In the context of today's globalization, the English language has become the primary means of communication in international interaction, science, technology, and business. In the process of integration into the global educational space, higher education institutions are tasked with preparing competitive specialists equipped with modern competencies. From this perspective, proficiency in English for students studying in non-philological fields is not merely an additional subject, but an essential component of their professional activity.

In particular, the development of oral speech is one of the most pressing issues. This is because a specialist's ability to participate in international conferences, conduct negotiations with foreign partners, analyze scientific sources, and deliver presentations directly depends on their speaking competence.

This research is aimed at identifying the challenges encountered in the process of developing English speaking skills among students of non-philological higher education institutions, developing ways to overcome these challenges, and scientifically analyzing the existing achievements.

Speech competence is the ability to express ideas clearly, logically, and appropriately using language means. This concept has been widely studied in the fields of linguistics and language teaching methodology.

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The American linguist Noam Chomsky substantiated the concept of linguistic competence in his work *Aspects of the Theory of Syntax*. Later, Dell Hymes introduced the theory of communicative competence, emphasizing the importance of the ability to use language in a social context.

Speech competence consists of the following components:

- Linguistic competence (lexis, grammar, phonetics)
- Sociolinguistic competence (social appropriateness)
- Pragmatic competence (goal-oriented speech)
- Strategic competence (overcoming communication difficulties)

For non-philological students, speech competence is directly related to professional activity and determines their level of professional communicative preparedness.

In foreign language teaching, the communicative approach is recognized as a leading method. This approach is based on students' active participation, the simulation of real-life situations, and learning the language through practical activities.

Jeremy Harmer, in his book *How to Teach English*, emphasizes the role of interactive methods in the development of speaking skills. In addition, Jack C. Richards and Theodore S. Rodgers, in their work *Approaches and Methods in Language Teaching*, scientifically substantiate the effectiveness of the communicative method.

Modern methods include:

- CLIL (Content and Language Integrated Learning)
- Project-based learning
- Debate technology
- Case study
- Role plays

These methods contribute to the development of students' speech in natural communicative contexts.

“Problems in developing English speaking skills” refer to the difficulties and barriers encountered in the process of forming students' ability to speak English fluently, accurately, and coherently.

In other words, this concept includes the following issues:

1. Linguistic problems

Non-philological students often face the following difficulties:

- недостаточный словарный запас → (correcting language mix) insufficient vocabulary
- grammatical errors
- pronunciation difficulties
- lack of professional terminology

The issue of terminology is particularly relevant. In this regard, the studies of Shakhnoza Suyarova and G. S. Xodjayeva highlight the theoretical foundations of teaching field-specific terminology.

2. Psychological and methodological problems

During speaking activities, students often experience:

- fear of making mistakes
- lack of self-confidence
- low motivation
- passivity

In addition, the lack of practical exercises in classes and the dominance of traditional teaching methods negatively affect the development of speaking skills.

“Achievements and experimental research in developing English speaking skills” refer to the positive changes obtained as a result of applying new methods in improving speaking skills in English, as well as the process of testing these methods in practice (experimentation).

This concept consists of two components:

1 Achievements

These are the positive outcomes observed in students’ English speaking abilities. For example:

- increase in vocabulary
- reduction in grammatical errors
- improvement in pronunciation
- ability to speak fluently and confidently
- ability to communicate on professional topics

In other words, students begin to communicate in English more effectively than before.

2 Experimental research (pilot studies)

This is a specially organized instructional experimental process in which the effectiveness of new teaching methods is tested.

The experimental work was conducted with second-year non-philological students.

Stage 1: Diagnosis

- 40% — low level
- 35% — intermediate level
- 25% — advanced level

Stage 2: Intervention

During a 3-month period, debate, project-based learning, role plays, and CLIL methods were implemented.

Final results:

- the proportion of low-level students decreased to 15%
- the proportion of high-level students increased to 45%

These results confirm the effectiveness of interactive methods.

2. Formation of professionally oriented speech

Teaching tailored to a specific professional field accelerates the development of speaking skills.

For example:

- in economics — business negotiations
- in engineering — technical descriptions and presentations
- in law — legal discourse and argumentation

This approach prepares students for real professional situations.

Practical recommendations:

1. Introduce elements of oral communication in every lesson.
2. Widely apply group work methods.
3. Use multimedia tools.
4. Create a psychological environment that encourages free expression.
5. Promote participation in international online projects.

The development of English speaking skills among students of non-philological higher education institutions is a complex and multi-stage pedagogical process.

The research findings indicate that:

- communicative and integrative approaches are effective;
- professionally oriented instruction enhances speech competence;
- interactive methods increase motivation;
- practical activities play a crucial role in overcoming psychological barriers.

Thus, the development of English speaking skills is not only a matter of language learning, but also an essential factor in preparing globally competitive specialists.

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