

FEATURES OF THE DEVELOPMENT OF SPEECH COMPETENCE IN STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

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Abstract. *This article examines the specific features of developing speech competence in students of non-philological specialties, for whom English is not a core academic discipline but an essential tool for academic and professional communication. The study emphasizes the importance of communicative needs analysis, professionally oriented materials, digital and multimedia support, and task-based activities in forming students' speaking abilities. The findings highlight that non-philological learners require contextual, profession-related communication tasks, multimodal input, and psychologically supportive environments to overcome linguistic barriers and develop confidence. The article concludes with pedagogical recommendations for enhancing the speech competence of non-linguistic students in higher education.*

Key words: *Speech competence, non-philological students, communicative development, professionally oriented English, speaking skills, higher education, task-based learning, communicative approach.*

Introduction. Speech competence is a central component of foreign language proficiency and plays an essential role in enabling students to communicate effectively in academic, social, and professional contexts. For non-philological students – those specializing in engineering, medicine, economics, law, information technology, and other non-language disciplines – the need to acquire competent spoken English arises from global mobility, scientific collaboration, international conferences, and workplace requirements. However, these students commonly face difficulties due to limited language exposure, lack of systematic speaking practice, insufficient vocabulary related to their field, and psychological barriers such as fear of making mistakes or low self-confidence. Traditional language instruction, which often focuses heavily on grammar, translation, and written exercises, does not adequately support the development of practical speaking skills. In contrast, modern pedagogical approaches emphasize the importance of real communication tasks, professionally oriented content, multimodal learning materials, and interactive classroom strategies. Therefore, understanding the key features, mechanisms, and conditions underlying the development of speech competence in non-philological students is crucial for improving teaching practices in higher education.

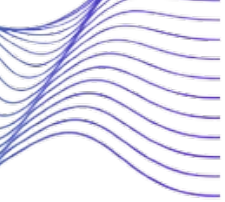
Methods. The methodological framework of this study is based on the analysis of pedagogical, psychological, and linguistic principles underlying speech competence development in non-philological learners. The research employed a combination of diagnostic observation, needs analysis, and monitoring of students' communicative



identifying the communicative barriers faced by learners, determining their professional communication needs, and implementing speaking tasks aligned with those needs. English lessons were designed to include interactive discussions, role-plays, problem-solving dialogues, case-based communication, and profession-specific simulations. Multimedia support – audio recordings, video materials, pronunciation tools, and digital platforms for synchronous speaking practice – was integrated to create multimodal input that would enhance the comprehensibility of language and lower psychological resistance to speaking. Throughout the instructional process, student participation, fluency, accuracy, and communicative confidence were observed. Reflection logs from learners were reviewed to capture qualitative insights into their challenges and progress. The methodological orientation recognized speech competence not as a mechanical repetition of patterns but as a dynamic ability shaped by motivation, linguistic resources, real-life context, and interactive experience.

Results. The findings demonstrate that non-philological students show notable improvement in speech competence when exposed to structured, professionally relevant, and psychologically supportive communicative environments. Learners reported increased confidence in expressing opinions, participating in discussions, and completing communicative tasks when lessons incorporated real-life scenarios connected to their field of study. Profession-specific vocabulary significantly enhanced clarity of expression and reduced hesitations during speaking activities. Multimedia-supported lessons led to better pronunciation accuracy, improved listening comprehension, and greater readiness to speak spontaneously. Students showed measurable progress in fluency due to regular engagement with task-based speaking activities such as debates, project presentations, case discussions, and collaborative problem-solving. The data indicate that the development of speech competence is strongly influenced by contextualization: students speak more effectively when tasks simulate professional situations such as engineering briefings, medical consultations, business negotiations, or IT project explanations. Another important result is the reduction of psychological barriers, learners became more willing to participate when provided with a non-threatening, collaborative learning atmosphere and clear communicative goals. Overall, the results confirm that targeted pedagogical mechanisms – profession-oriented materials, multimodal resources, structured speaking tasks, and supportive feedback – significantly enhance the speech competence of non-philological students.

Conclusion. The study concludes that developing speech competence in non-philological students requires a comprehensive pedagogical strategy that aligns linguistic instruction with students' academic and professional needs. Speech competence cannot develop effectively through traditional grammar-focused approaches, rather, it flourishes when learners engage in meaningful, contextualized communication tasks supported by multimodal resources and collaborative interaction. Professionally oriented content, regular communicative practice, task-based learning, and multimedia tools contribute to improving learners' fluency, accuracy, pronunciation, and communicative confidence. Additionally, addressing psychological barriers – such as fear of errors and low self-esteem – is essential for encouraging active participation in speaking activities. Higher education institutions should integrate field-specific communicative tasks, digital



speaking tools, and interactive methodologies into English courses for non-philological students. Such pedagogical innovations will ensure that learners develop the speech competence necessary for academic success, workplace communication, and global mobility.

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