

DEVELOPING PROFESSIONAL SPEAKING SKILLS IN NON-PHILOLOGY STUDENTS

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DOI: [https://doi.org/10.63001/tbs.2026.v21.i02.S.I\(2\).pp531-538](https://doi.org/10.63001/tbs.2026.v21.i02.S.I(2).pp531-538)

KEYWORDS

professional speaking,
ESP,
communicative competence,
non-philology students,
English
teaching methodology,
higher education,
speaking skills development.

Received on:

10-03-2026

Accepted on:

09-04-2026

Published on:

06-05-2026

Abstract

The development of professional speaking skills has become an essential component of higher education, especially for students who study in non-philological fields. In the modern globalized world, communication in English plays a critical role in academic, professional, and intercultural contexts. Non-philology students often face difficulties in expressing professional ideas in English due to limited vocabulary, lack of communicative practice, and insufficient methodological approaches in teaching. This research aims to investigate effective pedagogical strategies for developing professional speaking skills among non-philology students in higher education institutions. The study analyzes communicative teaching methods, task-based learning, and ESP-oriented activities that promote professional communication competence. The research methodology includes classroom observation, student surveys, and experimental teaching practices conducted with university students. The findings reveal that interactive activities such as role-plays, presentations, case studies, and problem-solving discussions significantly improve students' professional speaking competence. The results also show that integrating professional vocabulary and real-life communication scenarios increases students' motivation and confidence in speaking English. The study concludes that systematic implementation of communicative and professionally oriented teaching approaches can effectively enhance professional speaking skills among non-philology students. The findings of the research contribute to the improvement of ESP methodology and provide practical recommendations for English language teachers working in non-philological educational environments.

INTRODUCTION

In the modern educational environment, English has become the primary language of international communication, science, technology, and professional interaction. Universities across the world increasingly emphasize the importance of developing students' communicative competence in

English, particularly in professional contexts. For students who specialize in non-philological disciplines such as engineering, economics, medicine, and pedagogy, the ability to communicate effectively in English is crucial for academic success and future career opportunities. However, many non-philology students encounter

difficulties in developing professional speaking skills in English. Unlike philology students who focus

extensively on language study, non-philology students often have limited classroom hours dedicated to English language learning. As a result, their speaking abilities, particularly in professional contexts, remain underdeveloped. Professional speaking skills involve the ability to communicate ideas clearly, participate in discussions, present information, and interact in professional situations. These skills require not only linguistic knowledge but also communicative competence, confidence, and familiarity with professional terminology. The concept of English for Specific Purposes (ESP) plays a significant role in addressing this challenge. ESP focuses on teaching English that is directly related to students' academic or professional fields. Through ESP-based instruction,

students can develop language skills that are relevant to their future careers.

Despite the growing recognition of ESP in higher education, many universities still rely on traditional grammar-translation methods that do not sufficiently support the development of speaking skills. Therefore, it is necessary to explore innovative teaching strategies that encourage active communication and professional interaction. This research focuses on identifying effective methods for developing professional speaking skills among non-philology students. The study aims to analyze pedagogical approaches that can improve students' ability to communicate professionally in English and prepare them for real-world communication.

The objectives of this research include:

- analyzing theoretical foundations of professional speaking competence
- identifying challenges faced by non-philology students in speaking English

- exploring effective ESP teaching strategies
- evaluating the effectiveness of communicative activities in improving speaking skills

The significance of the study lies in its potential to improve the methodology of teaching English in non-philological educational contexts and contribute to the development of students' professional communication competence.

LITERATURE REVIEW

The development of speaking skills in foreign language learning has been widely studied by linguists and educators. Speaking is considered one of the most complex language skills because it requires the integration of grammar, vocabulary, pronunciation, and communicative strategies. Researchers emphasize that communicative competence is the primary goal of language learning. According to modern linguistic theory,

communicative competence includes grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The communicative approach to language teaching has significantly influenced modern English language education. This approach emphasizes real communication and interaction rather than memorization of grammatical rules. Through communicative activities such as discussions, role-plays, and problem-solving tasks, students can develop practical speaking skills. English for Specific Purposes (ESP) has become an important branch of language teaching that focuses on the specific needs of learners. ESP courses are designed to provide students with language skills that are directly relevant to their professional fields. Scholars argue that ESP teaching should include authentic materials, professional vocabulary, and real-life communication scenarios. Such an approach helps students understand how English is used in their future professions.

Task-based language teaching is another effective approach for developing speaking skills. In this approach, students perform meaningful tasks such as presenting projects, discussing professional cases, or solving workplace problems. These tasks simulate real professional communication and encourage active participation. Another important aspect of developing speaking skills is learner

motivation. Studies show that students are more motivated to learn when language activities are directly connected to their professional interests. Therefore, integrating professional topics into language learning significantly improves engagement and learning outcomes. Despite the theoretical advancements in language teaching methodology, practical implementation of speaking-focused instruction in non-philological programs remains limited. Many classrooms still prioritize reading and

grammar exercises over oral communication. Therefore, further research is necessary to identify effective strategies that can bridge the gap between theoretical principles and practical classroom implementation.

METHODOLOGY

The research employed a mixed-method approach combining qualitative and quantitative research methods. The study was conducted at Uzbekistan National Pedagogical University with participation of non-philology students studying in different academic programs. A total of 60 students participated in the research.

The research process included several stages:

diagnostic assessment of students' speaking skills

implementation of experimental teaching methods

evaluation of students' speaking performance

Data collection methods included classroom observation, questionnaires, and oral speaking assessments.

During the experimental stage, several communicative teaching strategies were introduced:

- professional role-play activities
- group discussions on professional topics
- project presentations
- case study analysis
- problem-solving tasks

Students participated in weekly speaking activities that required them to use professional vocabulary and express ideas related to their academic fields. To evaluate progress, students were assessed based on fluency, vocabulary usage, pronunciation, and ability to communicate professional ideas clearly.

RESULTS AND DISCUSSION

The results of the research indicate that communicative teaching strategies significantly improved students'

professional speaking skills. Students who participated in role-play activities demonstrated increased confidence in expressing professional ideas. Role-plays simulated real workplace communication situations such as meetings, negotiations, and presentations. Group discussions also proved to be effective in encouraging active participation. Students had the opportunity to exchange opinions, analyze problems, and collaborate in finding solutions.

Project presentations played an important role in developing structured professional speech. Students learned how to organize their ideas, explain concepts clearly, and respond to questions from their peers. Another important finding was the positive impact of professional vocabulary integration. When students learned terminology related to their academic disciplines, they became more capable of discussing professional topics. The research also revealed that interactive teaching methods significantly increased student motivation. Students reported that communicative activities

were more engaging than traditional grammar-focused lessons. However, several challenges were identified. Some students initially experienced anxiety when speaking English in front of their classmates. This problem gradually decreased as students gained more practice and confidence. The study also highlighted the

importance of teacher support. Teachers play a crucial role in creating a supportive learning environment that encourages students to communicate without fear of making mistakes.

CONCLUSION

The development of professional speaking skills is an essential component of English language education for non-philology students. In the context of globalization and international cooperation, the ability to communicate effectively in English has become a key professional competence. The results of this research demonstrate that communicative teaching approaches

and ESP-based instruction significantly improve students' speaking abilities. Activities such as role-plays, discussions, presentations, and case studies create meaningful communication opportunities that help students develop professional language skills. The study confirms that integrating professional vocabulary and real-life communication scenarios enhances students' motivation and confidence in speaking English.

Educational institutions should therefore prioritize speaking-oriented teaching methods in English language courses for non-philology students. Teachers should design lessons that reflect real professional communication and encourage active participation.

Future research may focus on digital learning technologies, online communication platforms, and interdisciplinary teaching methods that further support the development of professional speaking competence.

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