



PROBLEMS OF TEACHING SPEAKING SKILLS TO STUDENTS OF NON-PHILOLOGICAL SPECIALTIES

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Abstract

This article examines the problems of teaching speaking skills to students of non-philological specialties in the context of modern higher education. The study emphasizes the importance of developing oral communicative competence as an essential component of professional training for future specialists. The research analyzes the major factors that hinder the effective development of speaking skills, including linguistic, psychological, and organizational-methodological difficulties. Particular attention is paid to insufficient speaking practice, language anxiety among students, and the limited integration of modern educational technologies into the teaching process.

The article discusses methodological approaches that contribute to the development of students’ oral communication skills, including communicative language teaching, project-based learning, interactive methods, and the use of digital educational resources. The findings indicate that improving speaking competence requires creating conditions for active verbal interaction and integrating professionally oriented content into foreign language instruction. The study concludes that the implementation of learner-centered and communicative approaches can significantly enhance students’ motivation and improve the effectiveness of speaking skills development.

Keywords: Speaking skills, communicative competence, English language teaching, non-philological specialties, oral communication, communicative



approach, foreign language instruction, professionally oriented learning, interactive technologies, higher education.

INTRODUCTION

In the context of globalization and the expansion of international professional interaction, proficiency in a foreign language is considered one of the key competencies of future specialists in various fields of study. For students of non-philological specialties, the development of speaking skills is of particular importance, as the ability to communicate orally ensures effective participation in academic, professional, and intercultural communication.

Despite the growing attention paid to foreign language teaching issues, educational practice demonstrates that a considerable number of students in non-philological programs experience difficulties in developing speaking skills. Even possessing an adequate vocabulary and knowledge of grammatical structures, students often demonstrate a low level of communicative activity and insufficient readiness for spontaneous verbal interaction.

The problem of teaching speaking skills is caused by several factors, including limited classroom hours, the predominance of traditional teaching methods, insufficient language practice, psychological barriers among students, and a lack of stable motivation to use a foreign language in professional activities.

This issue becomes especially relevant in the education of students majoring in technical and other non-philological disciplines, where a foreign language is frequently regarded as a supplementary subject. Therefore, there is a need to search for and implement methodological solutions aimed at improving the effectiveness of oral communicative competence development.

The purpose of the study is to identify the main problems in teaching speaking skills to students of non-philological specialties and determine the most effective methodological approaches to overcoming these challenges.

Research objectives:

1. To analyze the theoretical foundations of teaching speaking skills to students.
2. To identify the main difficulties arising in the process of oral speech development.



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3. To examine modern methods of developing speaking competence.
 4. To develop practical recommendations for improving the teaching process.

MATERIALS AND METHODS

The present study employed a mixed methodological approach combining theoretical and empirical research methods to investigate the problems of teaching speaking skills to students of non-philological specialties and to identify effective strategies for improving oral communicative competence.

The theoretical stage of the research involved a comprehensive review and analysis of scientific, pedagogical, and methodological literature devoted to foreign language teaching, communicative language teaching, speaking competence development, and professionally oriented language education. Particular attention was paid to contemporary approaches aimed at increasing students' communicative activity and reducing barriers to oral interaction.

The empirical stage was conducted through pedagogical observation and the analysis of students' participation in speaking activities during English language classes. Observation focused on students' communicative behavior, level of engagement, frequency of oral participation, willingness to initiate communication, and ability to maintain interaction in English.

In addition, elements of comparative analysis were applied to evaluate the effectiveness of different teaching approaches used in the educational process. Traditional teacher-centered instruction was compared with communicative and interactive teaching methods in order to determine their influence on students' speaking performance and classroom participation.

To obtain more objective findings, diagnostic assessment techniques were also considered. Students' speaking competence was evaluated according to several criteria, including fluency, grammatical accuracy, vocabulary range, pronunciation, interaction ability, and confidence during oral communication.

The study also included the analysis of educational conditions influencing speaking skill development, such as classroom organization, the amount of speaking practice, instructional materials, students' motivation, and the integration of professional topics into language instruction.



Special emphasis was placed on communicative teaching strategies including pair and group work, role-playing activities, problem-solving tasks, project-based learning, classroom discussions, and situational speaking exercises. These instructional techniques were examined as tools for creating authentic communication and increasing students' oral participation.

The collected data were processed using descriptive and interpretative methods. The results obtained from observation and classroom practice were summarized and interpreted to identify recurring difficulties and determine methodological recommendations for improving the process of teaching speaking skills.

The research was carried out within the framework of English language instruction for students of non-philological specialties and aimed to provide practical recommendations applicable to higher educational institutions.

RESULTS

The conducted analysis revealed several groups of factors among the most common problems in teaching speaking skills.

First, linguistic difficulties are associated with insufficient vocabulary, limited command of conversational structures, and difficulties in applying grammatical knowledge in real communication.

Second, psychological factors have a significant impact, including fear of making mistakes, low confidence in one's language abilities, language anxiety, and insufficient motivation.

Third, organizational and methodological problems include limited classroom time, inadequate use of interactive teaching methods, and the predominance of reproductive forms of learning.

The analysis of modern educational practices demonstrates that the most positive outcomes are achieved through the use of communicative approaches, project-based assignments, role-playing activities, discussions, case-study methods, and digital educational resources.



DISCUSSION

The obtained results confirm the necessity of reconsidering traditional approaches to foreign language teaching for students of non-philological specialties. The development of speaking skills requires creating conditions for regular speaking practice and simulating real communicative situations.

The effectiveness of instruction increases through the integration of professionally oriented tasks, collaborative learning, and active learning technologies. Special attention should be paid to creating a supportive educational environment that contributes to reducing language barriers.

CONCLUSION

Thus, teaching speaking skills to students of non-philological specialties remains one of the pressing issues in modern foreign language teaching methodology. The main obstacles include linguistic, psychological, and organizational-methodological factors. Improving teaching effectiveness is possible through the implementation of communicative technologies, intensification of speaking practice, and orientation of educational content toward students' professional needs.

Prospects for further research are associated with the development of speaking instruction models based on digital technologies and professionally oriented approaches.

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