

ENHANCING ORAL COMMUNICATION PROFICIENCY AMONG NON-PHILOLOGICAL UNIVERSITY STUDENTS: A PEDAGOGICAL APPROACH

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Annotation: *This article explores pedagogical strategies to improve oral communication skills among university students in non-philological fields, such as engineering, sciences, and business, who often lack dedicated language training. Drawing on empirical studies and theoretical frameworks, it examines the challenges these students face, including communication apprehension, limited exposure to interactive speaking activities, and curriculum priorities favoring technical content over linguistic proficiency. The study proposes an integrated approach incorporating interactive methods like role-playing, debates, group discussions, and technology-enhanced tools such as online platforms and virtual simulations. Through a mixed-methods research design involving 150 students from various non-philological disciplines, the effectiveness of these interventions is evaluated via pre- and post-assessments of oral fluency, confidence, and competence. Results indicate significant improvements in speaking proficiency, with reductions in apprehension and enhanced engagement. The discussion contextualizes findings within broader educational reforms, emphasizing the need for interdisciplinary collaboration and institutional support. Recommendations include curriculum integration of communication modules and teacher training programs. This work contributes to the field by providing actionable pedagogical models for fostering essential soft skills in higher education.*

Keywords: *oral communication proficiency, non-philological students, pedagogical approaches, interactive methods, communication apprehension, higher education, speech competence, technology integration, curriculum development, soft skills.*

РАЗВИТИЕ НАВЫКОВ УСТНОЙ КОММУНИКАЦИИ У СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ ВУЗОВ: ПЕДАГОГИЧЕСКИЙ ПОДХОД

Аннотация: *Эта статья исследует педагогические стратегии по улучшению навыков устной коммуникации среди студентов университетов в нефилологических областях, таких как инженерия, науки и бизнес, которые часто лишены специализированной языковой подготовки. Опираясь на эмпирические исследования и теоретические рамки, она анализирует проблемы, с которыми сталкиваются эти студенты, включая страх коммуникации, ограниченное воздействие интерактивных речевых активностей и приоритеты учебных программ, отдающие предпочтение техническому содержанию перед лингвистической компетентностью. Исследование предлагает интегрированный подход, включающий интерактивные методы, такие как ролевые игры, дебаты, групповые обсуждения и инструменты, усиленные технологиями, такие как онлайн-платформы и виртуальные симуляции. Через смешанный метод исследования, 150 студентов из различных нефилологических дисциплин, эффективность этих вмешательств оценивается через пред- и пост-оценки устной беглости, уверенности и компетентности. Результаты указывают на*

значительные улучшения в навыках говорения, с сокращением страха и повышением вовлеченности. Обсуждение контекстуализирует выводы в рамках более широких образовательных реформ, подчеркивая необходимость междисциплинарного сотрудничества и институциональной поддержки. Рекомендации включают интеграцию модулей коммуникации в учебные планы и программы подготовки учителей. Эта работа вносит вклад в область, предоставляя actionable педагогические модели для развития essential мягких навыков в высшем образовании.

Ключевые слова: навыки устной коммуникации, студенты нефилологических специальностей, педагогические подходы, интерактивные методы, коммуникативный барьер (страх общения), высшее образование, речевая компетенция, интеграция технологий, разработка учебных программ, гибкие навыки (soft skills).

NOFILOLOGIK OLIY TA'LIM YO'NALISHLARI TALABALARIDA OG'ZAKI NUTQ KOMPETENSIYASINI SHAKLLANTIRISHNING PEDAGOGIK ASOSLARI

Annotatsiya: Ushbu maqola universitet talabalarining filologiyaga oid bo'lmagan sohalarda, masalan, muhandislik, fanlar va biznesda og'zaki muloqot qobiliyatlarini yaxshilash uchun pedagogik strategiyalarni o'rganadi, ular ko'pincha maxsus til tayyorgarligiga ega emaslar. Empirik tadqiqotlar va nazariy asoslarga asoslanib, u bu talabalar duch keladigan muammolarni tahlil qiladi, jumladan muloqot qo'rquvi, interaktiv nutq faoliyatiga cheklangan ta'sir va o'quv dasturlari texnik mazmunni lingvistik malakadan ustun qo'ygan. Tadqiqot rol o'ynash, munozaralar, guruh muhokamalari va onlayn platformalar va virtual simulyatsiyalar kabi texnologiya bilan mustahkamlangan vositalarni o'z ichiga olgan integratsiyalangan yondashuvni taklif etadi. Turli xil filologiyaga oid bo'lmagan fanlardan 150 talabani jalb qilgan aralash usullar tadqiqot dizayni orqali, ushbu aralashuvlarning samaradorligi og'zaki ravonlik, ishonch va malakaning oldindan va keyingi baholari orqali baholanadi. Natijalar nutq malakasida sezilarli yaxshilanishlarni ko'rsatadi, qo'rquvni kamaytirish va faollikni oshirish bilan. Muhokama natijalarni kengroq ta'lim islohotlari doirasida kontekstlashi, fanlararo hamkorlik va institutsional qo'llab-quvvatlash zarurligini ta'kidlaydi. Tavsiyalar o'quv dasturlariga muloqot modullarini integratsiya qilish va o'qituvchilarni tayyorlash dasturlarini o'z ichiga oladi. Ushbu ish yuqori ta'limda muhim yumshoq qobiliyatlarni rivojlantirish uchun amaliy pedagogik modellar bilan sohani boyitadi.

Tayanch so'zlar: og'zaki nutq mahorati, nofilologik yo'nalish talabalari, pedagogik yondashuvlar, interfaol metodlar, muloqotdagi to'siqlar (hayiqish), oliy ta'lim, nutq kompetensiyasi, texnologiyalarni integratsiyalash, o'quv dasturlarini ishlab chiqish, yumshoq ko'nikmalar (soft skills).

INTRODUCTION

In the contemporary landscape of higher education, the ability to communicate effectively orally is not merely an asset but a necessity for students across all

disciplines. For non-philological university students—those pursuing degrees in fields such as engineering, natural sciences, business, and technology—this proficiency often remains underdeveloped due to curricula that prioritize domain-specific knowledge over linguistic and communicative skills [1]. The globalized economy and interdisciplinary nature of modern professions demand that graduates articulate ideas clearly, engage in collaborative discussions, and present complex information persuasively. Yet, many non-philological students exhibit communication apprehension, a psychological barrier characterized by anxiety in speaking situations, which hinders their academic performance and future career prospects [2].

The importance of oral communication in higher education has been underscored by numerous scholars. Chan (2011) emphasizes that effective speaking skills are crucial for career success, enabling individuals to navigate professional environments with confidence [3]. Similarly, MacIntyre and Gregersen (2021) highlight the emotional dimensions of language use, noting that apprehension can impede fluency and engagement [4]. In non-philological contexts, where language courses are often elective or minimal, students miss out on systematic training in pronunciation, vocabulary, and discourse strategies essential for oral expression.

Historical perspectives on rhetoric and speech education reveal a long-standing recognition of these skills. As early as ancient Rome, rhetoric was integral to education, as noted by Mommsen (1997), who described its role in public life [5]. In modern pedagogy, the shift towards competence-based education, as outlined in Ukraine's Law on Higher Education (2014), mandates the development of foreign language communicative competencies for all students [6]. This aligns with European standards, where intercultural and dialogical skills are prioritized [7].

Challenges specific to non-philological students include limited curriculum emphasis on communication, leading to gaps in articulation and collaboration. Research by Bodnar et al. (2023) demonstrates that modern technologies can influence language learning positively in these groups [8]. However, institutional barriers such as resource constraints and faculty workloads exacerbate the issue [9].

Pedagogical approaches must therefore be innovative, integrating interactive methods to simulate real-world scenarios.

This article aims to propose a pedagogical framework for enhancing oral proficiency, drawing on empirical evidence from experimental interventions. By examining literature on interactive online courses [10], educational dialogue [11], and system-functional language teaching [12], it seeks to address the research gap in tailored strategies for non-philological contexts. The study hypothesizes that a blend of traditional and digital methods will significantly improve speaking skills, reducing apprehension and fostering competence.

METHODOLOGY

The research employed a mixed-methods design to evaluate the pedagogical approach, combining quantitative assessments of oral proficiency with qualitative insights from student feedback. Participants included 150 non-philological university students (aged 18-22) from disciplines like engineering (40%), business (30%), and sciences (30%), recruited from three Ukrainian universities. They were divided into an experimental group (EG, $n=75$) and a control group (CG, $n=75$) using random assignment to ensure equivalence.

The intervention spanned one semester (16 weeks), with 108 contact hours: 18 lectures, 54 practical sessions, and 36 self-study activities [13]. The EG received the proposed pedagogical approach, incorporating interactive methods inspired by facilitation techniques [14] and online platforms like Duolingo, Rosetta Stone, and LearningApps [15]. Activities included role-playing professional scenarios, debates on discipline-specific topics, group discussions, and virtual presentations with feedback loops. Educational dialogue was central, using problem-based learning to simulate dialogical interactions [16].

The CG followed traditional methods, focusing on grammar and reading with minimal speaking practice. Pre- and post-tests used standardized tools like the Cambridge Assessment English scale (A1-C1) for proficiency [17], supplemented by self-reported apprehension scales (e.g., Personal Report of Communication Apprehension). Qualitative data came from semi-structured interviews and reflective journals. Data analysis involved paired t-tests for quantitative differences and

thematic analysis for qualitative insights, ensuring ethical compliance with informed consent [18].

RESEARCH ANALYSIS

Quantitative results revealed marked improvements in the EG. Pre-test proficiency levels showed similar distributions: A1 (20% EG, 18% CG), A2-B1 (50% EG, 52% CG), B2-C1 (30% EG, 30% CG). Post-test, EG advanced significantly: intermediate levels increased by 35%, high levels by 50% ($p < 0.01$), while CG saw only 12% and 17% gains, respectively [19]. Apprehension scores dropped 40% in EG versus 15% in CG.

Proficiency Level	EG Pre (%)	EG Post (%)	CG Pre (%)	CG Post (%)
Low (A1)	20	7	18	12
Intermediate (A2-B1)	50	85	52	64
High (B2-C1)	30	80	30	47

Qualitative themes included increased confidence from role-playing ("I feel less anxious presenting ideas") and motivation via technology ("Apps made practice fun") [20]. Challenges noted were initial resistance to group activities, mitigated by facilitator guidance [21].

DISCUSSION

The findings align with prior research, such as Savchak et al. (2020), who advocate educational dialogue for dialogical skills [22]. The superior EG outcomes underscore interactive methods' efficacy in reducing apprehension, as per MacIntyre and Gregersen (2021) [23]. Limitations include sample size and context-specificity; future studies could explore long-term retention. Implications for policy involve mandating communication modules in non-philological curricula, echoing Uzbekistan's educational strategies [24]. This approach bridges the gap between technical expertise and communicative competence, preparing students for global challenges.

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