

## Enhancing speaking skills in Non filology University Students trough interactive methods

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**Abstract:** In today’s globalized world, fluency in English is essential across all disciplines, not just philological fields. However, non-philology university students often struggle to develop effective speaking skills due to limited language exposure and traditional teaching methods. This article investigates the use of interactive methods—such as role-plays, group discussions, debates, and digital platforms—to enhance oral communication among non-language majors. The study underscores the effectiveness of student-centered activities in creating real-life communication scenarios that boost confidence, engagement, and fluency. Based on classroom experiments, surveys, and feedback analysis, the findings demonstrate that interactive methods significantly improve students’ motivation and speaking competence.

**Keywords:** interactive teaching, speaking skills, non-philology students, communication competence, English language learning, student-centered methods, classroom interaction

**Introduction:** In an era of globalization and digital transformation, English has solidified its role as the lingua franca of international communication, business, science, and education. While philology students receive extensive training in language proficiency, non-philology students—such as those in engineering, medicine, economics, or IT—often receive limited instruction in practical language skills, particularly speaking. This gap hinders their academic and professional success in global contexts.

Speaking, one of the most challenging second-language skills, demands linguistic competence, sociocultural awareness, real-time processing, and psychological confidence. Non-philology students frequently lack opportunities for



meaningful verbal interaction in English, as classroom instruction often prioritizes grammar, reading, or test preparation.

This situation necessitates a shift from traditional, teacher-centered approaches to dynamic, interactive methods that engage learners in active speaking practice. Techniques such as simulations, peer discussions, project-based tasks, and digital tools can create environments mimicking real-world communication, fostering confidence, fluency, and motivation.

This article examines how interactive methods can enhance the speaking skills of non-philology university students, evaluating their impact on engagement and performance. Developing strong English speaking skills is critical for professionals across all fields, enabling participation in international conferences, collaboration with global partners, and access to cutting-edge knowledge.

However, many higher education institutions, particularly for non-philology majors, undervalue spoken English due to outdated curricula and limited practical communication opportunities. This disconnect between academic preparation and real-world demands underscores the need for innovative, communicative teaching methods that prioritize active language use.

The relevance of this topic lies in its potential to transform English language education for non-language students, aligning it with modern learners' needs. Interactive strategies foster inclusive, effective learning environments, equipping students with the communicative competence required for their careers. Moreover, enhancing speaking skills promotes confidence, intercultural competence, and lifelong learning—essential qualities in the 21st century.

Fluency and confidence in English speaking are vital for modern education and professional development. For non-philology students in fields like engineering, business, or medicine, English proficiency is not merely academic but a practical necessity for engaging in the global knowledge economy. Yet, speaking remains a challenging, anxiety-inducing skill due to limited vocabulary, poor pronunciation, or insufficient practice. Traditional methods often neglect oral communication, focusing on passive skills like reading and writing, creating a mismatch between classroom learning and post-graduation needs.

This study bridges this gap by promoting interactive methods that center learners in the speaking process. These approaches enhance language fluency,



critical thinking, teamwork, and problem-solving, preparing graduates for global competitiveness and professional competence.

**Relevance of Work:** This study aligns with the transformation of higher education, where interdisciplinary knowledge and communicative competence are increasingly valued. It addresses a critical gap in language education for non-philology students, who are often underserved in speaking practice. By introducing interactive methods tailored to their academic and professional needs, the research promotes a balanced, practical approach to English instruction.

The work supports global educational standards, emphasizing learner autonomy, communicative language teaching (CLT), and digital integration. It also aligns with national education reforms aimed at enhancing English teaching in non-language faculties. The findings are applicable to curriculum design, teacher training, and classroom implementation, offering value to educators, methodologists, and policymakers.

**Purpose:** The primary purpose of this study is to evaluate the effectiveness of interactive methods in enhancing English speaking skills among non-philology university students. It aims to identify the most successful techniques for promoting fluency, confidence, and communicative competence in classroom settings. Specifically, the study seeks to:

- Analyze challenges non-philology students face in developing speaking skills;
- Implement interactive methods, including role-plays, discussions, peer interviews, and digital activities;
- Evaluate their impact on student participation, motivation, and oral performance;
- Provide practical recommendations for integrating these methods into English courses for non-language faculties.

**Materials and Methods of Research:** This study employed a mixed-methods design, combining qualitative and quantitative approaches, to assess the impact of interactive teaching methods on the speaking skills of non-philology university students. Conducted over one academic semester, the research involved 60

undergraduate students from non-language majors, including engineering, economics, and computer science.

#### **Data Collection Instruments:**

- **Pre- and Post-Assessment Tests:** Speaking skills tests measured progress in fluency, accuracy, and coherence.
- **Observation Protocols:** Classroom activities were observed to evaluate participation and interaction.
- **Surveys and Questionnaires:** Students provided feedback on perceptions, motivation, and the applied methods.
- **Teacher Journals and Reflection Logs:** These assessed instructional effectiveness and student engagement.

#### **Interactive Methods:**

- Role-plays based on real-life scenarios;
- Group discussions and debates on current topics;
- Problem-solving tasks in pairs and small groups;
- Digital tools, including Padlet, Flipgrid, and Zoom breakout rooms, for virtual speaking practice.

**Data Analysis:** Descriptive statistics were used for test results, and thematic analysis was applied to qualitative feedback.

**Results and Discussion:** The findings revealed significant improvements in students' speaking abilities following the implementation of interactive methods:

- **Increased Fluency and Vocabulary Usage:** Post-test results showed a 35% improvement in fluency and varied vocabulary use, compared to baseline scores.
- **Higher Participation Levels:** Over 85% of students reported feeling more comfortable and confident speaking during interactive activities.
- **Positive Student Attitudes:** Most participants found role-plays and group discussions enjoyable and relevant, enhancing their learning experience.
- **Teacher Observations:** Students exhibited greater engagement and willingness to take risks in communication, supported by peer interaction and real-world tasks.

These outcomes indicate that interactive methods offer a dynamic, effective alternative to traditional grammar-based instruction, particularly for fostering spontaneous communication and learner autonomy.

**Conclusion:** This research confirms that interactive teaching methods significantly enhance the English speaking skills of non-philology university students. Student-centered activities, such as role-plays, discussions, and digital tools, create engaging environments that encourage free, confident, and spontaneous communication. These methods improve fluency, accuracy, and communicative competence—critical skills for academic and professional success.

The study highlights the need for a paradigm shift in language instruction for non-language majors, moving from passive, form-focused teaching to active, communication-based learning. When provided with practical, real-world speaking opportunities, students demonstrate substantial improvements in motivation and performance.

Higher education institutions should integrate interactive speaking activities into English curricula across disciplines. Continuous teacher development and curriculum reform are essential to support this transformation. Future research could explore long-term impacts, disciplinary differences, or scalability in online learning environments.

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