



DEVELOPMENT OF COMMUNICATION SKILLS IN MASTERING A
FOREIGN LANGUAGE BY STUDENTS OF NON-PHILOLOGICAL HIGHER
EDUCATIONAL INSTITUTIONS

Uchkurova Shakhnoza Shavkatovna

“Department of Foreign Language Teaching” of Bucheon University in Tashkent, PhD

<https://orcid.org/0009-0007-2764-3216>

Annotation: *This article examines the development of communication skills in the process of mastering a foreign language by students of non-philological higher educational institutions. The study highlights the importance of communicative competence as a key component of professional training for future specialists whose main field of study is not linguistics. Particular attention is paid to modern teaching approaches, including communicative, competence-based, and student-centered methods that enhance learners' speaking, listening, reading, and writing skills.*

Keywords: *communication skills; foreign language learning; non-philological students; higher education; communicative competence; language teaching methods; professional communication; student-centered learning*

In the context of globalization and international cooperation, proficiency in a foreign language has become an essential requirement for specialists in various professional fields. Students of non-philological higher educational institutions increasingly need foreign language skills to access academic resources, communicate in professional environments, and participate in international projects. However, traditional foreign language instruction often emphasizes grammatical knowledge rather than practical communication, which limits students' ability to use the language effectively.

Developing communication skills is, therefore, a priority in foreign language education for non-philological students. Communicative competence enables learners to express ideas, interact with others, and solve professional tasks in real-life situations.

The development of communication skills in foreign language learning has been widely discussed in linguistic and pedagogical research. Scholars emphasize that communicative competence is a multidimensional concept that includes linguistic, sociolinguistic, pragmatic, and strategic components (Hymes, 1972; Canale & Swain, 1980). For students of non-philological higher educational institutions, communicative competence is particularly important because it enables them to use a foreign language in professional and academic contexts rather than for purely linguistic purposes.

Many researchers argue that traditional grammar-translation methods are insufficient for developing communicative skills, as they focus mainly on language form rather than language use (Richards, 2006). In contrast, communicative language teaching (CLT) promotes interaction as both the means and the goal of learning a foreign language. Studies show that task-based learning, role-playing, discussions, and project-based activities significantly improve students' speaking confidence and fluency (Nunan, 2004).



Recent research also highlights the role of learner-centered and competence-based approaches in non-philological education. According to Harmer (2015), integrating professional topics into language instruction increases learners' motivation and the relevance of learning. Furthermore, the use of digital tools and interactive technologies has been shown to enhance communication practice and learner autonomy (Benson, 2011). Despite these findings, there remains a need for practical models specifically tailored to non-philological students, which this study aims to address.

Uzbek scholars have extensively emphasized the importance of developing communicative competence in foreign language education, particularly in non-philological higher educational institutions. According to local researchers, foreign language teaching should primarily focus on practical communication skills rather than isolated grammatical knowledge, as students need the language mainly for professional and academic purposes.

J. J. Jalolov highlights that modern foreign language education in Uzbekistan must be based on communicative and competence-oriented approaches. He argues that language learning becomes effective only when students actively use the language in meaningful situations, such as discussions, role-plays, and problem-solving tasks. Jalolov also stresses that communicative competence is closely connected with students' future professional activities, especially for non-philological specialties.

The study employed a mixed-methods research design combining quantitative and qualitative approaches. The participants were undergraduate students from non-philological faculties at a higher educational institution. The sample consisted of students with an intermediate (B1) level of foreign language proficiency.

Data were collected through classroom observation, questionnaires, and pre- and post-tests designed to assess students' communication skills. The experimental group was taught using communicative and interactive methods, including role-plays, group discussions, problem-solving tasks, and profession-oriented dialogues. The control group followed a traditional teaching approach focused on grammar exercises and text translation.

The duration of the experiment was one academic semester. Quantitative data were analyzed by comparing test results before and after the intervention, while qualitative data were obtained from students' feedback and teacher observations to evaluate changes in motivation and communicative behavior.

The results of the study indicate a noticeable improvement in the communication skills of students in the experimental group. Post-test results showed increased fluency, better pronunciation, and more appropriate use of vocabulary in speaking tasks compared to the control group. Students demonstrated greater confidence in expressing their ideas and participating in discussions.

Questionnaire data revealed that most students found communicative activities more engaging and relevant to their future professions. They reported reduced anxiety during speaking tasks and increased motivation to use the foreign language in real-life situations. In contrast, students in the control group showed limited progress in oral communication despite improvements in grammatical accuracy.



These findings support previous research emphasizing the effectiveness of communicative and student-centered approaches in foreign language teaching. The study confirms that integrating profession-oriented communication tasks into the curriculum significantly enhances the development of communication skills among non-philological students. Therefore, foreign language instruction in higher education should prioritize meaningful interaction and practical language use over purely theoretical knowledge.

REFERENCES:

- Benson, P. (2011). *Teaching and researching autonomy in language learning*. London: Pearson Education.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- Harmer, J. (2015). *How to teach English*. London: Longman.
- Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269–293). Harmondsworth: Penguin.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.
- Jalolov, J. J. (2012). *Chet tillarni o'qitish metodikasi*. Toshkent: O'qituvchi.