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CHALLENGES IN TEACHING SPEAKING SKILLS TO STUDENTS OF TECHNICAL SPECIALTIES

Annotation. *The development of speaking competence remains one of the most problematic areas in English language instruction for students of technical specialties. Despite sufficient exposure to grammar and reading materials, many engineering students demonstrate low communicative confidence and limited oral fluency. This study investigates the key challenges in teaching speaking skills to technical students at Karshi State Technical University (Uzbekistan). The research is based on a mixed-method approach, including a diagnostic speaking test, student questionnaires (N=84), and classroom observation during the 2024–2025 academic year. The findings reveal linguistic, psychological, methodological, and contextual barriers affecting oral performance. The study proposes pedagogical strategies aimed at increasing communicative engagement and professional relevance in ESP classrooms.*

Keywords: *speaking skills, ESP, technical university, communicative competence, engineering students, oral proficiency, Uzbekistan.*

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TEXNIK YO'NALISHDAGI TALABALARGA OG'ZAKI NUTQ KO'NIKMALARINI O'QITISHDAGI MUAMMOLAR

Annotatsiya. *Og'zaki nutq ko'nikmalarini rivojlantirish texnik yo'nalishdagi talabalar uchun ingliz tilini o'qitishda eng murakkab yo'nalishlardan biridir. Grammatik bilimlarga qaramay, ko'plab muhandislik talabalari past kommunikativ ishonch va cheklangan og'zaki ravonlikni namoyon etadi. Ushbu tadqiqot Qarshi davlat texnika universitetida texnik yo'nalish talabalari orasida og'zaki nutqni rivojlantirishdagi asosiy muammolarni o'rganishga qaratilgan. Tadqiqot aralash metodologiyaga asoslangan bo'lib, diagnostik test, talabalar so'rovnomasi (N=84) va dars kuzatuvlarini o'z ichiga oladi. Natijalar lingvistik, psixologik, metodik va kontekstual to'siqlar mavjudligini ko'rsatdi. Tadqiqot ESP darslarida kommunikativ faollik va kasbiy yo'naltirilganlikni oshirishga qaratilgan pedagogik strategiyalarni taklif etadi.*

Kalit so'zlar: *og'zaki nutq ko'nikmalari, ESP, texnika universiteti, kommunikativ kompetensiya, muhandislik talabalari, og'zaki malaka, O'zbekiston.*

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ПРОБЛЕМЫ ОБУЧЕНИЯ РАЗГОВОРНЫМ НАВЫКАМ СТУДЕНТОВ ТЕХНИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Аннотация. *Развитие устной коммуникативной компетенции остаётся одной из наиболее сложных задач в обучении английскому языку студентов технических специальностей. Несмотря на знания грамматики и навыки чтения, многие студенты испытывают низкую уверенность и ограниченную беглость речи. Исследование в Каршинском государственном техническом университете (Узбекистан) использует смешанную методологию: диагностический тест, анкетирование студентов (N=84) и наблюдение за занятиями (2024–2025 гг.). Результаты выявили лингвистические, психологические, методические и контекстуальные барьеры, влияющие на устную речь. В статье предлагаются педагогические стратегии для повышения коммуникативной активности и профессиональной направленности занятий ESP.*

Ключевые слова: *разговорные навыки, ESP, технический университет, коммуникативная компетенция, студенты инженерных специальностей, устная речь, Узбекистан.*

Introduction. In the context of globalization and international professional mobility, oral communication skills have become essential for engineering students. However, in technical universities, English

instruction traditionally emphasizes reading technical texts and mastering terminology rather than developing spontaneous speaking ability.

At Karshi State Technical University, English is taught as a compulsory subject during the first two academic years. Although students demonstrate acceptable reading comprehension, classroom observations show persistent difficulties in oral interaction. This discrepancy necessitates systematic investigation.

The purpose of this study is to:

1. Identify major obstacles in developing speaking competence among technical students.
2. Analyze psychological and methodological factors affecting oral production.
3. Propose evidence-based teaching strategies.

Literature review. The concept of communicative competence was introduced by Dell Hymes, who emphasized the ability to use language appropriately in context. Later, Michael Canale and Merrill Swain expanded the model by distinguishing grammatical, sociolinguistic, discourse, and strategic competences.

Research in ESP (English for Specific Purposes) by Tom Hutchinson and Alan Waters emphasizes the importance of needs analysis in designing communicative tasks relevant to professional contexts.

In technical education, scholars note that students often experience:

- communication anxiety;
- limited lexical resources;
- lack of authentic speaking practice;
- low intrinsic motivation toward language learning.

Recent studies in Central Asian higher education highlight that grammar-translation traditions still dominate classroom practice, reducing opportunities for spontaneous speech production.

However, empirical data on speaking instruction in Uzbek technical universities remain limited, which justifies the relevance of the present study.

Methodology.

1. Participants. The study involved 84 first- and second-year engineering students (aged 18–20) at Karshi State Technical University.

2. Instruments:

1. Diagnostic speaking test (monologue + dialogue task).
2. Student questionnaire (15 items).
3. Classroom observation (12 lessons).

3. Data analysis. Quantitative data were processed using descriptive statistics. Qualitative observations were categorized into thematic groups (linguistic, psychological, pedagogical barriers).

Results.

1. Diagnostic speaking performance

Criterion	High Level	Medium Level	Low Level
Fluency	18%	46%	36%
Vocabulary Range	22%	41%	37%
Pronunciation	25%	44%	31%
Interaction Skills	16%	39%	45%

The majority of students demonstrated medium or low speaking proficiency, particularly in interaction skills.

2. Identified challenges. The data revealed four main categories of problems:

1. **Linguistic barriers:**
   - Insufficient active vocabulary.
   - Overreliance on translation.
   - Fear of grammatical mistakes.
2. **Psychological factors:**
   - Speaking anxiety (reported by 63% of students).
   - Fear of peer judgment.
   - Low self-confidence.
3. **Methodological issues:**
   - Limited time allocated to speaking tasks.
   - Predominance of written exercises.
   - Lack of role-play and simulation activities.
4. **Professional context gap:**
   - Tasks not always connected to engineering practice.

- Lack of technical communication simulations.

Discussion. The findings confirm that technical students face multidimensional barriers in developing oral competence. The dominance of receptive skills in assessment systems indirectly discourages communicative practice.

Students reported higher engagement when speaking tasks were related to:

- presenting a technical project;
- explaining a diagram;
- simulating workplace communication.

This suggests that professionally oriented speaking tasks significantly increase motivation and reduce anxiety.

Pedagogical recommendations. Based on the findings, the following strategies are proposed:

1. Implementation of problem-based speaking tasks.
2. Regular mini-presentations on technical topics.
3. Pair and group discussions before whole-class speaking.
4. Integration of visual prompts (schemes, graphs, models).
5. Use of formative assessment instead of error-focused correction.

Conclusion. The study demonstrates that difficulties in teaching speaking skills to technical students stem from a combination of linguistic limitations, psychological barriers, and methodological imbalance in classroom practice. Empirical data from Karshi State Technical University indicate that interaction skills remain the weakest component of communicative competence.

The integration of professionally oriented communicative tasks significantly improves student engagement and confidence. Therefore, ESP instruction in technical universities should prioritize structured speaking practice embedded in professional scenarios.

Future research may involve experimental implementation of a speaking-oriented ESP model and comparative analysis across technical institutions in Uzbekistan.

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DEVELOPING A CULTURE OF COMMUNICATION AND COLLABORATION IN THE DIGITAL ENVIRONMENT

Annotation. *This article is devoted to examining a new stage in educational mechanisms aimed at developing social awareness, ethical relations, and collective responsibility among young people through practical programs and modules designed to foster a culture of communication and collaboration in the digital environment. The study highlights a system of practical programs that develop students' communication culture, digital ethics, and feedback culture by utilizing the interactive capabilities of the digital learning environment. These programs and modules are not solely based on technical tools, but represent pedagogical solutions focused on developing personal awareness, emotional solidarity, and social cooperation. In this regard, the practical programs developed to shape a culture of communication and collaboration in the digital environment transform education into an innovative process grounded in values, active participation, and a humanistic approach.*

Keywords: *digital communication, program, culture, education, information analysis, student.*

RAQAMLI MUHITDA MULOQOT VA HAMKORLIK MADANIYATINI RIVOJLANTIRISH

Annotatsiya. *Ushbu maqola raqamli muhitda muloqot va hamkorlik madaniyatini rivojlantirish yoshlarda ijtimoiy anglashuv, axloqiy munosabat va jamoaviy mas'uliyatni shakllantirishga qaratilgan ta'limiy mexanizmlarning yangi bosqichini o'rganishga bag'ishlangan. Bu o'rganish raqamli ta'lim muhitining interfaol imkoniyatlaridan foydalangan holda talabalarda muloqot madaniyatini, raqamli etikani va fidbek madaniyatini rivojlantiruvchi amaliy dasturlar tizimi yoritiladi. Ushbu dastur va modullar faqat texnik vositaga tayangan emas, balki shaxsiy anglashuvni, hissiy hamjihatlikni va ijtimoiy hamkorlikni rivoj-*