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AN INTEGRATED APPROACH TO DEVELOPING ENGLISH-SPEAKING SKILLS AMONG NON-PHILOLOGICAL SPECIALTIES STUDENTS

This article proposes a contemporary pedagogical model that integrates problem-based learning, interactive communication, and digital enhancement to advance English-speaking proficiency among non-philology university students. The model has been meticulously designed to address the communicative demands of modern academic and professional environments. In such settings, learners are required to articulate ideas with clarity, collaborate effectively, and adapt their language to suit diverse disciplinary and intercultural contexts. The integration of authentic problem scenarios with structured peer interaction and targeted digital tools establishes a learning environment in which students cultivate not only linguistic accuracy and fluency but also the reasoning, decision-making and interpersonal strategies that are indispensable for effective real-world communication. This integrated design is of particular relevance to non-philological students, who require effective, high-impact instructional methods closely aligned with their professional trajectories.

A substantial corpus of research supports the hypothesis that task-rich, collaborative, and technology-augmented environments are effective in fostering oral proficiency. The extant literature suggests that problem-based tasks are conducive to fostering deeper cognitive engagement and more complex language use. Interactive formats, such as role plays and team discussions, have been demonstrated to enhance pragmatic competence, turn-taking, and communicative adaptability. Digital tools, including AI-driven pronunciation feedback, shadowing platforms, and online debate environments, have been shown to extend opportunities for individualised practice and enhance intelligibility, fluency, and communicative confidence. Collectively, these elements are designed to equip learners with the communication skills required for contemporary professional contexts, positioning speaking as a dynamic and integrated practice influenced by authentic tasks, meaningful interaction, and intelligent technological support.

Key words: *English-speaking skills, non-philological specialties students, problem-based tasks, interactive methods, digital tools, case studies.*

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ІНТЕГРОВАНИЙ ПІДХІД ДО РОЗВИТКУ НАВИЧОК УСНОГО МОВЛЕННЯ АНГЛІЙСЬКОЮ МОВОЮ СЕРЕД СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

Стаття презентує сучасну педагогічну модель, що поєднує проблемно-орієнтоване навчання, інтерактивну комунікацію та цифрове підсилення для розвитку англомовної усної компетентності у здобувачів вищої освіти нефілологічних спеціальностей. Модель відповідає комунікативним вимогам сучасного академічного й професійного середовища, де здобувачі освіти мають уміти чітко формулювати думки, ефективно співпрацювати та адаптувати мовлення до різних дисциплінарних і міжкультурних контекстів. Поєднання автентичних проблемних ситуацій, структурованої взаємодії між студентами та цілеспрямованих цифрових інструментів створює навчальну екосистему, у якій розвиваються не лише мовні навички, а й уміння міркувати, ухвалювати рішення та взаємодіяти в реальних комунікативних ситуаціях. Такий підхід є особливо цінним для студентів нефілологічних напрямів, яким потрібні ефективні, високорезультативні методи, безпосередньо пов'язані з їхньою професійною діяльністю.

Дедалі більше досліджень показують, що середовища, у яких студенти працюють із різноманітними завданнями, взаємодіють у групах і використовують цифрові інструменти, є особливо ефективними для розвитку основних навичок усного мовлення. Проблемно-орієнтовані завдання сприяють глибшому опрацюванню змісту та використанню складніших мовних конструкцій, тоді як інтерактивні формати (рольові ігри, командні обговорення) розвивають прагматичну компетентність, уміння керувати чергою мовлення та адаптувати комунікативні стратегії. Цифрові інструменти, зокрема системи автоматичного аналізу вимови, платформи для техніки шедовінг та онлайн-дебатів, розширюють можливості індивідуальної практики й підсилюють зрозумілість,

плавність і впевненість мовлення. Використання проблемно-орієнтованих завдань у поєднанні з технологіями штучного інтелекту значно підвищує мотивацію студентів та їхню готовність до іншомовної комунікації у професійному середовищі. У сукупності ці компоненти готують студентів до реалій сучасної професійної комунікації, позиціонуючи усне мовлення як динамічну, інтегровану діяльність, сформовану автентичними завданнями, змістовною взаємодією та цифровою підтримкою.

Ключові слова: *навички усного мовлення англійською мовою, студенти нефілологічних спеціальностей, проблемно-орієнтовані завдання, інтерактивні методи, цифрові інструменти, кейс-методи.*

Formulation of the problem. This article presents a comprehensive instructional model that integrates problem-based tasks, interactive methods and digital tools to create a unified, practice-oriented learning experience for students of non-philological specialities.

The model's foundation is comprised of problem-based tasks, including case studies, simulations, and mini projects. These tasks provide learners with authentic scenarios that mirror real professional challenges. The nature of these tasks is such that they are conducive to analytical thinking, decision-making, and the ability to transfer theoretical knowledge into practical contexts.

Interactive methods, such as role plays, peer-to-peer activities, and speed speaking, have been shown to introduce a dynamic communicative layer that has the potential to enhance collaboration, spontaneity, and learner autonomy. Consequently, these components collectively engender an educational milieu in which students actively construct meaning, as opposed to merely passively receiving information.

Digital tools further expand the model's potential by offering flexible, personalised, and multimodal learning pathways. AI tutors support individualised practice and feedback, while shadowing apps help students refine pronunciation and fluency through repeated exposure to authentic speech. The advent of online debates and speaking platforms has introduced a global dimension to the educational landscape, enabling learners to engage with diverse perspectives and to practise communication in real-time digital spaces. The integration of these elements within the model has been shown to enhance engagement and skill development, thereby preparing students for the communicative, collaborative, and technologically mediated realities of modern professional life.

Analysis of the research. It is becoming increasingly apparent that students specialising in non-philological disciplines are required to possess functional English-speaking skills in order to engage effectively in global professional communication. This encompasses activities such as team discussions, presentations, consultations, and collaborative problem-solving. Contemporary research highlights the efficacy of task-based, interaction-rich, and technology-supported environments in fostering the development of such skills (Ellis, 2020; Van den Branden, 2006). Non-philological majors benefit particularly from pedagogies that foreground intelligibility, formulaic language, professional registers and pragmatic competence (Saito, 2016; Nation, Newton, 2009).

Contemporary TBL (task-based learning) research underscores the notion that goal-oriented communication tasks engender meaningful interaction and cultivate linguistic complexity, accuracy, and fluency (Ellis, 2020; Van den Branden, 2006). The efficacy of problem-based learning in enhancing engagement is well-documented, with research highlighting its ability to situate communication within authentic, discipline-specific challenges (Hmelo-Silver, 2007; Savery, 2006). These challenges have been shown to significantly boost motivation and perceived professional relevance.

The implementation of such tasks has been demonstrated to engender profound cognitive engagement and to provide a scaffolded framework for communicative reasoning. This is an essential skill for non-philology students pursuing technical or business disciplines.

The utilisation of an output-oriented pedagogy remains of paramount importance, as it has been evidenced by numerous scholars that learners experience enhancement in their cognitive abilities when they are prompted to articulate their ideas, self-monitor their progress, and reformulate their utterances (Ortega, 2008).

Interactive tasks have been shown to facilitate linguistic awareness, real-time problem-solving, and speech automatisation. Recent sociocultural studies of second language acquisition have emphasised peer scaffolding, collaborative dialogue, and mediation via digital tools (Lai, 2017). The implementation of interactive group tasks, such as team debates and collaborative problem-solving, has been shown to engender environments in which learners are able to perform beyond their individual capabilities. Virtual tools (ranging from video-based platforms to AI-driven feedback) function as mediational artefacts, facilitating progress towards higher communicative competence (Lai, 2017; Godwin-Jones, 2011).

Contemporary research in the domain of pronunciation has shifted its focus from accent to intelligibility, with an emphasis on rhythm, stress, and the functional load of sounds (Saito, 2016). Digital and

AI-based pronunciation tools have been demonstrated to facilitate quantifiable enhancement in comprehensibility by providing immediate, personalised feedback (Cardoso, 2022).

The objectives of the article. The aim of the research is to explore and evaluate a multifaceted teaching methodology designed to enhance the English-speaking proficiency of university students of non-philological faculties. **The main task of the article** is to develop a comprehensive pedagogical model that integrates problem-based scenarios, interactive communication, and digital technologies to boost the professional English-speaking proficiency and motivation of non-linguistics students.

Presentation of the main material of the study. Problem-based activities are grounded in authentic professional practices. This ensures that university students work with scenarios that mirror the complexity and ambiguity of real-world decision-making. Drawing on the notion of task authenticity posited by K. Van den Branden, these activities are structured around engineering briefs, business decisions, clinical cases, policy dilemmas, and media production challenges (Van den Branden, 2006). These contexts require learners to mobilise disciplinary knowledge, negotiate meaning, and justify their choices. Each task has been meticulously designed to ensure clear communicative goals and concrete deliverables, following R. Ellis's principle that purposeful output drives deeper language processing (Ellis, 2020). It is evident that students are able to demonstrate an understanding of the communicative outcome, which is explicit, measurable, and aligned with the discourse conventions of the target field, whether they are preparing a project pitch, drafting a recommendation memo, or presenting a solution to a simulated crisis.

In order to facilitate effective engagement with these cognitively demanding tasks, the model incorporates pre-task scaffolding. This provides learners with the linguistic and strategic tools they require. In the context of the ongoing discourse in the field, this study contributes to the ongoing conversation by building upon the seminal work of I. S. P. Nation and J. Newton. The study proposes the integration of discourse frames, which are designed to model genre-specific structures, and vocabulary bundles that are intended to highlight key lexical patterns (Nation, Newton, 2009). Additionally, visual heuristics such as flowcharts, decision trees, and stakeholder maps are employed to assist students in organising their thinking. These supports have been shown to reduce cognitive load, promote fluency, and enable learners to focus on problem solving rather than searching for language. As students progress, the scaffolding is progressively reduced to foster autonomy and transferability across tasks and contexts.

A balanced task-based learning sequence incorporates several complementary task types, each of which is designed to elicit purposeful communication and domain-specific reasoning. Case studies are designed to encourage learners to analyse complex situations, compare alternative solutions, and present recommendations to different stakeholders. These tasks mirror real professional discourse, requiring students to justify decisions, anticipate counterarguments, and adapt explanations to varied audiences. Mini projects are defined by their incorporation of concise, iterative cycles that ultimately result in a spoken product. Examples of such products may include a prototype pitch, a project summary, or a design rationale. The brevity of these communications is conducive to expeditious planning, collaborative decision-making, and succinct articulation of ideas, while still preserving the authenticity of project-based communication. Simulations are designed to recreate realistic, role-secured events, including client meetings, troubleshooting sessions and crisis briefings, in which learners are required to respond spontaneously, negotiate meaning and manage interpersonal dynamics. Consequently, the amalgamation of these task types engenders a multifaceted ecosystem of communicative challenges, which mirror the heterogeneity of authentic professional interactions.

Research consistently demonstrates that such problem-based learning environments enhance speech complexity, learner autonomy, and pragmatic appropriateness. J. R. Savery emphasises that PBL fosters deeper cognitive engagement, prompting learners to utilise more sophisticated structures as they articulate reasoning and evaluate alternatives (Savery, 2006). R. Ellis further observes that tasks with clearly defined outcomes and authentic communicative purposes inherently encourage learners to employ more accurate, context-sensitive language (Ellis, 2020). As students navigate case analyses, project pitches and simulations, they develop not only linguistic proficiency but also the strategic competence needed to operate effectively in professional settings. The value of integrating varied task types into a coherent instructional model that supports both is underscored by the evidence presented.

Interactive methods are predicated on the principles of collaboration, spontaneity and meaningful communication. These methods are designed to engender conditions in which students can co-construct knowledge through active participation. The implementation of role plays in higher education facilitates the embodiment of professional identities,

such as those of historians, international relations specialists, IT specialists, journalists, lawyers, within a conducive environment devoid of the pressures associated with real-world scenarios. This pedagogical approach enables the rehearsal of discourse practices intrinsic to these respective domains. Peer-to-peer activities, including information gap tasks, jigsaw exchanges, and collaborative problem solving, promote symmetrical interaction where each learner contributes unique knowledge or perspectives (Topping, 2017). Speech formats that are time-bounded encourage learners to engage in fluency practice, whereby they are required to articulate ideas with increased speed, adapt to different interlocutors, and refine their message with each rotation. These methods align with sociocultural perspectives on learning, positioning communication not as a performance but as a process of joint meaning making.

In order to maximize the pedagogical impact of interactive methods, these methods are structured with clear roles, communicative purposes, and reflection stages. Pre-interaction prompts have been shown to facilitate the activation of relevant schemata in students, while post-interaction debriefs have been demonstrated to promote analysis of strategies, language choices and interpersonal dynamics. Interactive methods have been shown to foster qualities such as confidence, adaptability, and a sense of agency, which are all of paramount importance for effective professional communication in multilingual, multicultural contexts.

It is evident that role plays and team discussions function as high-impact interaction formats, thereby strengthening speech acts, register control and dynamic turn-taking. These formats mirror authentic professional communication. Research in the domain of classroom interaction has demonstrated that role plays facilitate the rehearsal of context-appropriate language choices, the transition between formal and informal registers, and the management of the pragmatics of requests, refusals, negotiations, and clarifications (Taguchi, 2021). Learners adopt specific roles –consultant, diplomat, journalist, lawyer, project manager – and must adjust tone, stance, and communicative strategies to fit the scenario. The practice is further extended through team discussions, whereby students are required to construct arguments collaboratively, challenge ideas in a diplomatic manner, and coordinate the progression of conversation. The aforementioned tasks have been shown to cultivate the ability to manage interruptions, signal agreement or hesitation, and maintain coherence across multiple speakers. This ability is considered to be essential for effective professional interaction.

Specifically, speed speaking introduces short, repeated cycles of rapid oral production, targeting fluency, processing speed, and automaticity. Each iteration of the programme is designed to compel learners to retrieve language with greater alacrity, mitigate hesitation, and refine their message with each repetition. Empirical studies demonstrate that this format strengthens the cognitive mechanisms underlying fluent speech, leading to faster lexical access, more stable phraseology, and smoother delivery. Students are required to demonstrate a high level of adaptability in order to successfully navigate the learning process, which involves the rotation of both partners and topics. This dynamic environment necessitates the ability to adjust explanations in real-time, thereby fostering flexibility and enhancing communicative resilience. Speed speaking is a valuable tool that can be used to facilitate the connection between meticulous preparation and spontaneous performance. When paired with content-rich prompts, such as summarising a case, defending a solution or explaining a process, it serves as a conduit between accuracy-focused preparation and spontaneous performance.

Peer-to-peer collaboration has been demonstrated to support the development of metacognitive awareness and cooperation competence. This is achieved by positioning learners as both knowledge builders and feedback providers. The act of students explaining concepts to one another has been demonstrated to result in the externalisation of their reasoning processes, the clarification of misunderstandings, and the development of skills in the structuring of information in a manner that is accessible to their listeners. Research has demonstrated that peer feedback and collaborative problem solving can foster a range of skills, including active listening, paraphrasing, questioning for clarification, and offering constructive suggestions (Topping, 2017). These interactional moves are central to effective teamwork in academic and professional settings. Furthermore, peer collaboration fosters a sense of shared responsibility and autonomy, thereby helping learners to become more reflective about their communicative choices and more confident in navigating complex interpersonal exchanges.

Digital tools offer personalised, multimodal and scalable learning opportunities that complement classroom interaction. AI tutors have been developed to provide adaptive feedback on grammar, vocabulary and discourse organisation, thus allowing learners to practice at their own pace and receive targeted support. Shadowing applications offer students the opportunity to engage with authentic speech models, facilitating the refinement of linguistic skills such as pronunciation, rhythm, and intonation through

repeated imitation. The advent of online debates and speaking platforms has resulted in the introduction of authentic audiences and a plethora of viewpoints, thereby transforming communication practice into a socially and intellectually engaging experience. These tools align with contemporary digital literacy frameworks, preparing learners to navigate the communicative demands of hybrid and online professional environments.

The effective integration of digital tools necessitates a deliberate task design and a structured framework for autonomy. Lecturers are responsible for curating tools that align with learning outcomes, providing clear instructions for use, and modelling strategies for evaluating digital feedback critically. Students are encouraged to track their progress, compare automated feedback with that provided by their peers or instructors, and reflect on how digital practice influences their performance in live interactions. This approach is predicated on the premise that technology should not be conceptualised as a substitute for human communication; rather, it should be regarded as an enhancer of practice, exposure, and self-regulation. When incorporated with consideration, digital tools have been demonstrated to enhance the learning ecosystem and facilitate sustained, high-quality skill development.

Contemporary research in the field of computer-assisted language learning has underscored the efficacy of integrating mobile applications, online platforms, and AI-based tools to foster oral language development. These technologies offer multimodal input, individualised feedback, and flexible practice environments that extend learning beyond the classroom. When incorporated into task-based instruction, these skills support both micro skills, such as pronunciation and fluency, and macro skills, including argumentation, interaction and pragmatic appropriateness. This enables learners to refine their spoken performance in authentic and semi-authentic contexts on multiple occasions.

Speech recognition tools driven by artificial intelligence provide learners with immediate, fine-grained feedback on prosody, pacing, segmental accuracy, and overall intelligibility. Research has demonstrated that such systems facilitate learners in identifying phonological features that might otherwise be overlooked, resulting in quantifiable enhancements in clarity and comprehensibility (Cardoso, 2022). By visualising pitch contours, highlighting mispronounced segments, or flagging unnatural pauses, automatic speech recognition (ASR) tools support deliberate practice and self-monitoring. The adaptive nature of these tools enables learners to repeat phrases, compare attempts, and track progress over time, thereby serving as a valuable complement to instructor-led pronunciation work.

Shadowing platforms provide structured opportunities for learners to synchronise their speech with authentic models, thereby strengthening the integration of listening and speaking processes. Contemporary research has confirmed that shadowing enhances prosodic fluency, rhythm, and speech timing, while also improving learners' ability to chunk information and maintain natural flow (Foote, McDonough, 2017; Hamada, 2016). Shadowing is a process that demands rapid processing and instantaneous reproduction, thereby propelling learners towards more automatic control of formulaic sequences and intonation patterns. When combined with reflective tasks, such as the comparison of one's own recording to that of the model, shadowing becomes a powerful tool for developing both accuracy and expressive competence.

The advent of online debates, virtual discussion boards and synchronous speaking platforms has resulted in the expansion of oral practice into interactive, socially meaningful digital spaces. These environments have been shown to increase participation by lowering affective barriers and giving learners more time to formulate responses. Research indicates that virtual discussions can foster intercultural competence, argumentation skills, and the ability to manage turn-taking in mediated communication (Sadler, Dooly, 2016; Lai, 2017). Students engage with a variety of interlocutors, negotiate meaning across cultural perspectives, and practise constructing evidence-based arguments. These skills directly transfer to academic and professional communication. The asynchronous and synchronous modes are complementary in nature: the former supports depth of thought, while the latter supports spontaneity and fluency.

Technologically advanced, interactive speaking platforms show clear benefits. However, it must be noted that this approach also introduces predictable challenges that require careful consideration in terms of pedagogical design. Speaking anxiety has been identified as one of the most common barriers to oral participation, especially when learners fear negative evaluation or feel unprepared for spontaneous communication. Research indicates that a scaffolded progression, involving a transition from private rehearsal to small group tasks and then to whole class performance, assists in reducing affective load (Cardoso, 2022). Private, AI-based practice spaces enable learners to experiment with pronunciation, pacing and phrasing in a social-pressure free environment. This combination has been shown to engender a gradual

increase in confidence, thereby supporting learners who require additional time to prepare for public speaking.

Another persistent issue is that of uneven participation, which is particularly evident in group tasks, where those speakers who are more confident tend to dominate. The structuring of activities with clearly defined, rotating roles ensures that each learner contributes meaningfully. Interdependence, which is built into the task design, such as in the case of jigsaw information gaps or distributed expertise, further guarantees that no single participant can complete the task alone (Taguchi, 2021).

Simultaneously, technological advancements have the potential to engender their own complications. The use of an excessive number of tools in unison has the potential to induce technology overload in learners, which can result in a state of distraction, cognitive fatigue, or superficial engagement. The maintenance of focus and coherence is facilitated by the implementation of a limited number of high-impact tools that directly support communicative objectives (Godwin Jones, 2011).

Conclusions and prospects for further research. The present article puts forward a contemporary pedagogical model that integrates problem-based learning, interactive communication and digital enhancement with a view to supporting the development of English-speaking proficiency among non-philological specialties students. The model has been designed to respond to the communicative demands of modern academic and professional environments. In these environments, learners must articulate ideas clearly, collaborate effectively, and adapt their language to diverse contexts. The integration of authentic problem scenarios, structured peer interaction, and targeted digital tools fosters the development of a learning environment in which students not only hone linguistic proficiency but also cultivate the reasoning, decision-making, and interpersonal strategies essential for effective real-world communication. This integration is of particular value to students of non-linguistic faculties, who often require efficient, high-impact methods that directly connect to their disciplinary practices.

The research supports the efficacy of task-rich, collaborative and technologically augmented environments in developing key dimensions of oral proficiency. Research has demonstrated that problem-based tasks have been shown to promote deeper processing and more complex language use. Interactive formats, such as role plays and team discussions, have been found to strengthen pragmatic competence and turn-taking skills. Digital tools, ranging from AI-driven pronunciation feedback to online debate platforms, have been shown to extend practice opportunities and provide individualised support that enhances intelligibility, fluency, and communicative confidence. Thus, these elements are designed to equip students with the competencies required to navigate the communicative demands of contemporary professional life, where clarity, adaptability, and intercultural awareness are paramount. The suggested approach positions speaking not as an isolated skill, but as a dynamic, integrated practice shaped by authentic tasks, meaningful interaction, and intelligent technological support.

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