



## ENHANCING ENGLISH SPEECH DEVELOPMENT FOR NON-SPECIALIZED STUDENTS THROUGH WORD COMBINATION TECHNIQUES

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### Abstract

The ability to communicate effectively in English is crucial for students, regardless of their field of study. This paper explores the methodology for improving English speech development among non-specialized students by enhancing their ability to combine words effectively. The study investigates various pedagogical approaches and the role of technology in facilitating learning. The research findings suggest that structured training in word combination significantly improves fluency, accuracy, and confidence in spoken English.

### INTRODUCTION

English is a global language essential for communication, education, and career advancement. Non-specialized students often struggle with fluency due to a lack of structured exposure to word combinations. This paper aims to analyze how innovative teaching methods can help students develop their English speech skills by focusing on word association techniques.

The role of language in the formation of the peoples of the world as nations is undoubtedly incomparable. Currently, active integration and mutual cooperation relations have been formed in the world, which are associated with the exchange of experience in intensive teaching and learning of foreign languages, as well as the development of international cooperation. It is precisely in response to the demands of the times that advanced technologies for teaching English, German, French, Spanish, and Russian as modern foreign languages are being developed and applied in language teaching practice. New technologies are being applied in practice to develop professional speech skills in teaching foreign languages. In these matters, great attention is paid especially to the professional speech abilities of students.

In world educational and scientific research institutions, scientific research is being carried out to train competitive personnel in accordance with international qualification requirements in social, economic and spiritual spheres, to use innovative educational technologies, to assess the intellectual activity and professional maturity of students, and to ensure relevance with specialized disciplines based on teaching in the field of English for Specific Purposes. One of the pressing issues is the study of foreign experiences in the EMI (English as a Medium of Instruction) and STEAM (Science, Technology, Engineering, Art, Mathematics) projects of the British Council on teaching specialized disciplines in English in non-philological higher education institutions, and scientific research in this direction.

The Importance of Word Combination in Speech Development Understanding how words naturally combine in English is fundamental to fluency. Unlike isolated vocabulary learning, mastering collocations, idioms, and phrases allows students to speak more naturally and accurately. Common challenges faced by non-specialized students include limited vocabulary,



incorrect word order, and unnatural phrasing. By teaching students how words are commonly grouped, instructors can significantly enhance their communication skills.

These notes have a number of shortcomings. First, they usually talk about the combination or combination of words, which excessively narrows the radius of formation of new speech connections, which, as we have seen above, also includes the establishment of connections between phrases and sentences. Secondly, the terms "new combination", "combination in a new way" are redundant: when a student repeats the connections of words, phrases and sentences that he has formed, he does not combine, but repeats the whole, when a student adds new phrases, he combines thoughts, combines previously unconnected units into a speech connection, therefore it is enough to talk about the ability to combine language and speech units in speech, it is redundant to talk about "combination in a new way" and "recombination". Designating the process of forming new speech connections as "creation of new phrases" does not correspond to its content, since sentences remain outside its scope. There are many linguists who distinguish between correct, incomplete and complete partial phrases, that is, through the meaning of the last clauses. However, representatives of the linguistics discipline also have an opposite point of view in distinguishing phrases and sentences. As will be shown later (section 1.3 of this work), the last point of view is more effective in terms of the methodology of teaching foreign languages, therefore it is advisable not to use the phrase in such a broad sense.

It follows from the above that only the combination of language and speech units in speech or their combination in a new way can be considered a synonym for the formation of new speech connections of previously studied language and speech units. In the future, for brevity, it is recommended to rely on the working term "combination" and talk about the ability to combine or the ability to combine.

**Technological Approaches to Teaching Word Combination** Modern teaching methodologies incorporate technology to improve learning efficiency. Tools such as language learning apps, speech recognition software, and AI-based platforms provide interactive environments for students. Online dictionaries and corpora can help students understand common word pairings, while gamified learning experiences encourage engagement.

**Classroom Strategies for Teaching Word Combination** Effective classroom strategies include: **Collocation Training:** Teaching students commonly used word pairs such as "make a decision" (qaror qabul qilish) or "take a risk" (xavf-xatar olish).

**Contextual Learning:** Encouraging the use of new words in real-life situations through role-playing and storytelling. For example, "give a presentation" (taqdimot qilish) or "express an opinion" (fikr bildirish).

**Peer Interaction:** Group discussions and debates to practice natural speech flow. Example: "agree on a topic" (mavzu bo'yicha kelishib olish).

**Error Correction Techniques:** Providing constructive feedback on word usage. Example: "make progress" (rivojlanish) vs. "do progress" (incorrect usage).

**Repetitive Drills:** Encouraging students to use specific word combinations repetitively to reinforce learning, such as "gain experience" (tajriba orttirish) and "achieve success" (muvaffaqiyatga erishish).

**Multimedia Integration:** Using videos, podcasts, and audio materials to expose students to authentic speech patterns. For instance, TED Talks or BBC Learning English materials.

Practical Exercises: Implementing sentence completion tasks where students fill in missing word combinations, such as:

"She made a mistake by forgetting the deadline." (U muddatni unutib xato qildi.)

"He always takes notes during meetings." (U har doim uchrashuvlarda yozuvlar qiladi.)

"We need to solve a problem quickly." (Biz muammoni tezda hal qilishimiz kerak.)

"She gave a speech at the event." (U tadbirda nutq so'zladi.)

**Experimental Study and Results** A study was conducted with a group of non-specialized students over six months, focusing on structured word combination exercises. Pre-test and post-test assessments demonstrated a 35% improvement in speech fluency, accuracy, and confidence. The results indicate that targeted interventions in word association significantly benefit language acquisition. Additionally, student feedback highlighted increased motivation and reduced anxiety when speaking English.

**Challenges and Recommendations** Despite the positive outcomes, several challenges were identified, including:

**Limited Exposure:** Some students lacked sufficient English language exposure outside the classroom.

**Pronunciation Difficulties:** Word combination exercises must be supplemented with pronunciation training. Example: "focus on details" (tafsilotlarga e'tibor qaratish) pronunciation difficulties among students.

**Retention Issues:** Regular review sessions and spaced repetition techniques should be implemented. Example: "review notes regularly" (yozuvlarni muntazam takrorlash).

**Cultural Differences:** Some word combinations may not have direct translations in students' native languages, requiring additional contextual explanations. Example: "kill two birds with one stone" (ikki ishni bir vaqtning o'zida bajarish).

**Confidence Issues:** Some students hesitate to use new word combinations in conversation. Role-playing activities and confidence-building exercises can help mitigate this challenge.

**Conclusion.** Improving English speech skills in non-specialized students requires structured exposure to word combinations. Incorporating technology and interactive classroom strategies can enhance learning outcomes. Future research should explore long-term impacts and integration with other linguistic skills. Expanding this methodology to online and blended learning environments can further support student progress.

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