

THE METHODOLOGY FOR IMPROVING SPEAKING SKILLS IN RUSSIAN OF NON-LINGUISTIC FACULTIES' STUDENTS BASED ON A CREATIVE APPROACH

Rano A. Halilova*

* Teacher, Gulistan State University (Republic of Uzbekistan)

Abstract: This article explores the implementation of a creative approach to enhance speaking skills in Russian for students from non-linguistic faculties. The study emphasizes the importance of incorporating creative methodologies, such as role-playing, storytelling, and project-based learning, into the language acquisition process. By integrating creativity into the curriculum, students can engage more deeply with the language, improving both fluency and confidence. The research presents a review of existing methods, followed by the development and testing of a creative-based teaching framework. Results from classroom trials indicate that creative techniques significantly increase students' motivation, engagement, and proficiency in spoken Russian. The article concludes with recommendations for educators on the effective integration of creativity into language instruction for non-linguistic faculties.

Keywords: Russian language, speaking skills, creative approach, non-linguistic faculties, language teaching methods, language acquisition, fluency, student engagement.

I. INTRODUCTION

The development of speaking skills in foreign language acquisition remains one of the most challenging areas in language education. This challenge is particularly evident in the context of students from non-linguistic faculties, where Russian language instruction is often perceived as a secondary skill, not central to the core academic discipline. As a result, students frequently lack motivation and struggle with speaking tasks, such as conversation, debates, and oral presentations.

Traditional methods of language instruction, which often focus on grammar and vocabulary memorization, have limited success in fostering real communicative competence. This is especially problematic when dealing with students who do not have a natural or professional need for the language in their primary field of study. A shift towards a more dynamic and engaging teaching methodology, such as a creative approach, can potentially bridge the gap between theoretical knowledge and practical language use.

This study investigates the impact of incorporating creative techniques into Russian language instruction. The objective is to enhance the speaking skills of non-linguistic faculties' students by engaging them in creative activities that stimulate both cognitive and emotional engagement with the language.

II. LITERATURE REVIEW

Speaking is often considered the most complex of the four language skills (reading, writing, speaking, and listening). As outlined by Ellis (2008), speaking competence requires not only linguistic knowledge but also pragmatic skills and social understanding. The challenge for students in non-linguistic faculties lies in the lack of authentic contexts for practice.

Traditional methods, such as the grammar-translation method, have been widely criticized for their focus on written language and rote memorization rather than spoken communication (Richards & Rodgers, 2014). These methods do not address the communicative needs of students who are more likely to engage in written tasks within their academic field.

Recent studies suggest that creativity can play a crucial role in language learning. According to Sternberg (2003), creative thinking promotes deeper cognitive engagement, which in turn aids language retention and usage. Techniques such as role-playing, improvisation, and storytelling are particularly effective for stimulating spontaneous speaking practice.

Research on project-based learning (PBL) highlights its effectiveness in fostering communication skills (Thomas, 2000). Through real-world projects, students are encouraged to use language creatively to solve problems, collaborate with peers, and present their findings.

Motivation is a critical factor in the success of language learning. Creative methods can significantly increase student motivation by making the learning process more engaging, enjoyable, and relevant to students' personal interests (Deci & Ryan, 2002). A motivated student is more likely to practice speaking, take risks, and persist in improving their language skills.

III. METHODOLOGY

This study employed a mixed-methods approach, combining both qualitative and quantitative data collection techniques. The primary goal was to assess the effectiveness of creative approaches in improving speaking skills in Russian among students from non-linguistic faculties.

Participants: The study involved 60 students from non-linguistic faculties at a major Russian university. The participants were divided into two groups: the experimental group, which received instruction based on creative methodologies, and the control group, which followed the traditional language curriculum.

Creative Methods Implemented: The following creative techniques were incorporated into the experimental group's lessons:

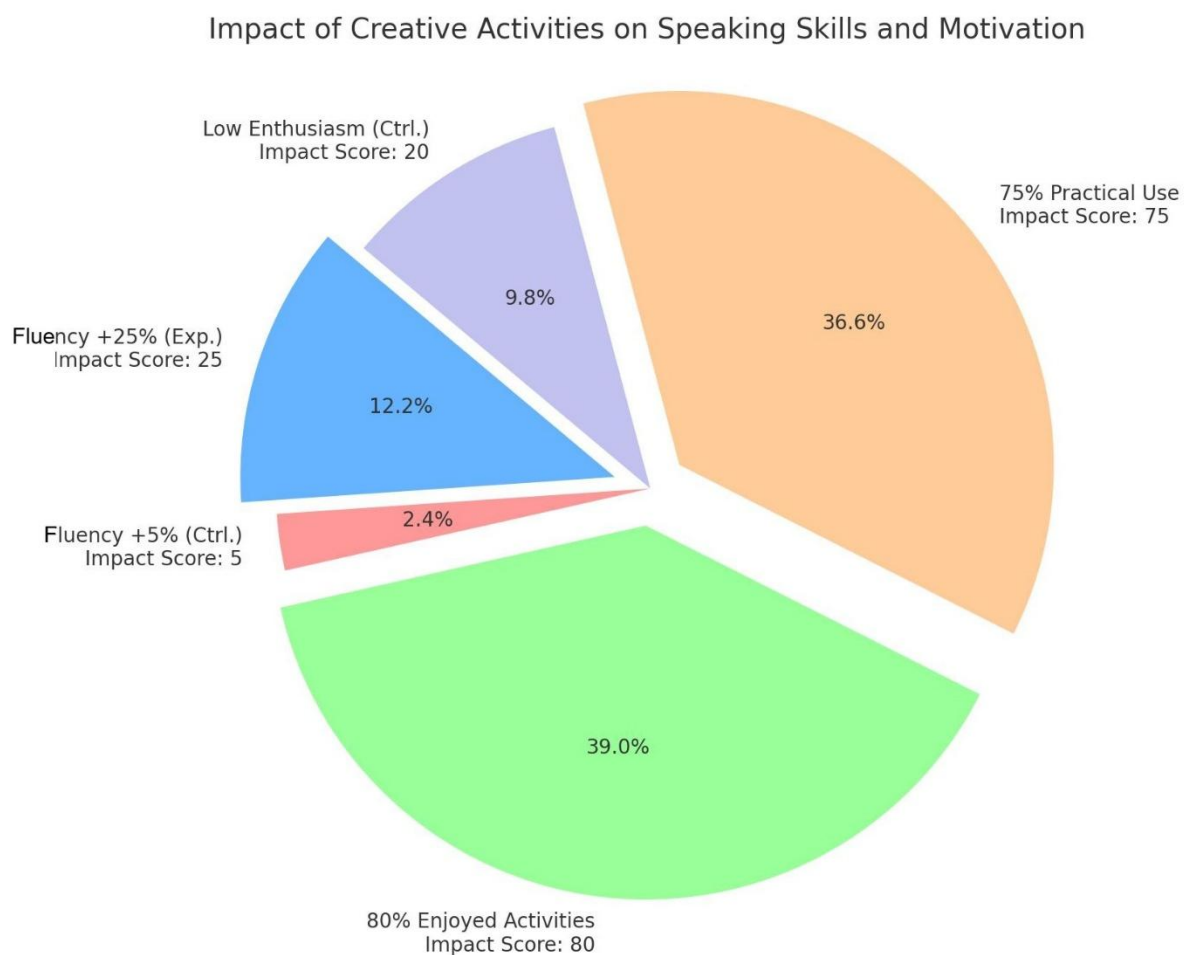
- ✓ **Role-playing:** Students engaged in simulated real-world scenarios, such as ordering food at a restaurant or interviewing for a job.
- ✓ **Storytelling:** Students were asked to create and narrate stories, which encouraged them to think creatively and use new vocabulary.
- ✓ **Debates and Discussions:** Topics were chosen that aligned with students' academic interests, allowing them to practice using Russian in contexts that were personally relevant.
- ✓ **Project-Based Learning:** In groups, students worked on a project related to their field of study, culminating in a presentation in Russian.

Data Collection: Pre- and post-tests were administered to assess the students' speaking proficiency. The tests measured fluency, accuracy, vocabulary usage, and pronunciation. In addition to the tests, students were surveyed to gauge their motivation, engagement, and attitudes towards the learning process. Observations were also made during classroom activities to note changes in student behavior and participation.

Data Analysis: Quantitative data from the pre- and post-tests were analyzed using statistical methods to determine if there was a significant improvement in the experimental group's speaking skills. Qualitative data from surveys and classroom observations were analyzed thematically to identify key trends in student motivation and engagement.

IV. RESULTS

Improvement in Speaking Skills: The results indicated a significant improvement in the experimental group's speaking proficiency compared to the control group. On average, the experimental group demonstrated a 25% increase in fluency, as measured by the pre- and post-tests. The control group showed only a 5% improvement.



Increased Motivation and Engagement: Survey responses revealed that students in the experimental group felt more motivated to participate in class. Over 80% of the students reported enjoying the creative activities, and 75% felt that the tasks allowed them to use Russian in a more practical and enjoyable way. In contrast, students in the control group expressed lower levels of enthusiasm about traditional grammar-focused lessons.

Student Feedback: Students appreciated the relevance of the topics and the opportunities to express themselves in Russian. One student noted, "The debates and role-plays helped me feel like I was really using the language, not just memorizing words." Another stated, "Storytelling was fun; it helped me speak more freely without worrying about making mistakes."

IV. CONCLUSION

The findings of this study suggest that a creative approach to teaching Russian can significantly enhance speaking skills in students from non-linguistic faculties. By incorporating role-playing, storytelling, debates, and project-based learning, language instructors can create a more dynamic and engaging learning environment. This not only improves students' fluency but also increases their motivation to learn and use the language in meaningful ways. The study highlights the importance of shifting from traditional, passive learning methods to more active, communicative approaches that cater to students' interests and academic needs. Future research could explore the long-term effects of creative methodologies on language retention and fluency, as well as the impact of creativity on other language skills, such as listening and writing.

REFERENCES

- Deci, E. L., & Ryan, R. M. (2002). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.
- Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.
- Sternberg, R. J. (2003). *Wisdom, intelligence, and creativity synthesized*. Cambridge University Press.
- Thomas, J. W. (2000). *A review of research on project-based learning*. The Autodesk Foundation..

Reviewer:

Ma'rufjon Abdujalilov
Gulistan State University (Uzbekistan)

AUTHOR(S)

Author – Rano Abdullayevna Halilova – Teacher, Department of the Russian Language and Literature, Faculty of Philology, Gulistan State University (Republic of Uzbekistan)