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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**DEVELOPMENT OF ORAL SPEECH SKILLS IN THE
SENIOR COURSES OF ENGLISH LANGUAGE FACULTIES**

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GENERAL DESCRIPTION OF THE DISSERTATION

The current research is devoted to the development of a scientifically grounded methodology of the development of oral speech skills in English at the advanced stage of training at a language university.

The relevance and the background of the research. The problem of teaching oral foreign language speech at school and at university is one of the current problems in the methodology of teaching foreign languages. Despite the fact that separate aspects of the given problem, especially the problem of teaching the lexical and grammatical aspects of oral speech in a foreign language, has repeatedly become the subject matter by the researchers of the problem. Many aspects, in particular, the problem of linguistic design of a foreign language speech utterance, are still far from being resolved ¹.

Speaking about teaching English as a specialty, it should be noted that, in contrast to the junior courses, where the main task is to form strong language and speech skills and abilities, in the senior courses the work on teaching and learning the language should be focused on the development and improvement of previously formed skills and abilities². Speaking about teaching oral speech in English at the advanced stage of study at a special university, it should be emphasized that senior students in the process of oral speech communication make a significant number of mistakes, which is primarily due to an increase in lexical potential and speech capabilities of trainees, as well as the proportion of unprepared, creative speech. Very often the skills formed in junior courses turn out to be

¹ Гусейнзаде Г.Д. Совершенствование лексико-синтаксической стороны устной английской речи на старших курсах в национальной аудитории языкового вуза: дис... канд. пед. Наук М., 1980, 240 с.;

² Шатилов С.Ф., Шеваков В.Н., Склизков Ю.А. Некоторые проблемы совершенствования устной иноязычной речи на продвинутом этапе обучения в школе и вузе. ЛГПИ им.Герцена А.И.: 1974, с.4. (Shatilov S.F., Shevakov B.N., Sklizkov Y.A. Some problems of improving oral foreign speech at the advanced stage of a school or a university. LSPI. after Gertsen A.I.: 1974, p.4).

insufficiently strong and labile, which inevitably leads to their de-automation. It is just strength and lability that are indicators determining the level of formation of the corresponding skills³.

Recently, interest in teaching oral speech communication in a foreign language, which is being studied, has increased significantly. Taking into account the role of the English language as a main language of speech communication at the global level, it is of particular importance to develop the ability of students studying English in a special university to adequately and correctly use it for oral communication. This, to a great extent, determines the importance and relevance of the topic of the dissertation. It should be noted that at the present time the problem of teaching oral speech in the foreign language, which is being studied, remains one of the most difficult ones, insufficiently studied both in methodological and linguistic terms and being far from solving problems. This is due to a number of reasons, among which, first of all, it should be mentioned that both at school and at the university, teaching oral speech communication in a foreign language is not given a proper attention. In the overwhelming majority of cases, the methods used in the process of teaching oral speech in a foreign language, in our case the English language, does not meet the requirements of today.

All of the above-mentioned matters, make it possible to consider the problem of developing oral speech skills in a foreign language, which is being studied at an advanced stage of a language university as extremely relevant and dictates the need to comprehend the current situation, scientific analysis of the problem of forming oral speech skills in the language of a specialty both in linguodidactic and methodological terms, and the development of a scientifically grounded system of teaching oral speech in English for undergraduate students of a language university.

³ Зимняя И.А. Речевой механизм в схеме порождения речи. Психологические и психо-лингвистические проблемы владения и овладения языком. М., Просвещение, 1969, с.5. (Zimnyaya I.A. Speech mechanism in the scheme of speech generation. Psychological and Psycholinguistic problems of language proficiency and mastery. Moscow, Prosveschenie, 1969. p.5)

The lack of development of the methodology for the development and improvement of speech skills in English in the Azerbaijani audience of a special university and the discrepancy between the teaching materials used in the formation, development and improvement of oral communication skills to the goals of communicative teaching of a foreign language determined the choice of the topic of our research.

In the scientific and methodological literature of past years, the problem of teaching oral speech in a foreign language has already attracted the attention of methodologists. In particular, the problem of teaching oral speech in a studied foreign language has been repeatedly touched upon by such scientists as Barsuk R.Y., Gurvich P.B., Artyomov V.A., Zhinkin N.I., Zimnyaya I.A., Leontiev A.A., Lomov B.F., Shatilov S.F., Allright R.L., Morow K., Lithwood U., Himes D., Wilems J., Ibrahimbekov F.A., Huseynzade G.J., Ismaylova D.A. and some others.

The object of the research is the skills of oral speech in the studied foreign language.

The subject of the research is the analysis of the methods and the techniques of teaching oral speech in English for students of the advanced stage of the Azerbaijan University of Languages. The problem of the formation and development of the skills of oral speech in the target language is the main subject of research.

However, in our study, the problem of teaching oral speech in English is being developed in the context of the formation of communicative competence.

However, in our study, the problem of teaching oral speech in English is being developed in the context of the formation of communicative competence.

It should be noted that textbooks and teaching aids used in the process of teaching English at language faculties, in which neither the native language of students, nor the context, in which a foreign language is taught as a specialty, are taken into account, cannot ensure the formation and development of adequate oral speech skills of students of a language university.

The purpose of the research. The main goal of the dissertation is to develop methods for the formation and development of adequate skills of oral speech in English for students of an advanced stage of a language university, in particular, in the creation of a scientifically based system of exercises for teaching oral speech in English to senior students and experimental verification of its effectiveness.

In connection with this goal, the following hypothesis was put forward: the formation and development of oral speech skills in English will be more effective if: 1) the process of teaching oral speech in the foreign language being studied will be purposeful, gradual, phased; 2) it takes place in an environment that, as much as possible, stimulates the speech activity of students; 3) in case of using authentic materials that correspond to the level of interests, intellectual, age and educational level of the students; 4) in case of using of exercises that have a conditionally communicative and natural-communicative orientation and a situational-communicative conditionality of the language learning process; 5) in case of taking into account the interfering influence of the trainees' native language;

In accordance with the hypothesis, the following tasks were put forward:

-Consider the linguistic prerequisites for the formation and development of oral speech skills in English among students of the advanced stage of a language university of Azerbaijan;

-Determine the psychological characteristics of the process of the formation and development of oral speech skills in a foreign language in senior years;

-Determine the criteria for the selection of linguistic and speech material to be acquired and activated in order to optimize the process of forming and developing the skills of oral speech in English by senior students;

- Select teaching materials that correspond to the goals of teaching a foreign language as a specialty in the senior years of a language university, contributing the harmonious formation and development of oral speech skills in English at an advanced stage;

- To identify the basic prerequisites that determine the specifics of teaching oral speech in a foreign language in the context of the interaction of the native and studied foreign languages;

- Identify the most common mistakes of advanced students. Based on the results of the defining stage, highlight the main stages of the formation of the development and improvement of oral speech skills, develop types of exercises that contribute to the formation and development of oral speech skills in the foreign language, which is being studied by senior students of a language university;

-Check the effectiveness of the proposed methodology in the course of experimental training.

To solve the tasks, that are set, the following **research methods** were used:

- analysis of theoretical literature on the problem;

- study of the state of mastery of the skills of oral speech in English by students of the advanced stag;

-conducting experimental training in order to test the effectiveness of the developed methodology and system of exercises aimed at the formation, development and improvement of adequate oral speech skills in the studied foreign language of students of the advanced stage of a language university, as well as a qualitative and quantitative analysis of the experimental data obtained.

The **following provisions** are brought to the defense:

-The problem of teaching students of a language university to speak in a foreign language, which is being studied, is one of the urgent and still insufficiently developed problems. The need and feasibility of developing a scientifically grounded and experimentally proven model for the formation, development and improvement of oral speech skills in English among students of an advanced stage of a language university seems completely legitimate.

- The basic principles of the system of work on the formation, development and improvement of the skills of oral speech in the studied foreign language among students of the advanced stage of a language university are formulated as a result of the analysis of the linguistic, didactic and psycholinguistic foundations of teaching oral fo-

reign language in the context of the formation of communicative competence.

-The work pays significant attention to the development of a system of teaching oral speech, taking into account the differences in two cultures, in conditions of confrontation and mutual influence of two languages.

-Based on the data of the theoretical study, a methodological model is being tested, which contributes to the more successful formation and development of oral speech skills in the context of the formation of communicative competence in the studied foreign language among students.

-The main parameters for determining the level of formation of the skills of oral speech in the target language are: the degree of activity and initiative of the participants in the experiment in the process of oral speech communication, the ability to act as a participant in the discussion, adequately perceive information and express their own point of view, the degree of compliance with the norms of verbal and non-verbal behavior, adopted in the society of native speakers, as well as the adequacy of the use of the acquired linguistic and speech material.

-The formation and development of the skills of oral speech in the target language should take place in gradually more complicated conditions, in the context of the formation of communicative competence in students and have a purposeful, phased, systematic, complex nature.

- Approbation of the methodical model and the system of exercises in experimental groups confirmed a sufficient degree of its effectiveness.

The main provisions and conclusions of the dissertation can be used in classes on the practice of speech at an advanced stage of a language university. The research results will contribute to the more successful formation, development and improvement of oral speech skills in the context of the formation of students' communicative competence in English.

The scientific novelty of the research lies in the fact that it proposes a step-by-step program of action for the formation, deve-

lopment and improvement of adequate skills in oral speech in English, which is developed taking into account linguistic, speech, psychological difficulties, taking into account the differences in confronting cultures that affect speech behavior of native speakers and persons studying a language as a means of verbal communication, some features of the formation, development and improvement of the skills of oral speech in English of advanced students have been established, a methodological model of teaching oral speech in the context of the formation of communicative competence in the target language has been developed and experimentally tested.

The theoretical significance of the research lies in the development of the theoretical foundations of the sequential formation, development and improvement of oral speech skills in the context of the formation of communicative competence in the foreign language, which is being studied in the senior courses of a language university.

The practical significance of the dissertation lies in the fact that, on the basis of the developed methodology, methodological recommendations and a system of exercises have been created for the formation and development of oral speech skills in English at an advanced stage of study at a language university. The proposed method can be applied on the material of other foreign languages in a language university.

Ultimately, the results of the study will contribute to a more successful mastery of skills of oral speech in English by students of a language university.

The approbation and the application of the research. The proposed method of teaching oral speech in English to students of the advanced stage of a language university was tested experimentally from 2014 to 2016 at the 3rd year of Azerbaijan University of Languages. The results of the research were discussed and received a positive assessment at the meetings of the Department of Methods of Teaching Foreign Languages at the Faculty of Education of Azerbaijan University of Languages, at the Republican and international conferences. The research results are also reflected in 20 publications.

The organization where the dissertation work was performed. The dissertation was performed at the Department of Methods of Teaching Foreign Languages of Azerbaijan University of Languages.

The total volume of the dissertation in characters, indicating the volume of the structural sections of the dissertation separately. The structure of the dissertation includes: introduction, two chapters, conclusion, list of references from 161 sources. Introduction 4 pages, 6302 characters, Chapter I 54 pages, 95285 characters, Chapter II – 86 pages, 126099 characters, conclusion 5 pages, out of 7823 characters, list of references 13 pages, total dissertation consists of 164 pages, 235509 characters.

THE MAIN CONTENT OF THE WORK

The **introduction** substantiates the relevance of the research, deals with the degree of development of the topic, discusses the object and subject, goals and objectives, theoretical and practical significance, the structure of the dissertation.

The first chapter is entitled “**Theoretical Bases of the Formation of English Speech Skills at an Advanced Stage of a Language University**”. The first subchapter examines the linguistic problems of teaching English oral speech in the senior years of the Faculty of the English language.

Studying English at a language university presupposes the highest level of formation of oral speech communication skills among students studying the language for professional purposes. A graduate student of language faculties must be proficient in English, especially, in the skills of oral speech communication in the language of the specialty, at a level as close as possible to the level of linguistically educated, communicatively competent native speakers⁴.

⁴ Гусейнзаде Г.Д. Обучение речевой коммуникации на иностранном языке. Баку, «Мутарджим», 2001, с.275 (Huseynzade G.J. Teaching speech communication in a foreign language. Baku, “Mutarjuim”. 2001, 275 p.

In the context of teaching oral speech communication in English to students of a language university, it seems necessary to determine who is a native speaker of the language, which, in principle, should become the standard of verbal and non-verbal behavior for language learners. In the case of the English language, defining the geographical boundaries within which this language is used as a natural means of speech communication is a rather difficult task. We join the opinion of scientists - methodologists and practicing teachers of the English language, who propose as a model for teaching the language to be guided by the norms of using the language by its direct native speakers, who are the English.

In a language university, the main goal of teaching a language is the formation of students' communicative competence in the language, which is being studied. Every linguistic unit, every speech model presented to students should be meaningful in a communicative sense. Teaching the main aspects of the language - vocabulary, grammar, phonetics, which make up the language system, as well as teaching four types of speech activity in the target language - speaking, reading, writing, listening - should have a communicative focus.

The second subchapter examines the psychological prerequisites for teaching English oral speech at the senior courses of a language university.

In order to determine the most optimal methods of creating, developing and increasing the level of motivation among students studying a language for professional purposes, it is necessary to identify in which case we can talk about a student's motivation. Not less important is the understanding of what motivation is and what are its components.

Motivation is an inner strength, impulse, desire that regulates the activity of an individual.

The authors of the research on the problem identify six main components of motivation: the need to learn the unknown, the need to take action to change the environment; the need for activity, both physical and mental; the need for stimulation. The environment, other people, and also ideas, thoughts, and feelings can act as stimu-

lants; the need for knowledge acquisition, for their systematization; the need for self-realization and evaluation by other people⁵.

It seems to us that the above components of motivation reflect the essence of the main categories of needs and correspond to the peculiarities of the process of mastering a foreign language.

A student studying a foreign language achieves a much higher level of proficiency in a language if he has internal and external motivation. Motivation, being an internal impulse or stimulus, can be global, situational or focused on the performance of a particular task. Without a doubt, learning a foreign language requires all three of the above-mentioned levels of motivation. For example, a student may be dominated by “global” motivation, while the motivation to complete a particular task may be at a much lower level. The factor of motivation plays a big role in the formation of the skills of oral speech communication among students studying English for professional purposes.

The third subchapter examines the socio-cultural factors that influence the formation of oral speech communication skills among students of a language university.

As it is evident, one of the main goals of teaching a foreign language as a specialty is the formation of the highest level of communicative competence among students. In turn, communicative competence consists of grammatical (linguistic) competence, discursive competence, socio-cultural competence, strategic competence⁶.

One of the problems arising in the process of teaching students of a language university to oral speech communication in a foreign language is the need to take into account the socio-cultural context in which the communication process takes place, as well as the need to assimilate behavioral (verbal and non-verbal) norms adopted in an environment, where this language is dominant. It should be noted that little attention is paid to teaching the socio-cultural component

⁵ Ansubel D. Cognitive structure and the facilitation of meaningful verbal learning “Journal of Teacher Education”, 1963, 14: p.218

⁶ Hymes D. On Communicative Competence. In Pride f.d. Holmes F.(Elitors) Socio-linguistics. Harmondsworth, U.K: Penguin Books, 1972, p.272

of oral speech in a foreign language in the process of teaching English at a language university. Observations of the educational process, analysis of the teaching materials used in the classroom on the practice of speech, as well as the results of a survey conducted among teachers and students, allow us to come to the conclusion that it is necessary to create a methodological model focused on teaching adequate oral speech communication in English with the indispensable consideration of socio-cultural factors, which have an undoubted impact on the process of oral speech communication and its results.

It must be admitted that the inconsistency between norms and rules of a sociocultural nature in two confronting cultures often becomes the cause of misunderstanding, interruption of communication and other negative consequences. Often, language learners transfer the norms of behavior adopted in their environment to the foreign language, which is being studied under the influence of the interfering influence of their native language and culture.

Culture regulates the behavior of people in society and the family, our behavior in the process of communicating with other people living in the same socio-cultural area. With the help of the norms and rules existing within the framework of the sociocultural area, we know what other members of society expect from us, and what can happen if we do not correspond to what is expected of us.

The fourth subchapter examines the didactic foundations of the formation and development of oral speech skills in English among students of the advanced stage.

Speaking about the problem of the formation of the skills and abilities of oral speech communication among students of a language university, it should be noted that the formation of speaking skills must certainly occur in parallel with the formation of the students' listening, reading and writing skills, since it is just this approach that creates the necessary conditions for the formation of the skills to use foreign language in all types of speech activity.

The functional approach to the description of language and its study, one of the most prominent representatives of which is the Bri-

tish linguist M. Burns, defines a language as a means of speech behavior of an individual and a means by which an individual can provoke a speech reaction of other people, thus emphasizing the interactive and interpersonal nature of speech communication⁷. It should be noted that since then the interpretation of the term “function” has undergone significant changes. So, M. Halliday, who most perfectly revealed and described the functionality of languages, used the term “function” to define the purposeful nature of communication and identified 7 different functions of the language that exist in interconnection with each other. Thus, one and the same sentence can simultaneously perform several functions. The essence of the problem lies in understanding how the linguistic forms of the language should be used to perform these functions, so that their implementation in a certain communicative context should become possible⁸.

The problem is that for the students, who study a language for one purpose or another, including students, who study a foreign language as a specialty, who have mastered the correct word order in a sentence, syntax rules, possessing the word-stock provided in the program requirements, nevertheless, it is possible not to know the ways to achieve communicative goals, it is possible not to understand how to use the learned words and phrases, grammatical and intonational structures for adequate participation in the process of oral speech communication in the target language.

Students must master the functionality not only on a theoretical, but, which is equally important, on a practical level, which is greatly facilitated by the use of the acquired linguistic resources in various communicative contexts. Speaking about differences, it should be emphasized that differences can be manifested both at the level of functional orientation and at the level of linguistic support of speech communication.

⁷ Burns M. Functional approaches to language and language teaching. Another look. In Savignon S.A., Burns M. *Intuitives in Communicative language Teaching. A book of readings.* Reading, M.A. Addison-Wesley. 1983, 20 p.

⁸ Halliday M.A.K. *An introduction to Functional Grammar.* London: Arnold, 1985, p. 127

The assimilation of linguistic material in combination with the functionality of its use should become an integral component of the process of teaching a language as a specialty, in general, and teaching oral speech communication in the target language, in particular.

Chapter II is titled **“Conceptual Foundations and Methodological Principles of Teaching Oral Speech”**.

The first subchapter contains the following information: ways to improve the effectiveness of the process of teaching oral speech to students studying language as a specialty.

It examines the conceptual foundations and methodological principles of teaching oral speech to students of a linguistic university. Five key principles – communicative orientation, consciousness and activity, individualization, functionality, and socio-cultural conditionality – are substantiated, which define the content, structure, and logic of the educational process. These principles are selected in accordance with modern psycholinguistic perspectives on speech activity, taking into account the real communicative needs of advanced-level students and the specifics of the educational environment in Azerbaijan. Each principle is elaborated through theoretical propositions and pedagogical guidelines, ensuring the scientific validity and practical value of further research.

In the second subchapter, the practical application of the developed model of oral speech training is elaborated in detail. This model is based on a multi-level, phased approach, and is oriented toward the systematic development of components of communicative competence. The model encompasses three key stages: automation, contextualization, and improvisation. At each stage, speech skills are formed sequentially and consolidated, from practicing basic lexical-grammatical structures to developing free, logically coherent, and situationally appropriate speech.

The principle of automation is realized through repeated practice of frequently used linguistic forms, intonation patterns, and standard phrases, reducing cognitive load and forming a solid linguistic base. At the contextualization stage, speech is developed in instruct-

tional situations designed to approximate real-world communication – within professional, academic, and everyday scenarios. The improvisation stage is aimed at fostering speech independence, flexibility, and creativity, where students learn to speak freely, argue, and respond in real-time live communication.

The necessity of gradually forming speech skills through three sequential phases – automation, contextualization, and improvisation – is substantiated. This structure enables organizing instruction from controlled tasks to independent speech. Each stage is accompanied by specially selected exercises aligned with the students' level of preparedness and aimed at developing speech initiative and spontaneity. At the same time, the psychological readiness of learners for speech interaction is taken into account.

The model pays special attention to the specifics of the Azerbaijani audience, including typical speech difficulties faced by students: interference from the native language, limited productive vocabulary, and low levels of spontaneous speech. The developed exercises and techniques are designed to overcome these barriers through comparative analysis, correction of speech strategies, and expansion of interactive practice. The importance of fostering speech confidence through varied tasks and feedback mechanisms is emphasized.

The teacher's role holds particular significance in the model. Acting as a facilitator and organizer of the speech environment, the teacher helps overcome communicative barriers. The teacher's functions are outlined in the work: creating a comfortable atmosphere, gradually increasing task complexity, individualizing instruction, and fostering motivation. The importance of feedback as a mechanism for speech development and student self-assessment is highlighted.

A system of exercises organized based on thematic and functional orientation is proposed. Each speech function (e.g., request, argumentation, expressing opinions) is supported by practical tasks and authentic materials. The integration of oral speech into professional and intercultural contexts ensures the model's applied orientation and contributes to the formation of professionally relevant skills.

An innovative component of the model is the use of digital technologies and authentic resources (video platforms, conversation simulators, virtual environments), which expand speech practice beyond the classroom. These tools compensate for the lack of a natural language environment, provide flexibility and personalization of instruction, and promote the development of critical thinking and communicative confidence.

Thus, the proposed methodology represents a scientifically grounded, phased, and adaptive system for forming oral speech, based on a combination of theoretical principles and practical solutions that account for the linguistic and socio-cultural context of the Azerbaijani audience. It can be adapted to other languages and educational settings, confirming its universality and scientific significance.

The model is grounded in methodological principles such as communicative orientation, functionality, interactivity, authenticity, and socio-cultural relevance. Each principle is elaborated through the selection and structure of speech exercises, task formulation, and construction of the learning environment. The use of authentic materials (video clips, interviews, dialogues, podcasts) contributes to the development of phonetic perception, intonation sensitivity, and the expansion of socio-cultural knowledge. The inclusion of interactive and role-playing forms of instruction ensures active language practice, group dynamics, and fosters dialogic interaction and public speaking skills in students.

The subchapter places particular emphasis on the socio-cultural adaptation of students' speech behavior, taking into account the influence of native language interference, cultural stereotypes, speech etiquette, and intonation patterns typical of the Azerbaijani audience. This is reflected in specially designed tasks aimed at awareness and correction of interference errors, as well as the creation of intercultural dialogue situations.

Specific forms of assessment of oral speech proficiency are considered, including formative and summative assessment, self-assessment, and peer assessment, based on criteria of activity, speech

flexibility, pragmatic appropriateness, and creativity. Examples of tasks for proficiency levels B1–C1 are provided, making the model adaptable to various stages of language development.

The teacher's role is a key component of the model. The teacher acts not merely as a knowledge provider but as a facilitator and organizer of the speech environment, guiding students, creating conditions for safe speech self-expression, and supporting dialogue to ensure a flexible transition from controlled to spontaneous speech.

In conclusion, it is emphasized that the proposed model stands out from traditional approaches that focus on reproductive activity and isolated grammar. It integrates all key components of communicative competence (linguistic, discursive, pragmatic, strategic, and intercultural) and is oriented toward the realities of 21st-century academic and professional communication. The experimental implementation of the model confirmed its high effectiveness: improvements were noted in students' speech confidence, expansion of their active lexical-grammatical repertoire, and enhanced communicative initiative and creativity.

It should be noted that a student studying a particular foreign language in the absence of a language environment often experiences significant difficulties in the process of constructing sentences in the target language, due to the fact that he has to activate linguistic information contained in long-term memory and control his speech at the level. It is assumed that the process of extracting and decoding information is more productive at the initial stage of learning a foreign language. Thus, the process of teaching the ability to perceive and extract information should precede the process of teaching the ability to produce information in the foreign language, which is being studied.

As is known, in the era of globalization, the main goal of teaching foreign languages, and first of all the main language of communication at the international level, which today is the English language, which helps to create in people studying English for a variety of purposes the ability to correctly and appropriately use the mastered linguistic and speech structures in the process of real speech

communication to implement communicative intentions. In the context of a language university, this issue is particularly relevant, since one of the main tasks of teaching English from a professional point of view is the transformation of students' communication skills in the studied foreign language. Communicative competence should be understood as a set of several types, in particular grammatical, linguistic, discursive, socio-cultural, and strategic competencies.

The third subchapter contains a set of exercises aimed at developing the skills of oral speech in English among students of an advanced stage of a language university.

The proposed system of exercises and tasks was developed taking into account the basic properties of speech skills and abilities and corresponds to the following parameters:

- they are naturally motivated, communicative-oriented and complex;
- they are based on coherent speech material;
- they contribute to the creation of the necessary conditions for the creative use of the subject to be assimilated and the subsequent activation of linguistic material in the process of real communicative activity;
- they are developed taking into account the specifics of the type of speech activity.

In our proposed methodological system, the main types of exercises aimed at the formation, development and subsequent improvement of the skills of oral speech in English among students of an advanced stage of a language university are:

- 1) Speech training exercises in controlled types of speech activity;
- 2) Natural-communication exercises without predetermined boundaries of speech creativity⁹.

⁹ П.Б.Гурвич. Основы обучения устной речи на языковых факультетах, ВГПИ, 1974, 176 с. (Gurvich P.B. Bases of teaching oral speech at language faculties. SSPI, 1974, 176 p.)

As we have already noted, our goal is to form and develop the skills of speaking in English. Accordingly, exercises aimed at achieving this goal should have a conditional-communicative and natural-communicative orientation.

It should also be noted that at all stages of the formation and development of the skills of oral foreign language speech, exercises and tasks should be developed taking into account the interfering influence of the students' native language and differences in two confronting cultures. As for the selection of textual material, here, the main criteria were: authenticity, focus on the interests and needs of students, communicative significance, linguistic value, correspondence of materials to the intellectual, age and educational level of students, the significance of texts in cultural terms.

The proposed methodological system consists of 10 lessons, each of which includes a text and tasks and exercises developed on the basis of this text. All exercises are developed on the basis of the principle of communication, interactivity, functional approach. Systematic, sequential, step-by-step work on teaching oral speech in English to students of the advanced stage is designed according to the principle: from simple to complex and includes the following types of exercises:

- Match the words to their definitions.
- Match the two parts to make a sentence.
- Match the words to make a phrase.
- Working in pairs, answer the following questions.
- Rearrange the words to make correct sentences.
- Building a dialogue working with a partner, discuss the following.
- Working with a partner, mark the following as “True” or “False”.
- Working in groups of four, make a list of the settings you might have to cope with as a visitor to another country. Compare your list with your fellow students?
- Try to persuade them to your point. What arguments would you use?
- Debates, working in groups, debate on the following topics.
- Try to make a decision, giving arguments for and against.

The titles of the authentic texts included in the methodological system: “The Rules Rule”, “Dress Codes”, “Defining English” reveal their content directly related to the culture of native speakers, which contains samples of the speech behavior of native speakers in a variety of situations where real speech training.

The fourth sub-chapter is called “**Experimental learning and analysis of its results**”.

The proposed methodological model and the system of exercises and tasks developed on its basis aimed at the formation and development of oral speech skills in English among students of the advanced stage of a language university passed an experimental test at the 3rd year of the Faculty of English at Azerbaijan University of Languages in 2014/2015, 2015/2016 and 2016/2017 academic years and included the following main stages:

1. Screening stage (2014/2015 academic year).
2. Experimental teaching (2014/2016 academic year).
1. Analysis of the results.(2016-2017)

The purpose of the screening stage was to determine the level of proficiency in the skills of English oral speech among students of the advanced stage of a language university.

The screening stage was carried out by the experimenter himself in the 2014/16 academic year. Students were presented with tasks involving participation in the discussion of a problem.

The results of oral assignments were subjected to qualitative and quantitative analysis according to the following parameters:

1) By the number of used linguistic units and speech models from the basic text. This indicator was determined by the percentage of the number of linguistic units and speech models implemented in the speech process to the total number of linguistic and speech structures contained in the basic text, according to the below given formula

$$\text{percentage of quantity} = \frac{\text{number of used structures}}{\text{total number of structures in a text}} \Big| \times 100$$

2) By the degree of correctness of the use of linguistic and speech structures from the basic text. This indicator was determined by the percentage of the number of correctly used linguistic and speech structures to the total number of structures from the basic text realized in the oral statements of the experiment participants according to the below given formula

$$\text{percentage of correctness} = \frac{\text{number of correct structures}}{\text{total number of used structures}} \times 100$$

To carry out the screening stage, we selected authentic texts of a situational nature with an implicitly expressed idea, for the understanding of which the ability to "enter" a situation and correlate it with situations of reality is necessary. When performing the first task, the subjects were presented with a text containing samples of speech models used by native speakers in the process of speech communication. They were given 5 minutes to read the text. The subjects (people participating in the experiment) were preliminarily informed that the tasks were given in order to find out how much they were able to use the linguistic and speech material contained in the basic text in the process of oral speech communication.

The data of the screening stage indicate that students of the advanced stage of a special university often do not have the ability to creatively use the acquired linguistic material and speech structures in the process of oral speech communication in various communicative situations.

As a result of the analysis of the responses of the subjects, it was found that the overwhelming majority of errors at the level of linguistic and speech structures were made due to the interfering influence of the students' native language, which, in turn, indicates the lack of formation or insufficient formation of students' oral speech skills in English at the advanced stage.

The data of the screening stage and theoretical prerequisites, presented in the first chapter of the dissertation, became the basis for formulating a hypothesis of a more effective methodology for the

development of oral speech skills in the foreign language, which is being studied in senior years.

The formation of oral speech skills in English in the senior years of a language university will be more effective if the following conditions are met:

1) In case of developing of a methodological model and a special system of exercises focused on the development of English speaking skills, taking into account the specific learning conditions, linguodidactic and psychological prerequisites, as well as sociocultural factors.

2) In case of creating a situational-communicative conditioning of exercises and tasks aimed at teaching oral speech in English.

The proposed set of exercises for the formation and development of English speaking skills at the advanced stage has been put into an experiment at the 3rd year of the Faculty of English of Azerbaijan University of Languages. Comparison of the data in the control and experimental groups testifies in favor of the latter, where as a result of the experimental and experimental training, the level of proficiency in the ability to form thoughts in creative speech with the use of linguistic and speech material from the basic text significantly increased. This experimental training and the conducted post-experimental sections indicate the correctness of the hypothesis of our research.

Based on the research, we found it possible to formulate the following conclusions:

-Changing the goals of teaching English in the context of globalization requires a review of the methods and methods of teaching oral speech at language faculties.

- Consideration of the theoretical, linguodidactic and psychological foundations, as well as the identification of socio-cultural factors influencing the process of forming oral speech communication skills in the studied foreign language among students of the advanced stage indicates that the development of creative oral foreign language skills cannot be presented as an opportunity without the formation of linguistic units and speech models.

-Repeated use of linguistic and speech structures in various communicative contexts helps prevent mistakes.

-The data of the pre-experimental stage and practice indicate the need for systematic, consistent, step-by-step work on teaching oral speech in the foreign language, which is being studied.

-Analysis of the data of the experimental training shows that the use of the proposed methodological model and the developed set of exercises aimed at the purposeful and consistent development of the skills of oral speech in English among senior students, assuming a communicative orientation of the entire process of teaching a language as a specialty, promotes more effective formation and development of adequate English speaking skills among students of the advanced stage of study at a language university.

The main provisions of the dissertation are reflected in the following articles and theses of the author:

1. Мамедова М.М. Проблемы обучения навыков устной речи у студентов языкового вуза. Bakı, ADU, Elmi xəbərlər, 2015, № 4, s.398-405

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The defense of the dissertation will be held September 26 2025 at 12⁰⁰ the meeting of the One-time Dissertation Council BED 2.15/1 under the dissertation council FD 2.15, operating at the Azerbaijan State Pedagogical University.

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A handwritten signature in blue ink, consisting of stylized, overlapping loops and lines, positioned in the lower right quadrant of the page.

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