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A STAGE-BY-STAGE METHODOLOGY FOR DEVELOPING STUDENTS' PROFESSIONAL SPEECH IN NON-LINGUISTIC FACULTIES THROUGH SPECIALIZED TEXTS (ON THE EXAMPLE OF PSYCHOLOGY)

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Abstract. This article examines a stage-by-stage methodology for developing the professional speech of students studying at non-linguistic faculties through specialized texts, using psychology as an example. Particular attention is paid to the role of professional vocabulary, text analysis, communicative exercises, and practical speech activities in developing students' ability to communicate effectively in their future professional fields. The article proposes a methodological sequence consisting of preparatory, analytical, reproductive, productive, and communicative stages. The approach aims to improve students' professional vocabulary, reading comprehension, speaking, and written communication skills.

Keywords: professional speech, non-linguistic faculties, specialized texts, psychology students, professional vocabulary, communicative competence, stage-by-stage methodology, language teaching.

Introduction. In modern higher education, the development of professional communication skills is an important component of preparing qualified specialists. Students of non-linguistic faculties need not only general language proficiency but also the ability to understand and use terminology related to their future professions. For psychology students, professional communication is particularly important because their future work involves interaction with individuals, explaining psychological concepts, conducting interviews, and discussing human behaviour.

However, students of non-linguistic faculties may experience difficulties in understanding specialized texts, remembering professional terminology, and using academic language in oral and written communication. Therefore, language teaching should be closely connected with the professional orientation of students.

One effective approach is the use of specialized texts as the main educational resource. Texts related to psychology provide opportunities to learn professional vocabulary, understand important concepts, and develop communication skills in meaningful contexts.

Specialized texts play an important role in developing students' professional speech because they introduce learners to the terminology, concepts, and communication patterns of their future profession. Psychology-related texts may cover topics such as personality, memory, emotions, motivation, stress, communication, and human behaviour.

Working with these materials helps students understand how professional terms are used in context. For example, concepts such as personality, perception, emotional intelligence, cognitive development, and motivation can be introduced through short academic texts and then practised in discussions, presentations, and written assignments.

The use of specialized texts also connects language learning with professional knowledge. As a result, students become more interested in learning because they recognize the practical value of language for their future careers.

The development of professional speech should be organized systematically. The proposed methodology includes five interconnected stages.

1. Preparatory stage. At this stage, students are introduced to the topic and its basic professional vocabulary. The teacher selects a specialized text appropriate to students' language proficiency and explains key terms before reading.

For example, before studying a text about human memory, students learn terms such as short-term memory, long-term memory, attention, and recall. Pictures, definitions, matching exercises, and simple questions can be used to activate prior knowledge.

2. Analytical stage. Students read the selected text and identify its main ideas, key concepts, and professional terminology. They analyse the meanings of unfamiliar words and examine how terms are used in sentences.

For example, after reading a text about emotional intelligence, students identify its main characteristics and explain the meaning of important concepts. This stage develops reading comprehension, analytical thinking, and the ability to work with professional information.

3. Reproductive stage. At this stage, students reproduce the information they have learned through retelling, answering questions, completing sentences, and preparing short summaries. They use the new terminology in their own sentences.

For instance, students may summarize a text about stress and explain its main causes and effects. Such activities help consolidate professional vocabulary and develop the ability to express information accurately.

4. Productive stage. Students begin to use professional vocabulary independently in oral and written tasks. They prepare short presentations, write paragraphs, compare psychological concepts, and express their opinions on professional topics.

A possible assignment is to write a short explanation of the relationship between motivation and academic achievement. This activity encourages students to organize information logically and use appropriate professional terminology.

5. Communicative stage. The final stage focuses on using professional speech in practical communication situations. Students participate in discussions, role-plays, interviews, and problem-solving activities related to psychology.

For example, students can simulate a conversation between a psychologist and a client, discuss ways of managing stress, or explain the importance of emotional support. These activities develop confidence, fluency, and the ability to communicate in professional contexts.

The teacher plays an important role in organizing and managing the development of professional speech. First, it is necessary to select texts that correspond to students' professional interests and language levels. The materials should be informative, understandable, and relevant to psychology.

The teacher should also provide explanations of difficult terms, organize vocabulary exercises, and create opportunities for students to use new expressions in different communication situations. Feedback should focus on vocabulary accuracy, grammatical correctness, pronunciation, and the logical organization of speech.

It is equally important to encourage students to participate actively in discussions and practical tasks. This helps learners gradually move from understanding professional texts to using professional language independently.

The systematic application of the proposed methodology can contribute to several educational outcomes:

- expanding students' professional vocabulary;
- improving comprehension of specialized texts;
- developing oral and written communication skills;
- increasing the ability to explain psychological concepts;
- strengthening independent learning and analytical thinking;
- improving confidence in professional communication.

The effectiveness of the methodology depends on the appropriate selection of texts, consistent vocabulary practice, and the integration of reading, speaking, listening, and writing activities.

Conclusion. Developing professional speech among students of non-linguistic faculties requires a systematic approach that connects language learning with students' future professional activities. Specialized texts provide valuable opportunities to acquire professional terminology, understand subject-related information, and develop communicative competence.

The proposed five-stage methodology — preparatory, analytical, reproductive, productive, and communicative — enables students to progress from understanding professional vocabulary to using it independently in practical situations. Using psychology-related texts makes language learning more relevant and meaningful for students of this field.

Therefore, the integration of specialized texts and stage-by-stage speech activities into language teaching can improve students' professional communication skills and contribute to their future academic and professional development.

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