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PSYCHOLINGUISTIC AND THEATRICAL-PEDAGOGICAL APPROACHES TO THE DEVELOPMENT OF COMMUNICATIVE SPEECH AMONG STUDENTS OF LANGUAGE UNIVERSITIES

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Abstract. In the context of the modernization of foreign language education, the development of communicative speech and the overcoming of psychological barriers in foreign language speaking have become increasingly important for students of language universities. Despite possessing sufficient theoretical knowledge, many learners experience difficulties in spontaneous oral communication, which necessitates the introduction of innovative teaching methods. The purpose of this article is to identify the role of psycholinguistic and theatrical-pedagogical approaches in the formation of foreign language speaking skills and to determine the effectiveness of drama-based teaching methods in developing communicative competence. The methodological basis of the study includes psycholinguistic, communicative, and activity-based approaches, as well as methods of theoretical analysis, pedagogical observation, and the generalization of practical experience in theatrical pedagogy. The article examines major performative methods of foreign language teaching, including dramatization, role-play, improvisation, storytelling, and theatrical sketches. The study demonstrates that theatrical-pedagogical technologies contribute to reducing speech anxiety, increasing communicative activity, and developing spontaneous speech skills. The scientific novelty of the research lies in the comprehensive analysis of psycholinguistic and drama-based mechanisms for developing communicative speech in higher language education.

Keywords: theatrical pedagogy; communicative competence; dramatization; performative learning; speech activity; communicative speech; foreign language; speech barriers; language anxiety.

Psycholinguistic and theatrical-pedagogical approaches to the development of communicative speech among students of language universities have become especially significant in the context of modern higher education reforms. Contemporary society requires specialists who are capable of effective intercultural interaction, fluent foreign language communication, and successful professional dialogue. Modern foreign language education is therefore aimed not only at mastering vocabulary and grammar, but also at developing communicative competence, including spontaneous speech production, emotional comprehension, flexible interaction, and the ability to overcome psychological barriers in communication.

Despite the active implementation of communicative approaches in foreign language teaching, many students continue to experience speech anxiety, fear of making mistakes, and insufficient motivation for oral communication. Learners who possess substantial theoretical knowledge often encounter serious difficulties in real communicative situations. This indicates the necessity of integrating cognitive, emotional, and activity-based components into the educational process. In this regard, psycholinguistic and theatrical-pedagogical approaches are of particular importance, as they activate speech-thinking processes, increase learners' motivation, and create conditions for natural communication.

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Modern psycholinguistics considers speech as a complex multilevel process that includes perception, comprehension, planning, and speech production. The formation of communicative competence is impossible without taking into account the psychological mechanisms of speech activity, learners' emotional states, and the specific features of interpersonal interaction. The psycholinguistic approach allows foreign language learning to be viewed not as mechanical memorization of linguistic units, but as the formation of speech behavior and communicative personality.

Particular importance is attached to the problem of internal speech programming. During the transition from internal speech to external utterance, students often experience difficulties associated with fear of evaluation, insufficient automation of language skills, and low self-confidence. Psycholinguistic studies demonstrate that the success of speech production depends not only on linguistic competence, but also on emotional freedom, communicative initiative, and improvisational ability.

Within this context, theatrical-pedagogical technologies acquire considerable scientific and practical value. Theatrical pedagogy is based on the use of dramatic art, role interaction, dramatization, and creative improvisation in education. Its primary feature lies in creating an emotionally rich communicative environment in which learners become active participants in speech activity. Such an approach reduces psychological tension, develops empathy, improves speech expressiveness, and helps students overcome the fear of public speaking.

The relevance of the research is also determined by the transition from traditional reproductive teaching methods to competence-based education. In conditions of globalization and intensive intercultural communication, there is a growing need for specialists capable of free and effective communication. Traditional teaching methods often fail to consider the emotional and interactive nature of speech communication, resulting in the phenomenon known as the "language barrier." Theatrical-pedagogical methods help overcome this gap between language knowledge and its practical application.

The purpose of this research is to analyze psycholinguistic and theatrical-pedagogical approaches to the development of communicative speech among students of language universities and to identify the advantages of drama-based methods in overcoming speaking barriers. Particular attention is paid to performative methods of foreign language teaching as effective means of developing communicative competence, spontaneity of speech, and psychological readiness for interpersonal interaction.

The methodological basis of the study includes psycholinguistics, communicative linguistics, activity-based learning, and theatrical pedagogy. The research methods involve theoretical analysis of scientific literature, comparative analysis of pedagogical concepts, pedagogical observation, and modeling. The theoretical foundation of the study consists of domestic and foreign works devoted to psycholinguistics, speech activity, communicative language teaching, and theatrical pedagogy.

The psycholinguistic aspect of communicative speech development is closely connected with speech production mechanisms. According to modern theories of speech activity, speaking involves several stages: speech motivation, intention formation, internal speech programming, lexical and grammatical structuring, and articulation. At each of these stages, learners may encounter difficulties that prevent free communication. One of the most common problems is speech anxiety, which significantly reduces communicative effectiveness. Students often fear making mistakes, avoid spontaneous interaction, and prefer reproductive forms of speech activity.

Research in psycholinguistics confirms that emotional states directly influence speech production. Under stress, information processing slows down, access to vocabulary becomes more

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difficult, and the logical organization of speech deteriorates. Consequently, the creation of an emotionally comfortable educational environment becomes a necessary condition for communicative development. Theatrical-pedagogical technologies solve this problem by involving students in creative and game-based activities where attention is focused not on mistakes, but on communication itself.

Theatrical pedagogy is based on the synthesis of education and art. Its key principle is learning through action, emotional experience, and creative interaction. During dramatization, learners do not simply reproduce language material; they experience communicative situations, which contributes to deeper acquisition of speech patterns and greater communicative flexibility. Dramatic methods stimulate emotional memory, imagination, and nonverbal communication skills, resulting in the comprehensive development of learners' communicative personalities.

One of the most important performative methods is role-play. Its effectiveness lies in the simulation of real-life situations, enabling students to use language in functional contexts. During role-play, learners assume social roles, interact with one another, and solve communicative tasks. This contributes to the development of communicative initiative, argumentation skills, and confidence in speaking. Unlike traditional scripted dialogues, role-play contains elements of unpredictability and improvisation, bringing classroom interaction closer to authentic communication.

Another significant method is dramatization, which involves staging literary works, dialogues, or specially designed scenarios. Dramatization develops speech expressiveness, intonation, and emotional involvement. Through repeated rehearsal and performance, students actively work with language material, analyze communicative behavior, and learn to convey emotional nuances. As a result, speech skills become more automated and confidence in language use increases.

Improvisation also occupies an important place within performative teaching. Improvisational activities require spontaneous verbal interaction without prepared texts. Their value lies in developing the ability to respond quickly to communicative situations, formulate ideas independently, and flexibly use linguistic resources. Improvisation reduces fear of mistakes because emphasis shifts from grammatical correctness to communicative success.

Forum theatre is another valuable method in theatrical pedagogy. This technique is based on collective analysis of problematic situations and active audience participation in changing the course of dramatic action. Forum theatre develops critical thinking, empathy, and communicative reflection. Through discussion and performance of alternative behavioral strategies, learners improve their ability to express opinions, perceive different viewpoints, and interact effectively within groups.

Storytelling also plays an important role in modern foreign language teaching. Creating and narrating stories develops coherent speech, logical thinking, and vocabulary expansion. Combined with elements of dramatization, storytelling becomes a powerful means of emotional engagement. Gestures, facial expressions, intonation, and movement make speech activity more natural and expressive.

Theatrical sketches and improvisational exercises contribute to the development of observation skills, emotional responsiveness, and nonverbal communication. Students learn to perceive communicative situations holistically, interpret emotional states, and react appropriately to changes in interaction. This is especially important in foreign language communication, where successful interaction depends not only on linguistic competence but also on understanding nonverbal signals.

An essential component of theatrical-pedagogical approaches is body and voice training. Communication is not purely verbal; it also includes nonverbal elements. Breathing exercises, diction training, and voice control contribute to confident communicative behavior. Students learn to use pauses, rhythm, tempo, and intonation according to communicative situations. Such skills are

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especially significant for future language specialists whose professional activity involves public speaking and intercultural communication.

Drama-based methods positively influence not only speech skills but also learners' personal development. Collective creative activity develops empathy, tolerance, cooperation, and emotional intelligence. Students become more open to interaction, learn to express emotions, and better understand the feelings of others. This contributes to a positive psychological climate within the group and increases overall motivation for foreign language learning.

Theatrical-pedagogical technologies play a particularly important role in overcoming communicative barriers. Psychological barriers to speaking include fear of mistakes, fear of negative evaluation, insecurity, and heightened anxiety. Traditional forms of assessment often intensify these problems. In contrast, theatrical pedagogy creates a safe experimental environment where mistakes are perceived as natural elements of creativity. This allows learners gradually to overcome internal limitations and participate more freely in communication.

Educational practice demonstrates that students regularly involved in drama-based activities show higher communicative activity, greater readiness for spontaneous interaction, and stronger motivation for language learning. They demonstrate faster speech reactions, broader vocabulary use, and improved pronunciation. Furthermore, their level of communicative anxiety decreases significantly.

An important advantage of performative learning lies in the integration of different types of speech activity. During dramatization, students simultaneously listen, speak, read, and interpret texts, which contributes to the comprehensive development of communicative competence. Dramatic methods also engage visual, auditory, and kinesthetic channels of perception, thereby increasing the effectiveness of language acquisition.

Theatrical-pedagogical approaches fully correspond to the principles of learner-centered education. The learner's personality, emotional experience, and communicative needs become central to the educational process. The teacher acts not only as a transmitter of knowledge, but also as an organizer of creative interaction and facilitator of communication. Such interaction contributes to the development of students' autonomy and subjectivity.

In language universities, the development of intercultural communicative competence is particularly important. Through dramatized intercultural situations, analysis of communicative behavior, and discussion of communication strategies, students learn to understand cultural differences and respond appropriately during interaction.

The results of the research confirm the high effectiveness of psycholinguistic and theatrical-pedagogical approaches in developing communicative speech among students of language universities. Drama-based methods contribute to reducing speech anxiety, increasing communicative activity, and developing spontaneous speech. Students demonstrate greater emotional involvement, stronger motivation, and higher readiness for communication.

The scientific novelty of the study lies in the integrated analysis of psycholinguistic and theatrical-pedagogical approaches as complementary means of communicative speech development. The research proves that drama-based methods contribute not only to speech development, but also to psychological readiness for communication, reduction of language anxiety, and formation of a communicatively competent personality.

Thus, psycholinguistic and theatrical-pedagogical approaches represent a promising direction in modern foreign language education. Drama-based methods help overcome the contradiction between formal language knowledge and real communicative ability. Theatrical pedagogy creates conditions

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for emotionally rich, personally meaningful, and activity-based learning, in which a foreign language becomes a means of authentic communication, creative self-expression, and intercultural interaction.

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