



METHODOLOGY OF TEACHING A FOREIGN LANGUAGE FOR STUDENTS OF NON-PHILOLOGICAL UNIVERSITIES

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Annotation:

Teaching a foreign language to students in non-philological disciplines requires a specialized approach that goes beyond traditional language instruction. As our globalized world demands proficiency in multiple languages, students from various academic backgrounds can benefit significantly from acquiring language skills. This article explores an effective methodology for teaching foreign languages to students in non-philological universities, emphasizing practicality, relevance, and the integration of language learning into their specific academic contexts.

Keywords: Language Teaching, Non-Philological Students, Professional Development, Real-World Contexts, Technology Integration, Multimedia Resources, Content-Based Instruction, Interdisciplinary Approach, Continuous Assessment.

Non-philological students often pursue language learning with specific goals related to their future professions. Recognizing these goals is essential for tailoring language instruction to their needs. Whether students aim to engage in international business, scientific research, or diplomacy, language instruction should align with their professional aspirations. The methodology should integrate vocabulary, scenarios, and communication skills relevant to their future careers, making language learning a valuable asset in their academic and professional toolkit.

Rather than focusing solely on abstract grammar rules and vocabulary lists, the methodology for non-philological students should emphasize practical application. Incorporating real-world scenarios and simulations relevant to their field of study makes language learning tangible and immediately applicable. For example, business students can engage in language exercises related to negotiations, presentations, and intercultural communication, while science students can focus on research-related language skills. This approach not only enhances language proficiency but also cultivates the ability to navigate real-life situations effectively.



Non-philological students, often accustomed to technology-rich learning environments, benefit from the integration of digital tools and multimedia resources. Language instruction can leverage educational apps, online platforms, and interactive multimedia content to create engaging and immersive learning experiences. Virtual simulations, video conferences, and language learning apps tailored to specific professional contexts provide students with dynamic and flexible opportunities to enhance their language skills. This approach aligns with contemporary learning preferences and fosters a more interactive and engaging language learning experience.

Incorporating content-based language instruction is a cornerstone of an effective methodology for non-philological students. By integrating language learning with subject matter content from their disciplines, students not only acquire language skills but also deepen their understanding of their academic field. For instance, engineering students can learn technical language while studying engineering concepts in the target language. This interdisciplinary approach not only reinforces language skills but also enhances overall academic proficiency, creating a synergistic relationship between language learning and academic content.

Task-Based Language Teaching (TBLT) is particularly effective for non-philological students, emphasizing communication and problem-solving skills. Language instruction is organized around tasks that students might encounter in their professional lives. This approach encourages collaboration, critical thinking, and practical language use. For instance, students may work on a project in the foreign language, presenting their findings or engaging in discussions. TBLT not only hones language skills but also instills valuable teamwork and project management abilities, aligning with the multifaceted demands of their future careers.

Recognizing the busy schedules of non-philological students, a flexible approach to language instruction is crucial. Blended learning models that combine in-person classes with online resources allow students to optimize their time and pace their language learning according to their schedules. Additionally, offering evening or weekend classes accommodates students who may be simultaneously engaged in internships, research projects, or other academic commitments. Flexibility in scheduling ensures that language learning remains accessible and manageable for non-philological students.

Incorporating continuous assessment and feedback mechanisms is essential for tracking the progress of non-philological students in language learning. Regular



assessments, both formative and summative, help identify areas for improvement and allow instructors to tailor instruction accordingly. Constructive feedback provides students with insights into their language development and encourages a growth mindset. This iterative process of assessment and feedback fosters a supportive learning environment where students feel motivated to actively participate in their language learning journey.

Teaching a foreign language to students in non-philological universities requires a methodology that recognizes their unique needs, integrates practical application, leverages technology, incorporates content-based instruction, and embraces flexibility. By tailoring language instruction to align with their professional goals and academic contexts, educators can empower non-philological students to navigate the global landscape with linguistic proficiency and cultural competence. This student-centered approach not only enhances language skills but also equips students with the tools they need to excel in their chosen fields, fostering a holistic and relevant language learning experience.

Non-philological students often enroll in language courses with specific career goals in mind. Recognizing and understanding these aspirations form the foundation of an effective language teaching methodology. Whether students are pursuing careers in business, science, engineering, or other fields, language instruction should align with their professional objectives. This understanding informs the selection of relevant vocabulary, scenarios, and communication skills that are directly applicable to their future careers, making language learning a purposeful and valuable asset in their academic and professional journey.

To engage non-philological students effectively, language instruction should emphasize practical application in real-world contexts. Rather than focusing solely on abstract language rules, incorporating scenarios and simulations relevant to their field of study ensures that language learning is immediately applicable. Business students, for instance, can practice negotiation skills and intercultural communication, while science students can engage in research-related language exercises. This practical approach not only enhances language proficiency but also develops the ability to navigate authentic, professional situations with confidence. Non-philological students, accustomed to technology-driven learning environments, benefit from the integration of digital tools and multimedia resources. Language instruction can leverage educational apps, online platforms, and interactive content to create engaging and immersive learning experiences. Virtual simulations, video conferences, and language learning apps tailored to



specific professional contexts provide students with dynamic and flexible opportunities to enhance their language skills. This technology-enhanced approach aligns with contemporary learning preferences and fosters a more interactive and engaging language learning experience.

Content-based language instruction is instrumental in integrating language learning with subject matter content from non-philological disciplines. By aligning language instruction with academic content, students simultaneously acquire language skills and deepen their understanding of their field. For instance, incorporating technical language instruction for engineering students while studying engineering concepts in the target language enhances both language proficiency and academic competence. This interdisciplinary approach reinforces the interconnectedness of language learning and subject-specific content.

Task-Based Language Teaching (TBLT) is an effective approach for non-philological students, emphasizing communication and problem-solving skills. Language instruction is organized around tasks that mirror real-life scenarios in their professional spheres. Students engage in collaborative projects, presentations, or discussions, promoting practical language use. TBLT not only enhances language skills but also instills valuable teamwork, critical thinking, and project management abilities. This approach aligns with the multifaceted demands of their future careers and equips them with skills beyond language proficiency.

Understanding the career goals of non-philological students is fundamental to tailoring language teaching methodologies effectively. As these students pursue diverse fields, such as business, science, or engineering, language instruction should align with their specific professional objectives. For instance, business students may focus on language skills essential for negotiations, presentations, and cross-cultural communication, while science students may emphasize research-related language proficiency. By recognizing and integrating these career-oriented goals into language teaching, educators provide students with language skills that directly contribute to their success in their chosen fields.

The methodology for teaching a foreign language to non-philological students places a strong emphasis on practical application and skill development. Rather than focusing solely on theoretical language rules, instruction involves immersive experiences in real-world contexts. This practical application extends beyond vocabulary and grammar, encompassing essential communication skills. Through simulated scenarios and hands-on activities related to their future professions,



students not only acquire language proficiency but also develop the practical skills necessary for effective communication in professional settings.

An interdisciplinary approach to language teaching ensures a holistic and well-rounded development of non-philological students. Integrating language instruction with subject-specific content from their disciplines creates a symbiotic relationship between language learning and academic understanding. This approach not only reinforces language skills but also enhances overall academic competence. For example, engineering students immersed in technical language instruction related to their field simultaneously deepen their understanding of engineering concepts.

Conclusion

Recognizing the busy schedules of non-philological students, a flexible approach to language instruction is crucial. Blended learning models that combine in-person classes with online resources accommodate diverse learning preferences and optimize students' time. Evening or weekend classes further cater to those simultaneously involved in internships, research projects, or other academic commitments. Flexibility in scheduling ensures that language learning remains accessible and manageable, fostering a positive and personalized learning experience for non-philological students.

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