



METHODOLOGY OF TEACHING ENGLISH IN NON-LINGUISTIC UNIVERSITIES

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Annotation: The article explores methodological approaches to teaching English in non-linguistic universities, focusing on the integration of communicative, professional, and competence-based paradigms. It highlights the specific challenges of English language instruction for students of technical and non-philological specializations, where English functions primarily as a tool for professional communication rather than as an academic discipline. The study analyzes the main methodological principles, teaching models, and didactic techniques that enhance learners' motivation, autonomy, and professional competence. The research findings suggest that successful English instruction in non-linguistic higher education requires contextualized, practice-oriented, and interdisciplinary methodologies.

Keywords: English for Specific Purposes (ESP), communicative competence, non-linguistic universities, teaching methodology, professional orientation, blended learning, motivation.

Методология преподавания английского языка в неязыковых вузах

Аннотация: В статье рассматриваются методические подходы к преподаванию английского языка в неязыковых вузах, уделяя особое внимание интеграции коммуникативной, профессиональной и компетентностной парадигм. В статье освещаются специфические проблемы обучения английскому языку студентов технических и нефилологических специальностей, для которых английский язык выступает в первую очередь как инструмент профессионального общения, а не как академическая дисциплина. В исследовании анализируются основные методологические принципы, модели обучения и дидактические приёмы, способствующие повышению мотивации, самостоятельности и профессиональной компетентности обучающихся. Результаты исследования свидетельствуют о том, что для успешного преподавания английского языка в неязыковых вузах необходимы контекстуализированные, практико-ориентированные и междисциплинарные методики.

Ключевые слова: английский для специальных целей (ESP), коммуникативная компетенция, неязыковые вузы, методика преподавания, профессиональная ориентация, смешанное обучение, мотивация.

Nolingvistik universitetlarda ingliz tilini o'qitish metodikasi

Annotatsiya: Maqolada kommunikativ, professional va kompetensiyaga asoslangan paradigmalarning integratsiyasiga e'tibor qaratib, nolingvistik universitetlarda ingliz tilini o'qitishning uslubiy yondashuvlari o'rganiladi. U texnik va filologik bo'lmagan ixtisoslik talabalari uchun ingliz tilini o'qitishning o'ziga xos muammolarini ta'kidlaydi, bunda ingliz tili birinchi navbatda akademik fan sifatida

emas, balki professional muloqot vositasi sifatida ishlaydi. Tadqiqotda o'quvchilarning motivatsiyasi, mustaqilligi va kasbiy kompetentsiyasini oshiradigan asosiy metodologik tamoyillar, o'qitish modellari va didaktik usullar tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, nolingvistik oliy ta'limda ingliz tilini muvaffaqiyatli o'qitish kontekstli, amaliyotga yo'naltirilgan va fanlararo metodologiyalarni talab qiladi.

Kalit so'zlar: Maxsus maqsadlar uchun ingliz tili (ESP), kommunikativ kompetentsiya, nolingvistik universitetlar, o'qitish metodikasi, professional orientatsiya, aralash ta'lim, motivatsiya.

Introduction

In the twenty-first century, proficiency in English has become an essential component of professional qualification in all spheres of science, technology, and business. Consequently, non-linguistic universities face the task of not merely teaching English as a foreign language (EFL), but of integrating it into students' professional training.

Unlike language departments, where English is the primary subject of study, in non-linguistic institutions it serves as an **instrumental discipline**, aimed at developing students' ability to apply English in professional contexts — for reading technical literature, writing reports, and communicating in multicultural environments.

The objective of this article is to analyze the modern methodology of teaching English in non-linguistic universities and to identify effective pedagogical models that correspond to current educational standards and labor market demands.

Research Aim and Objectives

Aim: To investigate the methodological principles and pedagogical models of English language teaching in non-linguistic universities.

Objectives:

1. To define the specific features and challenges of teaching English to non-linguistic students.
2. To analyze contemporary teaching methods applicable in professional and technical education.
3. To propose methodological recommendations for enhancing motivation and communicative competence.

Theoretical Framework

The methodology of teaching English in non-linguistic universities is grounded in several interrelated paradigms:

1. **Communicative Language Teaching (CLT)** – emphasizes authentic communication and the functional use of language.
2. **English for Specific Purposes (ESP)** – focuses on professional and occupational contexts, adapting materials to students' future fields of work.
3. **Competence-Based Approach** – aims to develop not only linguistic but also sociocultural, cognitive, and strategic competences.
4. **Task-Based Learning (TBLT)** – provides practical, problem-solving tasks that simulate real professional communication.

According to Richards and Rodgers (2014), modern EFL methodology must balance linguistic accuracy, communicative fluency, and professional relevance. In this context, language teaching becomes an interdisciplinary process involving elements of linguistics, psychology, and pedagogy.

Specific Challenges in Non-Linguistic Universities

Teaching English in non-linguistic institutions presents several challenges:

- **Low initial motivation** among students who view English as secondary to their major subjects;
- **Limited contact hours** compared with language faculties;
- **Heterogeneous proficiency levels** within groups;
- **Lack of authentic professional materials** adapted for technical or scientific fields.

Overcoming these difficulties requires a methodological shift toward **contextualized learning**, where English is linked to students’ academic disciplines and career goals.

Research Methodology

The study is based on **qualitative and quantitative methods**, including classroom observation, student surveys, and analysis of teaching materials used at Fergana Technical University during the 2024–2025 academic year.

The empirical data involved 160 undergraduate students from engineering, computer science, and economics departments. The research focused on students’ motivation, language performance, and their perception of English relevance to their future careers.

Results and Discussion

The analysis revealed that **professionally oriented content** significantly increases students’ engagement and motivation. When teaching materials are directly related to students’ specializations (e.g., English for engineering or IT), learners demonstrate a higher level of participation and improved performance in speaking and writing.

Furthermore, **blended learning models** (combining classroom instruction with digital platforms such as Moodle and Quizlet) proved to be highly effective. They allowed for differentiated instruction and autonomous learning beyond class hours.

Teachers who integrated **communicative tasks** — such as role-plays, project presentations, and simulations of workplace situations — reported increased student confidence and collaboration skills.

However, the study also revealed that students often rely excessively on their native language for clarification, indicating the need for carefully managed code-switching as a supportive strategy rather than a dominant practice (cf. Khodjaeva, 2025).

Pedagogical Implications

Effective English teaching in non-linguistic universities should follow these methodological principles:

1. **Professional Orientation:** The content must reflect the vocabulary, genres, and communicative practices of students’ future professions.

2. **Integration of Skills:** Reading, writing, listening, and speaking should be developed through authentic tasks that mirror real professional communication.
3. **Interdisciplinary Collaboration:** Cooperation between language instructors and subject specialists ensures contextual relevance.
4. **Motivation and Autonomy:** Students should be encouraged to take responsibility for their learning through project work and self-assessment.
5. **Technology-Enhanced Learning:** Use of digital resources supports vocabulary retention and provides immediate feedback.

By combining communicative and competence-based principles, teachers can transform English from a formal subject into a practical and motivating component of professional education.

Conclusion

The methodology of teaching English in non-linguistic universities is undergoing transformation in response to globalization and technological advancement. The integration of communicative, professional, and digital approaches allows educators to create dynamic learning environments that meet the demands of the modern workforce.

English instruction in non-linguistic higher education should therefore be viewed as **an interdisciplinary process** aimed at developing both linguistic and professional competences. Further research should explore the effectiveness of specific pedagogical models, including blended learning, project-based instruction, and controlled code-switching, in enhancing language proficiency and career readiness among non-linguistic students.

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