



Conceptual Foundations Of Teaching English To Students Of Non-Philological Fields

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Abstract: The article analyzes the existing curricula and teaching materials used for teaching English to students of non-philological educational fields. Particular attention is paid to the development of students' written communication competence, professional communicative skills, and the application of modern pedagogical and digital technologies in the language learning process. The study examines the content, structure, topics, language skills, and types of writing activities included in the curriculum and evaluates their relevance to the professional needs of non-philological students. The findings indicate that communicative, conscious-practical, systemic-functional, and differentiated approaches can contribute to more effective English language instruction. The use of wiki technology and other digital resources creates opportunities for collaborative writing, text creation and editing, information search and evaluation, independent learning, and critical thinking. The study concludes that strengthening the professional orientation of English language curricula and integrating digital technologies with professionally relevant writing tasks can significantly improve students' readiness for academic and professional communication in English.

Keywords: English language, non-philological education, English language teaching methodology, professional communicative competence, written communication competence, communicative approach, digital technologies, wiki technology, written communication, collaborative learning, professional orientation, innovative teaching methods.

The issue of teaching foreign languages is particularly important and relevant today. In the context of the accelerating processes of globalization worldwide and the development of international economic, scientific, and cultural relations, the demand for foreign language education is continuously



increasing. Changes in the requirements of the modern labor market, the penetration of innovative technologies into all spheres of life, and the processes of integration into the international information space require specialists to possess the competence to perform their professional activities in a foreign language. In this regard, teaching English in non-philological fields is considered an important scientific problem not only from linguistic, but also from pedagogical, psychological, and methodological perspectives. For future specialists, English is not an end in itself, but rather a means of acquiring professional knowledge, studying international experience, accessing scientific information, and engaging in professional communication. Therefore, the process of teaching English should be organized in close connection with students' professional needs, interests, and their prospective fields of activity.

Looking at the history of the introduction of English as an academic subject in our country, its origins can be traced back to the late nineteenth and early twentieth centuries, during the period of Tsarist Russian colonial rule. During this period, French and German were mainly taught among European languages in the territory of present-day Uzbekistan. By 1930, however, the situation had changed considerably, and in 1940 the Faculty of Foreign Languages was established at the Tashkent State Pedagogical Institute (now the Uzbekistan National Pedagogical University), where specialists in English began to be trained. After the Second World War, particularly during the period of the Cold War (1941–1945 and subsequent years), there emerged a need to study relations with the Western world, particularly the United States and Great Britain, which contributed to an increased demand for English. As a result, in 1949, the Tashkent State Pedagogical Institute of Foreign Languages (now the Uzbekistan State University of World Languages) was established, and the training of highly qualified specialists in English was launched at this institution in the Republic.[1] Following Uzbekistan's independence and as a result of reforms implemented in the education system, the study of foreign languages was elevated to the level of state policy in 2012.[2]



The reforms aimed at modernizing the education system of the Republic of Uzbekistan, introducing international educational standards, and training competitive specialists necessitate the improvement of foreign language teaching methodology. In particular, professionally oriented English language instruction in non-philological higher education institutions, the development of communicative competence, and the effective use of modern pedagogical technologies and innovative methods are recognized as priority tasks. A comprehensive study of the theoretical, methodological, and conceptual foundations of English language teaching, the integration of competency-based, communicative, and learner-centered approaches into the educational process, and the development of effective mechanisms for fostering students' professional communicative competence are of considerable scientific and practical importance. This, in turn, contributes to improving the content, methods, and technologies of foreign language education for students in non-philological fields.

On this basis, analyzing the approaches of foreign and national scholars and methodologists makes it possible to examine the problem of teaching English in non-philological fields in greater depth. Addressing the question of what foreign language teaching methodology actually means, in our opinion, foreign language teaching methodology can be defined as a system of knowledge concerning the regularities of teaching a language other than the native language and the ways of influencing this process in order to optimize it. Foreign language teaching methodology reveals and substantiates the principles and regularities underlying foreign language instruction. Teaching English in non-philological higher education fields is characterized by its purposeful orientation and professional context. Therefore, effective organization of this process requires the integration of the fundamental categories of language teaching methodology with the specific characteristics of the non-philological educational environment.

The primary goal of teaching English to students in non-philological fields is to enable specialists to communicate fluently in English within their respective



professional areas. To achieve this goal, an appropriate concept and methodology are selected within the teaching process. The use of communicative competence in English language teaching is reflected in the approaches of J.Jalolov, who conducted research within the framework of "Foreign Language Teaching Methodology." His approach, referred to as the "Conscious-Practical and Communicative-Cognitive Approach," is based on the conscious understanding of language regularities within the national educational context and their systematic transfer into speech activity. At its core, this approach interprets foreign language learning not merely as memorization, but as a means of thinking and communication. J.Jalolov emphasizes that in foreign language learning, it is necessary to develop four types of speech activity—listening comprehension, speaking, reading, and writing—through vocabulary, grammar, and phonetics rather than focusing solely on language materials themselves.[3]

In this process, educational activity is based not on mechanical repetition, but on the principle of consciousness, which stimulates learners' inner speech and thinking. The practical driving force of this approach is a systematic system of exercises that transforms language material into actual communication. In his research, J.Jalolov substantiates the sequence of "presentation of language material → skill automation → transformation into creative speech competence." In turn, A. Haydarov emphasizes the necessity of organically synthesizing the traditional components of foreign language teaching—namely phonetics, vocabulary, grammar, and the four types of speech activity—with the modern digital environment and innovative pedagogical tools.[4]

From a methodological perspective, L. Jalilova interprets foreign language education not simply as a collection of methods, but as a specifically designed pedagogical technology capable of producing guaranteed learning outcomes.[5] In her research, she integrates interactive methods, digital strategies, and digital innovations into the teaching of the language system (pronunciation, grammar, and vocabulary) and the four types of speech activity (listening to audio texts, speaking, reading, and writing), moving beyond traditional explanatory



methods. Within this approach, linguistic knowledge is viewed not as an end in itself, but as a tool that ensures students' active participation in the communication process.

Within the framework of research on the use of wiki technologies in English language teaching, the approach of researcher G. Musayeva is based on a "differentiated and systemic-functional approach." She scientifically substantiates the necessity of clearly distinguishing between the concepts of "writing" (graphic and orthographic technique) and "written speech" (the ability to express ideas in written form), arguing against treating these two concepts as synonymous or failing to differentiate between them and emphasizing the need to approach them separately.[6]

Confusing these two concepts leads to a number of difficulties in English language teaching and may negatively affect the effectiveness of the educational process. Therefore, students should first develop technical (graphic and orthographic) skills for correctly writing words and sentences, and then, on the basis of this foundation, develop the ability to independently express ideas through written language. Thus, foreign language learning is not merely a process of memorization; rather, it should be based on creating practical outcomes from the full grammatical system of the language and its use through modern technologies.

Conclusion. The analysis demonstrates that the existing curriculum provides a systematic foundation for developing students' written communication competence through a combination of language, literature, cultural, and communicative activities. However, for students of non-philological educational fields, the content should be further strengthened through professionally oriented topics and practical writing tasks. The integration of wiki technology and other digital resources can facilitate collaborative text production, peer editing, information evaluation, independent learning, and critical thinking. Therefore, combining professionally oriented English language instruction with modern digital technologies can



enhance students' professional communicative competence and better prepare them for effective academic and professional communication in English.

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