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# On The Urgent Issues of Foreign Language Teaching In Non-Philological Higher Education Institutions

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**Abstract:** This article analyzes the theoretical foundations of foreign language teaching in non-philological higher educational institutions and the main problems encountered in practice. The interdisciplinary importance of foreign language teaching, the effectiveness of communicative approaches and CLIL technologies are revealed. At the same time, issues such as the lack of pedagogical personnel potential, methodological support, motivation and educational environment are studied. The article substantiates the need for an integrated approach, modern methods, information technologies and globalization of the educational environment as a solution to existing problems.

**Keywords:** Foreign language, non-philological education, CLIL method, communicative approach, pedagogical problems, information technologies, motivation, methodological support, interdisciplinary integration, educational environment, knowledge efficiency, communication competence, quality of education, globalization, cognitive approach, interdisciplinary connections, interactive education, coherence, multimedia resources, professional vocabulary.

**Introduction:** Today, due to globalization processes, the expansion of economic and scientific and technical ties, cooperation with foreign investors, international organizations, and the rapid development of digital technologies, knowledge of foreign languages is becoming an important requirement for specialists in all fields. Especially for students studying in non-philological (technical, natural, economic and socio-humanitarian) areas, knowledge of a foreign language is

becoming a decisive factor in organizing their professional and scientific activities at an international level. Therefore, in the Republic of Uzbekistan, modernization of the education system and the development of foreign language learning in all fields have risen to the level of state policy.

The Resolution of the President of the Republic of Uzbekistan No. PP-4063 dated December 10, 2018 "On measures to radically improve the system of studying foreign languages", the Resolution No. PP-4884 dated November 6, 2020 "On improving the quality of education in the higher education system and introducing a rating-based assessment system for its activities", and the Resolution No. PP-5117 dated May 19, 2021 "On measures to ensure that young people learn foreign languages" are important regulatory and legal foundations of state policy in the field of foreign language education. In addition, the Law of the Republic of Uzbekistan "On Education" (2020, ZRU-637) and the Law "On Higher Education" also legally guarantee the right to teach and study a foreign language.

In this regard, an in-depth analysis of the system of foreign language teaching in non-philological higher educational institutions, identification of practical problems and determination of their solutions has become a pressing issue today. The study envisages the study of such problems on the basis of modern educational principles, state policy and international experience.

Non-philological higher educational institutions are educational institutions whose main field of study is not linguistics, but which provide for the teaching of foreign languages in order to form the professional potential of students in accordance with international requirements. In today's era of globalization, knowledge of a foreign language is necessary not only for linguists, but also for representatives of all professional fields, such as engineers, natural scientists, economists and medical workers. In particular, the fact that international standards, scientific and technical news, scientific information are published mainly in English, German and French further increases the importance of knowledge of a foreign language in these areas (3).

According to the theory of foreign language teaching, language teaching in educational activities is not limited to the acquisition of grammatical rules or lexical units. Language teaching is the process of developing communication, culture, thinking and the ability to perceive information (4). Therefore, in addition to theoretical approaches, methods aimed at developing practical communication and professional

communication are of great importance in teaching a foreign language. Methods such as the communicative approach, task-based learning, CLIL (Content and Language Integrated Learning) are widely used today (5).

CLIL method involves the combination of teaching specialized subjects and a foreign language (6). For example, in engineering or medical disciplines, organizing practical exercises in a foreign language, such as lectures, analysis, problem solving, is an effective and activating factor in learning. The advantage of this method is that it allows for the parallel development of language and science in the process of learning.

Psycholinguistics and cognitive pedagogy also play an important role in forming the theoretical foundations of teaching a foreign language in non-philological areas of education. Psycholinguistics is based on the speech activity, thinking system, and memory capabilities of a person in the process of receiving and mastering a language (7). From this point of view, it is necessary to take into account the individual potential, communication style, and psychological state of each student in teaching.

The cognitive approach is based on the student's cognitive process. In this method, language learning is combined with cognitive stages of mastering knowledge, such as thinking, understanding, analysis, and generalization (8). This approach to foreign language teaching serves to develop students who are actively engaged in learning, that is, who are not "receivers of knowledge," but "active subjects."

Another methodological basis of teaching is the formation of communicative competence. This competence includes not only language knowledge, but also the ability to actively use language in a cultural and social environment (10). Therefore, in the process of teaching a foreign language, it is advisable to direct students to work in an international environment, to familiarize them with different cultures and communication habits.

The widespread use of information and communication technologies in foreign language teaching is also a theoretically based approach. Modern language teaching platforms (for example, Moodle, Edmodo, Duolingo, Quizlet, etc.) provide students with opportunities for independent language learning, completing tasks, and understanding learning materials (9). This creates an interactive and personalized learning environment, unlike traditional lessons.

When choosing methods for teaching a foreign language in non-philological educational institutions, the requirements and environment specific to the professional field should also be taken into account. For

example, for students studying in the technical field, it is advisable to organize lessons based on special terminology, subject-specific texts, and forms of professional communication (8). This will bring students closer to a real professional environment and allow them to communicate freely in a foreign language in their field. At the same time, an interactive approach to teaching a foreign language - such as group work, debates, case studies, and role-playing exercises - will also be effective (10). These methods develop active participation, communication, thinking, and creativity in students. In this way, not only language, but also universal competencies are formed.

In conclusion, the theoretical foundations of foreign language teaching in non-philological educational institutions are associated with an interdisciplinary approach, cognitive-psychological theories, methodological achievements, and information technologies, which play an important role in preparing specialists in accordance with the requirements of the international labor market (1; 2).

There are a number of problems in the process of teaching foreign languages in non-philological higher educational institutions, which directly affect the effectiveness of education. First, it is necessary to emphasize the issue of teaching staff. In many cases, specialists teaching foreign languages are not fully specialized in philology, or their professional vocabulary base in English is insufficient. This hinders students from mastering the specialized language in depth (8).

Secondly, the lack of educational and methodological support is also one of the important problems. Foreign language literature, specialized texts, audio and video resources that students use in their professional activities are often absent or insufficiently updated. Therefore, the ability to effectively use modern educational tools will be limited (9).

The third main problem is the low level of motivation of students. For many students, a foreign language is not only a difficult subject, but also a subject outside their field of specialization, with unknown practical significance. In this case, low motivation, lack of interactive methods in the educational process, and the perception of results in the long term reduce the interest in learning (10).

The fourth problem is the lack of foreign language lessons. In most non-philological education, English is taught only during 1-2 semesters, and even then, the number of hours per week does not exceed 2-3. In such conditions, it is almost impossible to form a high level of language competence (6).

Fifth, the lack of interdisciplinary connections in

foreign language teaching is also a problem. As a result of the lack or incorrect application of CLIL and field-specific language teaching methods, there is no semantic coherence between the subject studied by students and the foreign language. This negatively affects the vital and practical study of the language (7). The sixth problem is the theoretical basis of testing and assessment systems. In some higher education institutions, students' foreign language knowledge is assessed only through grammar and translation skills. In this case, insufficient attention is paid to communication, listening, writing and oral speech skills, which prevents students from acting freely in a real language environment (4). The seventh aspect is the lack of a material and technical base. Many higher education institutions lack modern language laboratories, multimedia facilities, and computer classes connected to the Internet. This, in particular, limits the possibility of using interactive lessons and online resources (9). The eighth problem is the lack of a foreign language environment. Students of non-philological directions do not have the opportunity to communicate in a foreign language. For them, English should be present as an active environment not only during classes, but also outside of them. This could be ensured through international projects, debates, science Olympiads, and electronic courses (3).

The ninth problem is the limited opportunities to attract qualified foreign specialists. In some universities, the participation of specialists from abroad in the educational process is complicated for legal and financial reasons. This leads to a lack of a language environment and international experience (2). Due to the lack of coherence and consistency in foreign language teaching, a system of step-by-step development of students from the 1st stage to graduation has not been formed. Solving these problems requires a comprehensive approach, interdisciplinary integration, increasing the potential of personnel, and globalization of the educational environment.

Conclusion. The theoretical foundations of foreign language teaching in non-philological higher education institutions require considering a foreign language not only as linguistics, but also as professional communication and interdisciplinary knowledge. In this process, communicative, cognitive and CLIL methods justify themselves as a modern approach. However, in practice, the insufficient potential of teaching staff, the lack of methodological base and language environment, as well as the problem of motivation, reduce the quality of education. The lack of study hours, the lack of interdisciplinary communication and the theoretical basis of the assessment system are also among the main

obstacles. To overcome these problems, it is necessary to introduce a comprehensive approach, modern methodological support and an integrated education system.

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