

MODERN TEACHING APPROACHES OF ENGLISH LANGUAGE IN NON-SPECIALIZED UNIVERSITIES

Maksudov Umed Olimovich

Doctor of science (Dsc), Associate Professor

Uzbek State University of World Languages

E-mail: olimi.umed@mail.ru

Abstract. This article is devoted to the problem of studies of modern methods and techniques of teaching foreign (English) language the students of non-linguistic University. As an example, several modern and relevant methods of teaching English are given. In this article, special attention is paid to the specific application of methods in the educational process. The article also considers the effectiveness of methods of teaching a foreign language, as it contributes to the formation and development of various abilities, skills, general educational and professional competencies of important for the modern specialist. The result of the analysis of modern contradictions in the teaching of a foreign language is given in a non-linguistic environment of a modern Institute or University. At present, in the era of globalization and scientific - technological progress, the need for foreign language proficiency of future specialists is increasing. In particular, it concerns students of non-linguistic specialties, for which it is the main necessity. One of the ways to improve the efficiency of teaching a foreign language is considered to be the introduction of the methods of personality-oriented learning in the educational process.

Keywords: *modern methods, teaching approaches, students of non-linguistic universities, English language, features of teaching, active methods.*

СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ

Аннотация. Настоящая статья посвящена проблеме изучения современных методов и приёмов обучения иностранному (английскому) языку студентов неязыкового вуза. В качестве примера приводятся несколько современных и актуальных методов преподавания английского языка. В данной статье особое внимание уделяется специфике применения методов в учебном процессе. Также рассматривается эффективность методов обучения иностранному языку, поскольку он способствует формированию и развитию различных способностей, умений, общеучебных и профессиональных компетенций, значимых для современного специалиста. Проводится итог анализу современных противоречий в преподавании иностранного языка в неязыковой среде современного института или вуза. В настоящее время в эпоху глобализации и научно-технического прогресса возрастает необходимость

владения иностранным языком будущими специалистами, в частности, это касается студентов неязыковых специальностей, для которых это является главной необходимостью. Одним из способов повышения эффективности обучения иностранному языку считается внедрение в учебный процесс методов личностно-ориентированного обучения.

Ключевые слова: *современные методы, приёмы обучения, студентов неязыковых вузов, английский язык, особенности преподавания, активные методы.*

Introduction. Currently, the process of teaching English to students of technical specialties is characterized by the generally low level of foreign language proficiency among this group of learners. Consequently, instructors face a dual task: first, to develop students' communicative competence as the central objective of language education; and second, to select and present learning materials that correspond to the learners' linguistic abilities and professional needs.

In the contemporary era of globalization and scientific-technological advancement, proficiency in a foreign language has become increasingly essential for future professionals. This is particularly critical for students in non-linguistic degree programs, for whom it constitutes a fundamental requirement. One approach to enhancing the efficacy of foreign language instruction is the integration of learner-centered methodologies into the curriculum. This can be implemented, for instance, by employing customized teaching materials, forms, and methods during classes and in preparatory work. Such materials and methods should be tailored to align with the student's innate capabilities and learning style - that is, their characteristic manner of gathering, processing, interpreting, organizing, and analyzing information.

Research methodology. This research employs a comprehensive analytical approach to examine contemporary methodologies in foreign language instruction for non-linguistic universities. The methodological framework includes:

- Comparative analysis of different learning styles (visual, auditory, kinesthetic)
- Synthesis of best practices in pedagogical adaptation
- Examination of case studies and practical teaching applications
- Review and analysis of current literature in the field

The study investigates the implementation and effectiveness of various teaching strategies through theoretical analysis and practical application examples, focusing on their adaptability to diverse learning environments and student needs.

Analysis of literature sources and scientists' ideas.

3.1 Learning Style Differentiation

Specialists have developed specific forms and methods for teaching a foreign language to students with distinct learning styles. The research reveals three primary learning modalities with their characteristic features and requirements:

Visual Learners: These students require information to be presented in a visible format - such as on a monitor, board, in a textbook, or as handouts - in the form of text, images, drawings, diagrams, charts, and so forth. Consequently, these students often encounter difficulties when instructions and explanations are provided solely in an auditory manner. It is therefore recommended that visual learners be advised to write down information they need to memorize, as some may struggle to retain material that is not recorded in written form.

When developing listening skills with these learners, it is essential to provide visual support, such as subtitles. Furthermore, since visual learners may encounter specific challenges with the pronunciation and intonation of foreign language sounds, targeted pronunciation practice should be integrated into the instructional design.

To support their learning, such students can be encouraged to employ strategies that leverage their visual strengths. Recommended techniques include writing down keywords, creating diagrams to organize information systematically, and utilizing flashcards for vocabulary acquisition. Furthermore, the use of associative cards, maintaining structured notes, incorporating symbols, and deploying specific highlighting methods can significantly aid in the retention and mastery of required material.

Professionals often recommend that visual learners be seated in the front rows of the classroom. This strategic placement facilitates their ability to concentrate on the instructor's speech and provides a clearer view of the instructor's facial expressions and gestures, which serve as critical visual cues for comprehension.

Auditory Learners: In direct contrast, they require acoustic processing to internalize information effectively. Their cognitive engagement is predominantly mediated through the auditory channel, necessitating that instructional material be delivered orally. These students rely on vocalization as a primary mechanism for knowledge acquisition, often reading texts aloud to encode information into memory. Written sources, such as textbooks, are insufficient for their learning needs unless supplemented by verbal explanation. A characteristic strategy is the oral paraphrasing of assigned tasks, even those distributed in written form, as textual information holds limited cognitive salience until it is reinforced through auditory input.

To optimize the learning environment for this cohort, strategic seating arrangements are essential to ensure unimpeded auditory access to the instructor. Furthermore, these learners benefit from quiet settings that minimize interference and should be permitted to record lectures for subsequent review, thereby leveraging their aural strengths. Pedagogical delivery should intentionally employ phonologically rich

language, utilizing sound-based associations, rhyme, and rhythm to enhance mnemonic encoding. Technology that converts text to speech is highly appropriate, as are traditional aural exercises like dictations and narrative storytelling.

In terms of assessment and collaborative learning, reading test questions aloud provides a more accurate measure of their knowledge. Pairing auditory learners for reciprocal teaching, where they explain concepts to one another, capitalizes on their propensity for verbal processing. They are typically active and valuable participants in discussions and debates, thrive in lecture-based formats, and demonstrate high engagement with audio recordings, audiobooks, and verbal repetition exercises. Finally, it is posited that immersive auditory media - including radio, music, video, and television - confer a greater relative benefit to auditory learners than to those with divergent cognitive styles.

Kinesthetic Learners: They exhibit a cognitive style predicated on physical engagement, wherein knowledge acquisition is directly facilitated by motor activity and tactile experience. Their encoding and recall of information are dominated by motor memory rather than visual or auditory channels. Pedagogical manifestations of this style include a preference for frequent changes in physical location, haptic interaction with learning materials, and the representation of concepts through drawing. Consequently, there is a strong positive correlation between the degree of physical activity employed during instruction and the volume of information successfully internalized by these learners.

Kinesthetic learners demonstrate a strong preference for interactive and experiential pedagogical methods. Their engagement is maximized through participation in role-playing exercises, collaborative discussions, and project-based tasks, all of which foster an active learning environment conducive to developing critical thinking skills. Furthermore, this learning style thrives in collaborative settings, both inside and beyond the traditional classroom, showing particular benefit from fieldwork and hands-on experiences such as educational visits to museums and exhibitions.

3.2 Theoretical Framework and Contemporary Trends

It is crucial to acknowledge that learning styles are not static but exist on a dynamic continuum. Individuals often exhibit a blend of characteristics from multiple stylistic preferences, even while demonstrating a primary inclination toward one. Furthermore, a person's dominant learning style is not fixed; it can evolve throughout the educational process and is often contingent upon the specific academic discipline being engaged.

Instructors must possess a clear awareness of their own instructional preferences to mitigate the risk of inadvertently neglecting the needs of students with divergent learning styles [3, p. 112]. A pedagogical approach that disproportionately favors

activities aligned with the instructor's style, or that of a single student cohort, can adversely impact the academic performance of others. The strategic integration of multimedia resources serves as a vital tool in this endeavor, enabling the presentation of information through multiple modalities - such as text, video, audio, imagery, and animation. Consequently, educational technology provides a powerful and versatile means of accommodating the diverse cognitive profiles present within the classroom.

Contemporary pedagogical methodology is characterized by several dominant trends that reflect a shift towards personalized and engaged learning. These core principles include:

- **Differentiated Instruction:** The pedagogical framework is adapted to the learner through diagnostic needs analysis, rather than expecting the student to conform to a single, rigid method.
- **Student-Centered Learning:** Lessons are designed to position the learner as an active participant, shifting the role of the student from a passive recipient to an engaged co-constructor of knowledge.
- **Digital Integration:** The strategic incorporation of online resources—including instructional videos, web-based exercises, and dedicated learning platforms—is now a fundamental component of the educational process.
- **Gamification:** The application of game-design elements and playful tasks, often categorized under the umbrella of «edutainment,» is frequently employed to enhance motivation and knowledge retention.
- **Globalized Communication and Networking:** Leveraging global connectivity to facilitate authentic language practice through structured networking. This involves utilizing social media, dedicated communication platforms, and online language exchanges to develop both oral and written competencies. A critical strength of this approach is its capacity to integrate diverse exercises—such as role-plays, dialogues, essay composition, business correspondence, and listening activities—within a single, authentic context. This multifaceted engagement simultaneously stimulates the auditory, visual, and kinesthetic channels of language perception, effectively catering to the complex cognitive profiles of contemporary learners [6, pp. 21-28].
- **Technology-Enhanced Creative Tasks:** The implementation of creative assignments that leverage digital tools to foster production skills. These tasks include the creation of web-based collages, multimedia projects, and web quests, as well as the recording of audio and video monologues, moving beyond traditional exercises to cultivate digital literacy and original expression.
- **Utilization of Authentic Materials:** A deliberate pedagogical shift towards the use of unmodified, real-world materials - such as articles, podcasts, and videos

- for reading, discussion, and viewing. This approach enhances linguistic and cultural competence by exposing learners to genuine language use in its natural context.

Consequently, the development of a standardized foreign language curriculum for non-linguistic higher education institutions has become an imperative, one that must align with the contemporary language proficiency requirements for graduates. Presently, such a framework, endorsed by the Scientific and Methodological Council for Foreign Languages of the Russian Ministry of Education and Science under the guidance of Professor S.G. Ter-Minasova, has been established [8, p. 1]. This program is founded upon the following principles, as outlined in current policy documents governing the modernization of higher professional education:

Foundational Principles of the Standardized Curriculum

The established curriculum is predicated on several core principles that reflect the modern demands on higher education:

- Foreign language proficiency constitutes an indispensable component of the professional formation for all university-educated specialists.
- The language course is structured to be multi-tiered, conceptualized within a framework of lifelong learning.
- Instruction is founded upon an interdisciplinary, integrated approach.
- The overarching objective is the holistic development of student competencies, encompassing communicative, cognitive, informational, socio-cultural, professional, and general cultural domains [1, p. 2].

Considerations for Implementation and Methodology. Notwithstanding the value of a standardized framework, its implementation must be adapted to the specific context of individual institutions and departments, carefully balancing the requirements of stakeholders with the needs of the student body.

To effectively operationalize these principles, educators are increasingly turning to active teaching methodologies.

Conclusion: Addressing Contemporary Disparities: In summation, the analysis of modern contradictions in foreign language teaching within a non-linguistic university environment reveals a significant disparity: existing teaching materials and library resources often fall short of meeting the demands of a methodology that incorporates new information technologies. Consequently, the onus falls upon the individual instructor to source, adapt, and continuously develop supplementary tasks and variable exercises for a multi-level student body. This necessitates a dual focus: consistently aligning materials with the specific academic and professional direction of the students, while simultaneously pursuing innovative, active forms of learning.

This ongoing process of pedagogical design is integral to the enhancement of the instructor's own methodological expertise and professional stature.

Final Considerations: In the contemporary educational landscape, increased emphasis must be placed on fostering students' creative capacities and stimulating their cognitive engagement. Innovative pedagogical technologies and methods constitute a vital component of the instructional process, serving to diversify the learning experience and enhance its intrinsic appeal.

In conclusion, the acquisition of a foreign language, particularly English, constitutes a systematic and multifaceted endeavor. The selection of appropriate instructional methodologies is a recurring, practical concern for the educator. The instructor is therefore tasked with a discerning choice: from the plethora of modern language teaching methods, they must select those that not only align with their own professional disposition, intellect, and objectives but are also congruent with the specific context of their institution. This selection must be further informed by a consideration of the individual learner characteristics, including the unique interests and aptitudes of each student.

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Сведение об авторе:

Максудов У.О. – доктор филологических наук, доцент кафедры теории перевода английского языка Узбекского государственного университета мировых языков. Адрес: Узбекистан, 100102, г. Ташкент, Чиланзарский район; E-mail: olimi.umed@mail.ru, <https://orcid.org/0000-0003-2664-3058>, SPIN-код: 9543-7137, Author ID: 1017097.

Information about the author

Umed O. Maksudov – Doctor of Philology, Associate Professor of the Department of English Translation Theory, Uzbek State University of World Languages. Address: 100102, Tashkent, Uzbekistan, Chilanzar District, olimi.umed@mail.ru, <https://orcid.org/0000-0003-2664-3058>, SPIN-код: 9543-7137, Author ID: 1017097.