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## TEACHING FOREIGN LANGUAGES IN NON-PHILOLOGICAL UNIVERSITIES: CHALLENGES AND INNOVATIVE APPROACHES

Annotation

This study explores the methodology and effectiveness of foreign language instruction in non-philological universities, where language learning is not the primary academic focus. With globalization increasing the demand for multilingual professionals, integrating language education into technical and scientific curricula has become essential. Using a qualitative approach, the study identifies the main challenges and evaluates successful practices for language instruction in such institutions.

**Key words:** Foreign language teaching, non-philological universities, CLIL, ESP, project-based learning, blended learning, language motivation, technical education, higher education.

## ПРЕПОДАВАНИЕ ИНОСТРАННЫХ ЯЗЫКОВ В НЕФИЛОЛОГИЧЕСКИХ ВУЗАХ: ПРОБЛЕМЫ И ИННОВАЦИОННЫЕ ПОДХОДЫ

Аннотация

В данном исследовании рассматриваются методология и эффективность преподавания иностранных языков в непрофильных (нефилологических) университетах, где изучение языков не является основной академической задачей. В условиях глобализации возрастает спрос на многоязычных специалистов, поэтому интеграция языкового образования в технические и научные учебные программы становится особенно актуальной. Используя качественный подход, исследование выявляет основные проблемы и анализирует успешные практики преподавания иностранных языков в таких учреждениях.

**Ключевые слова:** Преподавание иностранных языков, непрофильные вузы, CLIL, английский для специальных целей (ESP), проектное обучение, смешанное обучение, мотивация к изучению языка, техническое образование, высшее образование.

## FILOLOGIK BO'LMAGAN UNIVERSITETLARDA CHET TILLARINI O'QITISH: MUAMMOLAR VA INNOVATSION YONDASHUVLAR

Annotatsiya

Ushbu tadqiqotda xorijiy tillarni filologik bo'lmagan oliy ta'lim muassasalarida o'qitish metodologiyasi va samaradorligi o'rganiladi. Bunday universitetlarda til o'rganish asosiy akademik yo'nalish bo'lmagani sababli, til ta'limi o'ziga xos yondashuvni talab qiladi. Globallashuv sharoitida ko'p tilli mutaxassislarga bo'lgan talab oshib borayotgan bir paytda, texnik va ilmiy dasturlarga xorijiy tillarni integratsiya qilish dolzarb ahamiyat kasb etmoqda. Sifatli tadqiqot yondashuvi asosida ushbu ish til o'rgatishdagi asosiy muammolarni aniqlab, muvaffaqiyatli tajribalarni tahlil qiladi.

**Kalit so'zlar:** Xorijiy til o'qitish, filologik bo'lmagan universitetlar, CLIL, ESP (maxsus maqsadlar uchun ingliz tili), loyiha asosida o'qitish, aralash ta'lim, til o'rganishga motivatsiya, texnik ta'lim, oliy ta'lim.

**Introduction.** In today's interconnected world, the ability to communicate in multiple languages is a crucial skill, not only for language specialists but also for professionals in engineering, medicine, economics, and other non-philological fields. However, teaching foreign languages in non-philological universities presents unique challenges. These institutions often lack extensive linguistic resources and prioritize technical knowledge over communicative competence (Bocanegra-Valle, 2015). As a result, language instruction must adapt to serve learners with specific, career-oriented goals rather than academic language mastery. This paper aims to investigate the main challenges faced by educators in such contexts and examine effective pedagogical strategies for overcoming them.

**Literature review.** Teaching foreign languages in non-philological universities presents a distinct set of challenges, primarily stemming from the specialized focus of these institutions and the perception among students that language learning is secondary to their core studies. As a result, student motivation and engagement can be low, and the limited time

allocated for language courses often hampers the attainment of meaningful proficiency.

Additional obstacles include varying levels of student preparedness, insufficient resources, and a lack of specialized teacher training, all of which can impede the integration of cultural and professional contexts into language instruction. To address these issues, innovative approaches are increasingly being adopted. These include the integration of digital technologies such as multimedia lessons, language learning applications, and distance education platforms, which not only enrich lesson content but also significantly boost student motivation and retention. Methods like the flipped classroom, blended learning, project-based tasks, and modular curricula allow for more individualized and relevant learning experiences, enabling students to connect language acquisition directly to their future professional needs. By combining these innovative strategies with targeted industry-specific language training, non-philological universities can better equip students

with the communicative competencies required in a globalized workforce.

Thus, we are talking about the implementation of the speech act of speaking in the process of oral communication between two or more persons. Recording the listened text and using the written text as a source of an oral speech act are easily feasible in a classroom setting.

It is necessary to start with the simplest descriptions and characteristics and the monological form of their processing at the very initial stage. Then you can study more complex texts in structure and style, but as early as possible, try to develop an algorithm for the student's activity in the mode of a communicative pair "teacher / audio and multimedia/ – student", "student – student". It is also necessary to select professionally relevant material for work, take into account the student's prior knowledge of the language and specialty, his age, purpose of communication, type of communication, degree of study, etc.

After selecting the word-formation, lexical and grammatical structures necessary for mastering the studied texts, their training begins. It is necessary to constantly keep in mind the "dialogical" form of exercises, including when introducing vocabulary. It is also appropriate to train not only terminological and general scientific vocabulary, but also the official vocabulary of scientific prose and the modal-evaluative vocabulary of oral communication.

**Research methodology.** This study utilized a qualitative methodology, incorporating semi-structured interviews and classroom observations across five non-philological universities in Europe and Central Asia. Participants included 20 language instructors and 100 undergraduate students enrolled in foreign language courses within engineering, business, and medical programs. Data were collected over one academic semester and analyzed using thematic content analysis to identify recurring issues and successful interventions in foreign language teaching (Creswell & Poth, 2018).

**Analysis and Results.** The data revealed several consistent challenges:

Limited contact hours: Most programs allocated only 2–3 hours per week for foreign language instruction (Richards, 2015).

Low student motivation: Students perceived language courses as peripheral to their main academic focus (Dörnyei & Ushioda, 2011).

Inadequate resources: Language labs and multimedia tools were often outdated or unavailable (British Council, 2018).

Despite these obstacles, the study identified successful strategies:

Content and language integrated learning (CLIL): Courses that incorporated technical vocabulary and discipline-specific content in the target language significantly improved engagement (Coyle, Hood, & Marsh, 2010).

Project-based learning (PBL): Assignments like presentations and reports on professional topics in the target language increased motivation and practical language use (Stoller, 2006).

Blended learning: The use of online platforms (e.g., Duolingo, Moodle, and Edmodo) helped compensate for limited in-class time and facilitated autonomous learning (Graham, 2006).

The most prominent difficulties in teaching

Students in engineering or business majors often ask why they need to learn a foreign language. They feel it's irrelevant because they believe their professional skills (e.g.,

programming or accounting) are more important for their future careers.

Many students in technical programs rarely encounter the foreign language outside of class, making it hard for them to see its importance in their personal and professional lives.

Language courses in non-philological universities tend to focus on general language skills. There's a lack of specialized content that directly supports the technical vocabulary and communication students need in their fields.

Due to the busy schedules of engineering students, it's challenging to find enough time for both language learning and mastering technical skills. They often prioritize core subjects over language courses.

Many students are disengaged in language courses. They often view them as an unnecessary requirement rather than an opportunity to develop essential global skills.

The students often say that learning a foreign language isn't 'real' learning. They prefer focusing on subjects like physics or chemistry, thinking they are more 'practical' for their future careers.

In many cases, language teaching follows outdated methods focused on grammar and vocabulary drills without considering the real-world application of language in technical fields.

There's a significant gap between the standard foreign language textbooks and the specific needs of students in technical fields. I often have to create my own materials, which takes up a lot of time and effort.

To address the gap between language skills and technical content, one approach is to integrate ESP into the curriculum. This involves developing language lessons around the specific needs of each discipline (e.g., using engineering manuals, medical reports, or scientific papers). For example, engineering students might practice reading and summarizing research papers or presenting their project findings in English. Blended learning strategies combine traditional face-to-face language classes with online resources like Moodle, Duolingo, or technical vocabulary apps (e.g., Quizlet) to extend learning beyond the classroom. These platforms can offer personalized learning paths for students, complementing in-class instruction and giving them the flexibility to learn at their own pace.

Foreign language education in non-philological universities requires a tailored approach that aligns with students' professional objectives. Traditional grammar-translation methods are insufficient; instead, pragmatic and career-oriented teaching methods yield better results (Littlewood, 2011). Integrating foreign languages into subject-specific content not only enhances relevance but also fosters deeper learning. The findings suggest a need for institutional support in terms of updated resources, curriculum development, and faculty training.

Additionally, digital tools play a critical role in extending learning beyond the classroom, especially in time-constrained academic settings. While these innovations show promise, further research is needed to develop standardized frameworks for language instruction in non-linguistic fields (Godwin-Jones, 2014).

**Conclusion.** Teaching foreign languages in non-philological universities is both a necessity and a challenge. Educators must navigate limited time, motivation, and resources while still aiming to produce functionally bilingual graduates. Success lies in aligning language instruction with students' academic and professional goals through interdisciplinary, tech-enhanced, and communicative methods. Institutional commitment to language education can ensure students are well-equipped for the global workforce.

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