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CHARACTERISTICS OF REFLECTING "SOFT SKILLS" IN CURRICULA AND TEXTBOOKS IN TEACHING ENGLISH IN NON -PHILOLOGICAL EDUCATIONAL FIELDS

Annotation

This article explores the integration and representation of soft skills - such as communication, critical thinking, collaboration, adaptability and intercultural competence in English language curricula and textbooks designed for non-philological educational fields. Emphasizing the growing need for holistic education in technical, medical, and vocational disciplines, the study analyzes how English instruction can serve as a platform for soft skills development. **Key words:** soft skills, English for Specific Purposes (ESP), non-philological fields, curriculum development, textbook analysis, communication skills, 21st-century skills, interdisciplinary education, language teaching, professional competencies.

ОСОБЕННОСТИ ОТРАЖЕНИЯ "SOFT SKILLS" В УЧЕБНЫХ ПЛАНАХ И УЧЕБНИКАХ ПО ПРЕПОДАВАНИЮ АНГЛИЙСКОГО ЯЗЫКА В НЕФИЛОЛОГИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

Аннотация

В этой статье исследуется интеграция и репрезентация мягких навыков, таких как коммуникация, критическое мышление, сотрудничество, адаптивность и межкультурная компетентность, в учебных программах по английскому языку и учебниках, предназначенных для нефилологических направлений образования. Подчеркивая растущую потребность в целостном образовании в области технических, медицинских и профессиональных дисциплин, в исследовании анализируется, как обучение английскому языку может служить платформой для развития мягких навыков.

Ключевые слова: soft skills, английский для специальных целей (ESP), нефилологические дисциплины, разработка учебных программ, анализ учебников, коммуникативные навыки, навыки 21 века, междисциплинарное образование, преподавание языка, профессиональные компетенции.

FILOLOGIK BO'LMAGAN TA'LIM SOHALARIDA INGLIZ TILINI O'QITISHDA O'QUV DASTURLARI VA DARSLIKLARIDA "SOFT SKILLS"NI AKS ETTIRISH XUSUSIYATLARI

Annotatsiya

Ushbu maqola ingliz tilidagi o'quv dasturlari va filologik bo'lmagan ta'lim sohalari uchun mo'ljallangan darsliklarda muloqot, tanqidiy fikrlash, hamkorlik, moslashuvchanlik va madaniyatlararo kompetensiya kabi yumshoq ko'nikmalarning integratsiyasi va vakilligini o'rganadi. Texnik, tibbiy va kasb-hunar fanlari bo'yicha yaxlit ta'limga bo'lgan ehtiyoj ortib borayotganini ta'kidlab, tadqiqot ingliz tilini o'qitish yumshoq ko'nikmalarni rivojlantirish uchun platforma bo'lib xizmat qilishi mumkinligini tahlil qiladi.

Kalit so'zlar: yumshoq ko'nikmalar, aniq maqsadlar uchun ingliz tili (ESP), filologik bo'lmagan sohalar, o'quv dasturlarini ishlab chiqish, darsliklarni tahlil qilish, muloqot qobiliyatlari, 21-asr ko'nikmalari, fanlararo ta'lim, tillarni o'qitish, kasbiy vakolatlar.

Introduction. "Soft skills" are intrinsic and interpersonal skills essential for an individual's development, social activity, personal life, and professional success, regardless of their field of expertise. While professional skills are limited to a specific area of activity, "soft skills" play a crucial role in all aspects of life, from daily routines to professional and social activities.

It is known that a working curriculum is a regulatory document developed for a specific course within a university's educational program. It is based on the academic curriculum of a particular subject, incorporating necessary additions and modifications while maintaining the sequence of topics and specifying the allocated hours for the subject. The working curriculum concretizes relevant educational standards and ensures the methodological, informational, and technical organization of the learning process. It also reflects the peculiarities of student training and instruction at higher educational institutions.

Literature review. The content of foreign language education – including the knowledge, skills, and competencies that students need to acquire is reflected in academic plans, curricula, textbooks, and methodological guidelines. The curriculum provides general information related to each subject's instruction. As mentioned earlier, the development of students' "soft skills" is closely linked to the educational approaches, methods, techniques, and technologies purposefully applied in the learning process.

According to regulations for designing course curricula, one of the key components of the working curriculum is the inclusion of modern information and pedagogical technologies used in teaching the subject. From this perspective, it is essential to examine the methods and technologies applied in teaching foreign languages at selected universities. A study of the subject's curricula indicates that each higher education institution incorporates specific methods and technologies for teaching foreign languages in its working curriculum.

The Reflection of Teaching Methods in the Working Curricula of Selected Higher Educational Institutions

TSEI	JSPI	GuLSU
- Task-based teaching method	- Pedagogical mastery technology	- Practical application method of learned grammar material
- Essay, thesis, and article writing method	- Intellectual debate	- Working with new vocabulary method
- Case method	- Case method	- Text analysis method
- Process-oriented teaching method	- INSERT method	- Identifying key information in the text method
- Discussion	- Cluster method	- Role-playing using an active vocabulary related to the topic
- Working in mini-groups	- Case technique	- Exercise completion method
- Project work	- Delphi method	- Working on words and phrases method
- Independent work	- Black box method	- Text translation method
- Presentation	- Brainstorming	- Discussion technique
- Test-solving method	- Group brainstorming	- Oral text retelling method
- Survey method	- Diaries method	
- Problem-solving method	- Synectics method	
	- ARIZ-TRIZ method	

The methodological support section of the curricula of TDIU and JizDPI outlines the pedagogical technologies used in teaching the subject, in accordance with the regulations. However, in the GulDU curriculum, no methodological support section has been developed. Instead, the practical sessions section includes the teaching methods applied after each lesson topic. Upon reviewing these methods, it was observed that most of them involve general tasks such as working with new vocabulary, reading and translating texts, and completing exercises. Moreover, these methods are repeated uniformly across all topics.

To determine the frequency of application of the selected teaching technologies in the educational process and to identify which methods students prefer, interviews and surveys were conducted with selected student groups. The results revealed that students were completely unfamiliar with several teaching methods outlined in the official documents. Specifically, TDIU students were unaware of methods such as project work, conducting surveys, case technology, and process-oriented teaching technologies, despite these being listed in the working curriculum. This analysis suggests that the structure and content of the working curricula do not accurately reflect the real educational process. According to the requirements for developing and approving curricula, a working curriculum must follow a methodological sequence and include teaching types, interactive teaching methods, and tools, as well as mechanisms that optimize the educational process. From this perspective, the GulDU curriculum does not meet the requirements for curriculum development and approval.

Research methodology. To comprehensively investigate the characteristics of reflecting "soft skills" in English language curricula and textbooks within non-philological educational fields, a mixed-methods approach is recommended. This involves combining both qualitative and quantitative methods to provide a robust and nuanced understanding of the topic.

Results and Discussion. The study examined the number of hours allocated to practical lessons and independent learning for first- and second-year students in the working curricula of the selected universities for English language instruction. Teaching a foreign language, particularly English for Specific Purposes (ESP), relies heavily on textbooks as one of the main tools of instruction. Textbooks are an essential component of the educational system, reflecting the conceptual approach to foreign language teaching at universities. They also define the goals, principles, and content of language teaching strategies and tactics. Therefore, it is impossible to assess the state of "soft skills" development in university students without analyzing the textbooks used.

Joshua Mikli's article "ESL Textbook Evaluation Checklist" outlines a widely used framework for evaluating English language textbooks. This framework establishes key criteria for assessing textbook quality, including content, grammatical and lexical enrichment, as well as the structure of tasks and exercises. Agreeing with this approach, we argue that the structure of exercises and assignments not only develops students' language proficiency but also plays a crucial role in improving their soft skills. Specific task formats can simultaneously fulfill practical, educational, and developmental objectives in language teaching.

During the study, it was found that in all three universities, lessons were occasionally supplemented by additional internet resources provided by teachers. Moreover, textbooks specifically selected for corporate governance programs were used as primary course materials. At TDIU, first-year students have been using The Business 2.0 (B1 pre-intermediate level) by J. Allison and P. Emmerson, while second-year students use Straightforward (intermediate level) by F. Kerr and K. Jones. At JizDPI, first-year students use Total Business 1 by Rolf Cook and Mara Pedretti, while second-year students use Total Business 2.

At GulDU, since the 2020/2021 academic year, the single corporate governance group has been using English on Economics by D. Innomiddinova. The "Pedagogical Qualimetry" educational-methodological complex outlines four levels at which students acquire knowledge and skills in the learning process:

Reproductive level – students answer questions and complete tasks without modifying the original content of the material, and teachers design tasks accordingly.

Productive level – students process and reapply learned knowledge in familiar and typical situations.

Partially research-based level – students apply their acquired knowledge and skills in new contexts.

Creative level – students use their knowledge and skills in unexpected, non-standard situations.

In our study, we analyzed components of soft skills such as communication, collaboration, critical thinking, and creativity, along with their key subcomponents. The findings indicate that developing these soft skills requires an increased focus on tasks designed for the partially research-based and creative levels. Students' acquisition of knowledge and skills at different levels is directly related to the implementation of tasks corresponding to each level.

Conclusion. Integrating "soft skills" into English language curricula and textbooks for non-philological educational fields is no longer a mere pedagogical suggestion, but a necessity for preparing students for the demands of the 21st-century workforce. The characteristics of effective

integration hinge on a balanced approach that connects language acquisition with practical application. Curricula must explicitly identify key soft skills (e.g., communication, teamwork, critical thinking, problem-solving) and align them with specific learning outcomes. Textbooks should provide authentic, context-rich materials that simulate real-world scenarios where students can actively practice and develop these skills.

This requires a shift from traditional, grammar-focused instruction to learner-centered methodologies that emphasize collaboration, project-based learning, and communicative competence. Furthermore, assessment methods must be revised to evaluate not only linguistic proficiency but also the effective application of soft skills in diverse situations. Ultimately, the successful reflection of soft skills in English language education for non-philological fields depends on a holistic and intentional design that equips students with both the language proficiency and the interpersonal skills needed to thrive in their chosen professions and contribute effectively to a globalized society. Neglecting these essential skills risks leaving graduates ill-prepared for the complexities and challenges of their future careers.

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