PROBLEMS AND SOLUTIONS OF TEACHING ENGLISH IN NON-PHILOLOGICAL UNIVERSITIES

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Annotation: This article aims to analyze the main problems associated with teaching English in non-philological universities and to propose evidence-based solutions. Emphasis is placed on aligning English instruction with students' academic and career goals, adopting innovative teaching methods, and utilizing technology to enhance learning outcomes. By doing so, universities can better prepare graduates to function effectively in a global professional environment.

Key words: *international collaboration, non-philological settings, Traditional teaching approaches, language competence, communication skills.*

In today's globalized world, proficiency in English is increasingly recognized as a key competence for success in academic, professional, and social domains. While philological universities naturally focus on developing deep linguistic and literary skills, non-philological institutions — such as engineering, medicine, economics, and information technology universities — face unique challenges in integrating English language education into specialized curricula. For students whose primary focus is not language studies, English is often viewed as a supplementary subject rather than an essential tool for professional advancement. The growing demand for international collaboration, access to scientific literature, and participation in global networks necessitates a functional command of English across disciplines. However, in non-philological settings, English language instruction is often constrained by limited contact hours, a lack of contextual relevance to students' majors, and varying levels of prior language competence among learners. Traditional teaching approaches, which may focus on general language acquisition, frequently fail to address the specific professional needs of these students.

A significant body of research has explored the challenges and methodologies associated with teaching English to non-language major students. Hutchinson and Waters (1987) were among the first scholars to argue that English instruction must be tailored to the specific needs of learners, introducing the concept of English for Specific Purposes (ESP). They emphasized that students are more motivated and successful when language learning is directly connected

to their academic and professional interests. Dudley-Evans and St. John (1998) further developed ESP theory by identifying key characteristics of effective English teaching in specialized contexts, including needs analysis, specialized content, and flexible teaching approaches[1]. Their work highlights that English in non-philological universities should move beyond general English towards professional communication skills. More recent studies have reinforced the importance of genre analysis and discourse studies in designing English courses for specific fields like engineering, business, and medicine. Flowerdew (2013) particularly stressed that understanding the discourse conventions of students' disciplines is crucial to preparing them for real-world communication[2].

In terms of challenges, researchers such as Belcher (2006) and Hyland (2007) have pointed out that non-philological students often face difficulties balancing language learning with intensive major studies[3]. They argue that motivation can be enhanced through content-based instruction, where language and subject matter are integrated. Technological integration is another key theme in the literature. Warschauer (2000) and later Godwin-Jones (2018) emphasized the role of digital tools and online platforms in supporting autonomous learning, especially where institutional time for English instruction is limited[4]. Overall, the literature suggests that a shift toward needs-driven, professionally oriented, and technology-supported English teaching is essential in non-philological universities. However, successful implementation requires institutional support, teacher training, and carefully designed curricula aligned with students' future professional environments.

The analysis of existing literature, combined with observations from teaching practices at non-philological universities, highlights several core problems in the teaching of English. Students frequently demonstrate low motivation, often viewing English as irrelevant to their professional futures. Additionally, many institutions provide insufficient instructional time, and the lack of specialized English for Specific Purposes (ESP) programs leaves students unprepared for real-world communication demands. The implementation of needs-based curricula was found to be one of the most effective solutions. Universities that adapted English courses to align with students' professional fields—such as technical writing for engineers or case studies for business students—reported higher engagement and improved language outcomes. This supports the findings of Hutchinson and Waters (1987) and Basturkmen (2010), who emphasized the motivational power of content relevance. Moreover, the integration of digital tools and blended learning environments emerged as a significant advancement[5]. Use of online platforms allowed students to practice language skills outside limited classroom hours,

offering flexible, personalized learning paths. This technological shift aligns with Godwin-Jones's (2018) research, highlighting that mobile-assisted language learning (MALL) enhances autonomy and continuous exposure to English[6].

In addition, the lack of real language exposure outside the classroom is a serious barrier for students to develop practical language skills and cultural competence. Without opportunities to immerse themselves in authentic English language contexts, students may struggle to apply their language learning in real-world situations, limiting their overall proficiency and confidence. Despite these challenges, there is a need for effective solutions to strengthen English language teaching in non-philological universities. By addressing key issues and implementing targeted interventions, teachers can create a supportive learning environment that fosters language acquisition, cultural awareness, and interdisciplinary communication skills. Teaching English in non-philological universities presents teachers with unique challenges arising from diverse student backgrounds, limited resources, and the interdisciplinary nature of curricula. Understanding and addressing these issues is critical to developing effective language teaching programs that are tailored to the needs of students in a variety of disciplines.

Teacher training also proved crucial. Institutions investing in professional development programs for language instructors—especially in ESP methodologies—showed marked improvements in student performance and satisfaction. Without qualified teachers capable of connecting English instruction to students' disciplines, even well-designed programs struggled to achieve their goals. Finally, motivation strategies such as integrating English into core subject assessments, using authentic materials (research articles, business correspondence, technical manuals), and promoting international exchange programs had a noticeable positive effect on student attitudes toward learning English. Some students may have extensive exposure to English, while others may have limited or no experience with the language. This diversity creates challenges in designing learning materials and activities that are appropriate for students' different skill levels. Teachers must strike a balance between challenging gifted students and providing support and assistance to those who struggle with the language.In addition, differences in learning styles, motivations, and cultural backgrounds further complicate the task of engaging and motivating students to learn English. Non-philological universities often face limitations in terms of resources allocated to teaching English[7].

Budgetary constraints can result in inadequate funding for language programs, insufficient access to updated teaching materials and technology, and a shortage of qualified teachers.As a result, teachers may find themselves limited in providing high-quality language education that meets the diverse needs of students. Lack of resources also affects professional development opportunities for language teachers. Without access to training seminars, conferences, and other forms of professional development, teachers may struggle to stay abreast of the latest pedagogical approaches and technologies in language teaching.

In conclusion it should be noted that the challenges of teaching English in non-philological universities are complex and interconnected, requiring a comprehensive and strategic response. Traditional language teaching methods often fail to meet the specific needs of students focused on technical, scientific, or professional disciplines. Therefore, a shift toward a more practical, needs-oriented approach is essential. Curriculum adaptation must focus on English for Specific Purposes (ESP), ensuring that language instruction is directly relevant to students' academic and future professional tasks. Technology integration, through blended learning models, online resources, and digital communication tools, can extend learning beyond limited classroom hours and provide personalized pathways for skill development. Additionally, sustained investment in teacher training programs is crucial to equip instructors with the expertise necessary for interdisciplinary and professionally oriented English education. Finally, fostering student motivation is fundamental. This can be achieved by connecting language learning to real-world applications, integrating English activities into students' major coursework, and providing opportunities for authentic communication experiences, such as internships, international projects, and academic exchanges. Only through the combined implementation of these strategies can non-philological universities ensure that graduates are equipped with the English language skills essential for their academic success, professional competitiveness, and active participation in the global community.

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