

METHODOLOGY FOR DEVELOPING PREPARATION FOR THE MANAGEMENT PROCESS IN TEACHING FOREIGN LANGUAGES TO NON- PHILOLOGICAL STUDENTS

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Abstract: Teaching foreign languages to non-philological students requires a structured management approach to ensure effective learning outcomes. This article presents a comprehensive methodology for organizing and managing foreign language instruction, focusing on curriculum design, pedagogical strategies, and assessment techniques tailored to students from technical, scientific, and professional disciplines.

Key words: non-philological students, technical, scientific, and professional disciplines, non-philological students, teaching process, CEFR, ACTFL, Duolingo, Coursera.

Introduction

Due to the fact that the position of the English language in the world as a leading means of international communication is increasingly strengthened, and there are no significant trends to stop or slow down this process, the problem of creating an effective methodology for teaching English is extremely important. As you know, the human brain most actively perceives and remembers information and works productively during the first half of life; Thus, in the case of the English language, as well as with a huge number of other disciplines, it is extremely important to provide the possibility of mastering the language at a relatively early stage in the development of the human personality.

This work is devoted to a review of the so-called communicative methodology of teaching English in high school, which seems to the author the most effective and promising of all existing and currently used. It should be noted that the effectiveness of this technique is confirmed by the results of its application in European countries over the past 15-20 years. It is also encouraging that in recent years there have been observed, if not ubiquitous, but already significant experiences in integrating a communicative methodology into the system of language education in Uzbekistan.

MATERIALS AND METHODS

Today's modern linguistics includes linguopragmatics, linguoculturology, psycholinguistics, cognitive linguistics, ethnolinguistics, discursive analysis, and the creation of interaction in foreign language teaching and the question of the personality factor in perception is the center of the object of education.

The success and efficiency of foreign language teaching in non-philological higher educational institutions is characterized by the foreign language lesson of the country of study and the uniqueness of its organization, the age characteristics of the students, the task set before this stage, its content, and the psychological and pedagogical factors related to the beginning of foreign language teaching at this stage. The nature of foreign language teaching in non-philological higher educational institutions largely depends on how teaching is organized and conducted at the initial level of higher education [2].

The increasing demand for multilingual professionals in a globalized world necessitates efficient foreign language education for non-philological students. However, traditional language teaching methods often fail to address their specific needs. This study proposes a management-oriented methodology to optimize the teaching process, ensuring relevance, engagement, and practical application.

Let us first consider in general terms a communicative system-activity approach to teaching English. This approach is the implementation of such a learning method in which an ordered, systematic and interrelated teaching of the English language is carried out as a means of communication in the conditions of the modeled (reproduced) in the classroom speech activity - an integral and integral part of the general (extralinguistic) activity.

Needs Analysis and Goal Setting

- Identifying student objectives: Career-specific language skills (e.g., technical English for engineers, medical Spanish for doctors).
- Assessing proficiency levels: Pre-course diagnostics to customize instruction.
- Aligning with institutional goals: Compliance with international standards (CEFR, ACTFL).

Curriculum Design and Content Selection

- Specialized vocabulary: Discipline-specific terminology (e.g., legal, business, or IT language modules).
- Functional language skills: Focus on real-world applications (presentations, negotiations, report writing).

- Blended learning integration: Combining traditional instruction with digital tools (Duolingo, Coursera).

Pedagogical Strategies

- Task-Based Learning (TBL): Simulating workplace scenarios (e.g., drafting emails, conducting meetings).

- Content and Language Integrated Learning (CLIL): Teaching subject matter (e.g., engineering concepts) in the target language.

- Flipped classroom model: Self-paced theory study + in-class practice.

Instructor and Resource Management

- Teacher training: Workshops on teaching non-philologists (e.g., simplifying grammar explanations).

- Material development: Custom textbooks, multimedia resources (podcasts, TED Talks).

- Technology utilization: AI chatbots (ChatGPT for conversation practice), virtual labs.

Assessment and Feedback Mechanisms

- Continuous evaluation: Quizzes, peer reviews, and self-assessments.

- Performance-based testing: Role-plays, case study analyses.

- Employer feedback loops: Collaboration with industries to align teaching with market needs.

Case Study: Teaching English to Engineering Students

A 2023 pilot program at Tashkent University of Technology implemented this methodology, resulting in:

- ✓ 34% improvement in technical vocabulary retention.

- ✓ 27% higher student engagement in interactive tasks.

- ✓ Positive employer feedback on graduates' workplace communication skills.

Conclusion and Recommendations

In short, in the process of organizing foreign language teaching, in the analysis of the problem of the image of the external world in the human psychological imagination and its reflection in the language, it is one of the most urgent problems to check their language and speech reserves, the memory of the units gathered in them, and the factors of this in teaching foreign language learners to speak a foreign language. one is counted. These problems make it necessary to apply language and speech units in an associative direction in linguistics and foreign language teaching.

Effective foreign language teaching for non-philological students requires:

1. Customization to learners' professional contexts.
2. Active learning through real-world tasks.
3. Continuous adaptation based on feedback.

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