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**PROBLEMATICS OF TEACHING ENGLISH IN HIGHER EDUCATION**

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**Abstract:** The teaching of English in higher education remains one of the most debated issues in the contemporary educational context. This paper explores the main challenges and problematics faced by both instructors and learners in universities, including linguistic, methodological, psychological, and technological factors. The role of globalization and the increasing demand for English as the language of science and international communication is analyzed. Special attention is given to modern trends in science and education, such as digitalization, blended learning, internationalization of curricula, and interdisciplinary approaches. The article also outlines innovative strategies that can enhance the efficiency of English teaching in higher education institutions, providing comparative insights into global and local experiences.

**Keywords:** English language teaching, higher education, problematics, digitalization, blended learning, globalization

**Xülasə**

Ali təhsildə ingilis dilinin tədrisi müasir təhsil mühitində ən çox müzakirə olunan mövzulardan biridir. Məqalədə universitetlərdə müəllimlərin və tələbələrin üzləşdiyi əsas problemlər, o cümlədən dil, metodoloji, psixoloji və texnoloji amillər təhlil olunur. Qloballaşma şəraitində ingilis dilinin elmin və beynəlxalq ünsiyyətin əsas dili kimi artan əhəmiyyətinə diqqət yetirilir. Eyni zamanda, təhsilin rəqəmsallaşdırılması, qarışıq tədris, kurikulumların beynəlmilləşməsi və fənlərarası yanaşmalar kimi müasir elmi və təhsil meyilləri araşdırılır. Məqalədə həmçinin ali təhsil müəssisələrində ingilis dilinin tədrisinin effektivliyini artırmaq üçün innovativ strategiyalar və qlobal təcrübələrə dair müqayisəli yanaşma təqdim olunur.

**Açar sözlər:** ingilis dili tədrisi, ali təhsil, problematika, rəqəmsallaşma, qarışıq tədris, qloballaşma

**Резюме**

Преподавание английского языка в высшей школе является одной из наиболее обсуждаемых тем в современном образовательном пространстве. В статье анализируются основные проблемы, с которыми сталкиваются преподаватели и студенты в университетах, включая языковые, методологические, психологические и технологические факторы. Отмечается растущая роль английского языка как языка науки и международного общения в условиях глобализации. Особое внимание уделено современным тенденциям в науке и образовании, таким как цифровизация, смешанное обучение, интернационализация учебных программ и междисциплинарные подходы. Также представлены инновационные стратегии, направленные

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на повышение эффективности преподавания английского языка в высших учебных заведениях, а также сравнительный анализ мирового и локального опыта.

**Ключевые слова:** преподавание английского языка, высшее образование, проблематика, цифровизация, смешанное обучение, глобализация

### **Introduction**

English language teaching (ELT) in higher education occupies a central role in global academic discourse. The internationalization of science, technology, and education has created an urgent need for universities worldwide to prepare students capable of functioning in multilingual and multicultural environments. Despite the widespread recognition of English as a lingua franca, the teaching of English in universities is fraught with numerous difficulties. These challenges include inadequate curricula, outdated teaching methodologies, insufficient technological integration, and varying levels of students' motivation and proficiency.

The aim of this paper is to critically analyze the main problematics of teaching English in higher education and to highlight contemporary trends that influence the efficiency and quality of instruction. By addressing these challenges, higher education institutions can develop more effective strategies that align with the rapidly changing educational landscape.

#### The Importance of English in Higher Education

English today is considered the global language of science, technology, and international collaboration. Over 80% of academic publications are produced in English [Crystal, 2012:54]. In higher education, English proficiency allows students not only to access global knowledge but also to participate in academic mobility programs, international conferences, and global labor markets. Universities that fail to provide high-quality English instruction risk isolating their students from global opportunities.

Moreover, English is increasingly integrated into non-linguistic subjects through content and language integrated learning (CLIL), which requires students to master both subject-specific knowledge and linguistic competence [Marsh, 2014:98]. This dual function underscores the necessity of addressing the problematics of English teaching in higher education.

#### Main Problematics of Teaching English in Higher Education

##### Curriculum-related issues

Many universities continue to rely on outdated curricula that emphasize rote memorization over communicative competence. Textbooks often fail to reflect modern academic and professional needs, resulting in a mismatch between classroom content and real-world demands [Hüseynova, 2020:171].

##### Methodological challenges

Traditional teacher-centered methods remain prevalent in many contexts. This approach limits student engagement, critical thinking, and practical language application. A lack of interactive teaching strategies, such as task-based learning or project-based instruction, reduces the effectiveness of English education.

#### Student motivation and proficiency gap

Another significant problem is the varying levels of students' prior knowledge. In many cases, university entrants possess insufficient linguistic background, which creates challenges for teachers in balancing instruction for heterogeneous groups. Additionally, low motivation often stems from viewing English as a compulsory subject rather than a tool for academic and professional growth [Gardner, 2007:42].

#### Technological integration

Although digitalization is a hallmark of 21st-century education, many institutions lack sufficient infrastructure or teacher training to implement technology effectively. As a result, the potential of online platforms, virtual classrooms, and artificial intelligence tools remains underutilized [Klimova, 2021:15].

#### Contemporary Trends in Science and Education Impacting ELT

##### Digitalization and blended learning

Blended learning, combining online and face-to-face instruction, is becoming increasingly popular. It allows flexibility, individualized pacing, and interactive learning environments [Garrison & Vaughan, 2008:73]. The COVID-19 pandemic accelerated the adoption of such models, highlighting both their potential and their challenges.

##### Internationalization of curricula

Universities are progressively adopting curricula aligned with international standards. This includes introducing English-medium instruction (EMI) in non-linguistic subjects, which requires teachers with dual expertise in subject matter and language pedagogy.

##### Interdisciplinary approaches

Contemporary education emphasizes interdisciplinary research and learning. Teaching English through subject-specific content, such as business, engineering, or medicine, not only enhances linguistic skills but also increases the relevance of instruction.

##### Globalization and labor market demands

Global labor markets increasingly demand graduates with advanced English proficiency. Universities must therefore align their language teaching with professional requirements, preparing students for communication in multicultural workplaces [Brown, 2019:88].

##### Innovative Strategies for Enhancing ELT in Higher Education

Communicative and task-based approaches – shifting from teacher-centered to learner-centered instruction.

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Integration of technology – using learning management systems, mobile apps, and AI-based platforms for personalized learning.

Project-based learning – engaging students in real-world projects that develop both language and professional skills.

Professional development for teachers – continuous training in innovative pedagogies and digital tools.

Assessment reform – focusing on formative and authentic assessments that measure practical competencies rather than memorization.

### **Conclusion**

The teaching of English in higher education is both a challenge and an opportunity. Despite numerous problematics—ranging from outdated curricula to insufficient technological integration—universities can adopt innovative and interdisciplinary strategies to enhance effectiveness. English is no longer merely a subject but a key to global academic and professional integration. To meet the demands of globalization, universities must prioritize communicative competence, digital literacy, and interdisciplinary approaches in English language teaching.

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