



IMPORTANT ASPECTS OF TEACHING ENGLISH IN NON-PHILOLOGICAL UNIVERSITIES

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Abstract. The increasing globalization and interconnectedness of the modern world have made English language proficiency a crucial skill for graduates across various disciplines. This article explores the specific challenges and important aspects of teaching English in non-philological university settings. It discusses the diverse needs of students, the importance of needs analysis, tailored curriculum design, effective pedagogical approaches, and the integration of technology to enhance language acquisition and prepare students for success in their respective fields. The article argues that a focused and context-specific approach is essential for maximizing the impact of English language instruction in these institutions.

Keywords: English language teaching (ELT), non-philological universities, needs analysis, curriculum design, pedagogical approaches, technology integration, ESP (English for Specific Purposes).

INTRODUCTION

In today's globalized world, English serves as a lingua franca in academia, business, and international relations. Consequently, non-philological universities, focusing on disciplines like engineering, medicine, business, and the sciences, recognize the importance of equipping their graduates with functional English language skills. However, teaching English in these contexts presents unique challenges. Students often have varying levels of prior English knowledge, diverse learning styles, and specific language needs related to their chosen fields. This article delves into the key



aspects that contribute to successful English language instruction in non-philological university environments.

METHODS

A thorough needs analysis is paramount in designing effective English language programs for non-philological students. This involves understanding the students' current English proficiency levels, their learning goals, and the specific language skills required in their future professions. For instance, engineering students might need to read technical manuals and write reports, while medical students may need to communicate with international patients and attend conferences. The needs analysis can be conducted through surveys, interviews, proficiency tests, and consultations with faculty in other departments. This data informs the development of a curriculum that directly addresses the students' specific needs and maximizes the relevance of the language instruction.

Given the diverse needs of students in non-philological disciplines, an English for Specific Purposes (ESP) approach is often the most effective. ESP focuses on developing language skills relevant to a particular field of study or profession. This involves selecting authentic materials, designing tasks that simulate real-world situations, and incorporating vocabulary and grammar specific to the students' disciplines. Furthermore, integrating content from the students' major fields of study into the English language curriculum can enhance motivation and make the learning process more meaningful. For example, an English class for business students could analyze case studies of international companies or practice presentations on business-related topics.

Effective English language teaching in non-philological universities should adopt learner-centered and communicative approaches. These approaches emphasize active learning, student interaction, and the development of communicative competence.



Techniques such as task-based learning, project-based learning, and collaborative learning can be particularly effective in engaging students and promoting language acquisition. Furthermore, incorporating authentic materials, such as journal articles, videos, and podcasts, can expose students to real-world language use and make the learning process more relevant.

Technology plays a crucial role in enhancing English language instruction in non-philological universities. Online learning platforms, language learning apps, and multimedia resources can provide students with access to a wide range of learning materials and opportunities for practice. Furthermore, technology can facilitate personalized learning, allowing students to work at their own pace and focus on areas where they need improvement. Interactive whiteboards, online discussion forums, and video conferencing tools can also enhance classroom interaction and create a more engaging learning environment.

RESULTS AND DISCUSSION

Regular assessment and evaluation are essential for monitoring student progress and evaluating the effectiveness of the English language program. A variety of assessment methods can be used, including formative assessments (e.g., quizzes, assignments, presentations) and summative assessments (e.g., final exams, projects). It is important to assess not only grammar and vocabulary but also the students' ability to use English effectively in real-world situations related to their fields of study. Teaching English in non-philological universities requires a carefully planned and implemented approach that takes into account the specific needs of the students and the demands of their chosen fields.

CONCLUSION

By conducting thorough needs analyses, designing tailored curricula, adopting effective pedagogical approaches, and integrating technology, universities can equip



their graduates with the English language skills they need to succeed in an increasingly globalized world. Continuous evaluation and improvement of the English language program are essential for ensuring its relevance and effectiveness in meeting the evolving needs of students and the demands of the professional world.

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