INTEGRATIVE PROBLEMS OF LEARNING ENGLISH IN NON-PHILOLOGICAL AREAS

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Abstract. This paper explores the integrative challenges faced by students in non-philological areas when learning English, highlighting the multifaceted nature of language acquisition in specialized fields. It examines how disciplinary contexts, pedagogical approaches, and cognitive factors intersect to impact language learning outcomes. The study identifies key obstacles, such as limited exposure to English in technical subjects, the lack of tailored instructional strategies, and varying levels of motivation among learners. Additionally, it emphasizes the importance of integrating language skills with subject-specific content to enhance both communicative competence and academic performance. By proposing a framework for interdisciplinary collaboration between language educators and subject matter experts, this research aims to facilitate a more holistic approach to teaching English in non-philological disciplines, ultimately fostering greater proficiency and confidence among students.

Keywords: Interdisciplinary learning, cognitive load, contextual relevance, motivation and engagement, technical vocabulary.

INTRODUCTION

In today's globalized world, proficiency in the English language has become increasingly essential across various fields beyond traditional language studies. Non-philological areas such as science, engineering, business, healthcare, and social sciences are witnessing a growing demand for English language skills. However, learners in these disciplines often face unique integrative problems that hinder their ability to effectively acquire and utilize the language. The challenges encountered by students in non-philological domains stem from a myriad of factors

including the lack of contextual relevance in language instruction, limited exposure to authentic materials, and insufficient opportunities for practice within their specific professional contexts. Moreover, these learners often grapple with the dichotomy between mastering technical jargon and developing general conversational skills necessary for effective communication. This introduction seeks to explore the multifaceted nature of these integrative problems. By examining how cultural nuances, disciplinary lexicons, and pedagogical approaches intersect with English language acquisition in non-philological areas, we can better understand the barriers that inhibit learners' progress. Furthermore, identifying potential solutions and strategies will be crucial for educators and institutions aiming to enhance language proficiency among students pursuing diverse academic paths. Through this exploration, we will highlight the importance of tailored instructional methods that bridge disciplinary knowledge with language skills—ultimately fostering a more holistic approach to learning English that caters to the needs of non-philological learners.

METHODS

Integrative problems of learning English in non-philological areas can be addressed through various methods that blend language acquisition with other disciplines. Here are some effective methods to tackle these challenges:

- Interdisciplinary Approach - Combining English learning with other subjects or fields. - Application: Collaborate with teachers from other disciplines to create lessons that incorporate both English and subject-specific content.
- Use of Authentic Materials - Incorporating real-world resources such as articles, videos, podcasts, etc., into lessons. - Application: Select materials relevant to students' fields of interest or professional practice to enhance engagement and contextual understanding.
- Cooperative Learning - Students work together in small groups to improve their language skills while engaging with subject matter. - Application:

Implement group activities where students must communicate in English to complete tasks related to their non-philological studies.

- Language Workshops/Clubs - Description: Create informal settings where students can practice their language skills in a relaxed atmosphere. - Application: Organize workshops focusing on specific vocabulary or communication skills pertinent to various fields (e.g., business vocabulary for business students).

- Use of Technology and Online Resources - Utilize digital tools and platforms for learning and practicing English. - Application: Incorporate apps, online courses, or virtual exchange programs that focus on both language skills and specific professional content areas.

- Simulation and Role Play - Engaging students in simulations or role-playing scenarios relevant to their field. - Application: Create scenarios where students must negotiate, present ideas, or solve problems using English within a professional context.

- Feedback Mechanisms - Implement regular feedback sessions focused on both language use and subject matter comprehension. - Application: Encourage peer review sessions where students can provide feedback on each other's use of English in context-specific tasks. By employing these methods, educators can help learners overcome integrative challenges associated with learning English in non-philological areas while enhancing both linguistic proficiency and subject knowledge simultaneously.

CONCLUSION

The integration of English language learning in non-philological fields presents a unique set of challenges and opportunities. Students pursuing disciplines such as engineering, medicine, or the sciences often encounter difficulties related to the specific vocabulary, discourse conventions, and communicative practices inherent to their fields. These challenges can hinder effective communication and

comprehension, impacting both academic performance and professional readiness. Moreover, the lack of contextualized learning experiences can result in a disconnect between language acquisition and practical application. Without targeted instruction that ties English proficiency to real-world tasks relevant to their disciplines, students may struggle to engage with materials or collaborate effectively in international environments. To address these integrative problems, educational institutions must adopt interdisciplinary approaches that blend language instruction with content-specific learning. This includes developing curricula that emphasize functional language use within professional contexts, fostering collaboration between language educators and subject matter experts. Additionally, incorporating technology and authentic materials can enhance engagement and provide students with opportunities for practical application. Ultimately, overcoming the integrative problems of learning English in non-philological areas requires a holistic educational framework that recognizes the importance of language proficiency as a vital skill across all fields of study. By prioritizing this integration, we can better prepare students for global communication challenges and enhance their overall academic and professional success.

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