
EFFICIENT STRATEGIES FOR TEACHING ENGLISH TO STUDENTS OF NON-LINGUISTIC SPECIALTIES

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This article provides an opinion on the formation of world pedagogy, the creation and introduction of modern pedagogical technologies for the formation, development and improvement of students' professional competencies in language levels and their introduction into the education system has become a priority of education. In the current situation in all higher education institutions, communicative competence is the basis for fundamental professional training of students. In addition, learning foreign languages based on the principles of productive teaching methods ensures the creative development and self-awareness of students using the linguo-didactical technology. The content of this linguo-didactic technology is revealed in the system of professional training of students studying in higher education institutions. The article shows the effective approach of teaching foreign languages to students of nonlinguistic sphere.

Ability to use foreign languages effectively is recognized as one of the main professional competencies of university students. However, in practice, teaching a foreign language at a non-linguistic sphere does not provide a sufficient linguistic and intercultural basis for effective professional communication. It is more difficult to teach foreign

languages to students with a low level of English. Teachers and students face the problem of optimizing professional training in foreign languages in order to effectively form professional language competence as the main goal of higher education, which is “at the center of all internationalization activities” [1;34].

It should be noted that the purpose and content of foreign language learning depends on the requirements of modern society, the global labor market and the individual needs of each student. However, in the process of teaching foreign languages, it is also important to take into account the specific documents, concepts and educational standards presented by modern concepts of goal setting in the field of education. The analysis of modern educational standards of higher education institutions allows us to conclude that there is a tendency to its practical direction. This methodological direction defines the introduction of effective education in the field of foreign language teaching, providing high quality education.

An analysis of the scientific and pedagogical literature on effective education has led to the conclusion that this is a method that helps to shape students' professional skills and develop their personal qualities. “Productive learning is a way for students to be divided into groups and supervised by a teacher to teach each other information. Students become teachers and are guided by a real science teacher” [2;17-28].

Productive orientation is widespread in the United States and European countries as a system of vocational education in secondary and higher education (labor-based education) and is associated with the implementation of the concept of vocational guidance of students. Such education strengthens the link between school and vocational education, solves development problems, has a positive impact on the development of personal and professional qualities of students necessary to achieve high professional results in the future.

It should be noted that in recent years, research has been conducted in the field of effective foreign language learning at different levels of education. However, an effective method in the field of vocational education has not been introduced sufficiently deeply. Analysis of the theory and practice of learning foreign languages allows us to conclude that the main methodological directions in this field of education are: [4;184-198]

- formation of communicative competence;
- acquisition of professional language competence;
- development of students' personal qualities.

The need to introduce a productive method in the process of teaching foreign languages to students is primarily related to the problem of developing their communicative

competence. Like foreign students, our future staff has to communicate in several languages. Many of them are learning English as the main language of international communication. In this regard, the productive method provides constructive interaction of several languages in vocational education, which develops students communication skills [3;17-28].

Based on the research, we identified the main methodological directions for the effective study of foreign languages in the universities of our country, analyzed the content of productive linguodidactical technology, developed the concept and content of a personal multilingual portfolio and conducted pedagogical experiments. An innovative and effective method of teaching foreign languages to students ensures the integration and effectiveness of higher education.

An effective method of teaching foreign languages is an innovative element of higher education, as it has sufficient educational potential in terms of updating methodological resources.

Competence-based education (CBE) is considered by foreign academics as it is defined as a system or program of education that measures knowledge, skills and experience in addition to or using credit hours. The goal is to turn the student into a specialist in a particular field. The main features of the (CBE) are: to focus on results, to focus on skills development to demonstrate that they have mastered the competence rather than time-based teaching, that is, the student is regarded as a learner. This training scheme is aimed at assessing the students what they can do for the society.

Significant transverse comets are grouped into four categories based on their similarities with the expected results in student activities [7;232] :

1. Personal performance: includes skills that help students to have a great impact in any context in which he or she works, for example, cultural communication, effective communication, self-teaching, worldly knowledge, personal management, crisis management, leadership and teamwork.

2. Ethics and legality competences help students to act within the framework of honesty and law, such as humanitarian and civil participation, legal, stability, professionalism and ethical practice.

3. Supporting competencies increase business efficiency, information technology, T technology, variable construction, entrepreneurship and virtual compensation.

4. Competence ensures the proper and perfect execution of the work, for example, critical thinking, creativity, innovation, the ability to build knowledge, research, decision making, problem solving and analysis.

The development and adoption of competency-based education has been evolutionary and revolutionary. It was created by such developed countries as the United States, Australia and Great Britain. Countries that are currently using it in practice with great success.

Conclusion. Based on the points discussed above, the importance and development of communicative competence-particularly its role in the education of future translators and its relevance at the current stages of societal development are clearly evident. Communicative competence encompasses an individual's ability to engage in effective interaction with others, as well as their ability to express thoughts, needs, concerns, and offers of help through both verbal and non-verbal means. The development of this competence is of central importance in translation studies education, as well as in facilitating meaningful interactions and relationships within broader society.

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