

## METHODS OF TEACHING LANGUAGE AT A NON-PHILOLOGICAL UNIVERSITY

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### ABSTRACT

This article examines the methodology of language teaching in non-philological universities. It examines the unique challenges facing educators at these institutions and explores effective methods for improving language proficiency among students. The study includes a literature review demonstrating existing research on language teaching methodologies, followed by a discussion of specific methods, results, recommendations and conclusions.

**Keywords:** Language teaching, non-philological universities, methodology, problems, effective methods, literature analysis, results, recommendations.

### INTRODUCTION

Language proficiency is a critical skill in today's globalized world, transcending disciplinary boundaries. Non-philological universities often face special challenges in language teaching, as students may have different academic backgrounds and different motivations for learning the language. The purpose of this article is to examine the methodology adopted by these institutions to improve language proficiency, taking into account the unique context and needs of students in non-language majors.

A review of the existing literature on language teaching methods is important for understanding the current state of the field. Research on language acquisition in non-philological universities often emphasizes the need for individualized approaches that take into account the specific requirements of different academic disciplines. Research may also address the role of technology, cultural immersion, and interdisciplinary collaboration in language education.

In non-philological universities, language teaching methods should be dynamic and adaptable. Using real-world applications such as industry-specific language skills can effectively engage students. Blended learning, multimedia resources, and interactive platforms provide opportunities for a variety of learning styles. The article will examine the application of these methods and their impact on student engagement and language proficiency. Teaching language at a non-philological university poses unique challenges due to the varied academic backgrounds of students.

Unlike traditional language programs, where the focus is often on linguistic and literary studies, non-philological universities require a more pragmatic and interdisciplinary approach. Here are some effective methods adapted to the specific context of non-philological educational institutions:

#### **Language teaching with integrated content:**

\*Approach: Integrate language lessons with content from other academic disciplines.

\*Rationale: This method enhances language learning by connecting it to students' core learning areas.

For example, engineering students may learn technical English terms while business students focus on professional communication.

**Task-based language learning:**

\*Approach: Design language learning activities that simulate real-world situations.

\*Rationale: This method emphasizes the practical use of language by engaging students in activities relevant to their future careers.

Assignments may include business presentations, scientific writing, or collaborative projects.

**Technology-enabled learning:**

\*Approach: Use digital tools, online resources and apps to learn the language.

\*Rationale: Technology offers an interactive and dynamic language learning experience.

Virtual language labs, online discussion forums, and multimedia resources accommodate a variety of learning styles and provide flexibility for students with busy schedules.

**Cultural immersion programs:**

\*Approach: Promote language learning through cultural immersion.

\*Rationale: Exposure to a language in its cultural context improves comprehension and communication skills.

Cultural exchange programs, language immersion trips, and virtual international collaborations can provide authentic language experiences.

**Interdisciplinary collaboration:**

\*Approach: Encourage collaboration between language teachers and teachers from other disciplines.

\*Rationale: Interdisciplinary collaboration ensures that language instruction meets the specific needs of different academic fields. This promotes a more comprehensive and holistic approach to language learning.

**Flipped classroom model:**

\*Approach: Take traditional lecture content outside of the classroom using pre-recorded materials and use class time for interactive activities.

\*Rationale: This method maximizes class time for application, practice, and discussion. Students can participate in language practice sessions, get immediate feedback and clear doubts during class.

**Project-based learning:**

\*Approach: Develop language projects that require research, collaboration, and presentation.

\*Rationale: Projects encourage independent learning, critical thinking, and the application of language skills in practical scenarios. This method is especially effective for non-philology students, who often prefer practical and project-oriented approaches.

**Formative assessment strategies:**

\*Approach: Use ongoing assessments and feedback to monitor progress.

\*Rationale: Regular assessments allow teachers to tailor instruction to individual needs. Rapid feedback helps students identify areas for improvement and reinforces language learning in a continuous and supportive manner. By combining these methods, non-philological universities can create dynamic language teaching environments that meet the diverse needs and aspirations of their students.

This approach not only improves language proficiency, but also seamlessly integrates language learning into the broader academic experience.

**CONCLUSION**

In conclusion, the article summarizes the results obtained and emphasizes the importance of adapting language teaching methods to the special needs of students at non-philological universities. This highlights the importance of continuous innovation and flexibility in pedagogical approaches to equip students with practical language skills relevant to their academic and professional pursuits. As language proficiency remains a vital asset in a globalized world, this study contributes to the ongoing dialogue about effective language teaching strategies in various educational settings.

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