

DEVELOPING THE PROFESSIONAL COMPETENCE OF NON-PHILOLOGY STUDENTS IN THE ENGLISH LANGUAGE

Mamatkulova Fotima Ashirkulovna

Senior Teacher at the Department of Theoretical Aspects of the
English Language, Uzbekistan State World Languages University,
mamatkulovafotima@gmail.com

ABSTRACT

This article explores the scientific and theoretical problems of developing the English communicative competence of students in non-philological higher education institutions, specifically within the Geography department. The article analyzes the specific characteristics of teaching ESP (English for Specific Purposes), the significance of interdisciplinary integration, and the obstacles in mastering geographical terminology [1]. As a result of the research, methodical recommendations for developing students' professional speech have been developed.

Keywords: Language competence, non-philological direction, ESP, geography, interdisciplinary integration, communicative approach, terminology, cognitive development.

ANNOTATSIYA

Ushbu maqolada nofilologik oliy ta'lim muassasalari, xususan, geografiya yo'nalishi talabalarining ingliz tilidagi kommunikativ kompetensiyasini rivojlantirishning ilmiy-nazariy muammolari tadqiq etiladi. Maqolada ESP (Maxsus maqsadlarga yo'naltirilgan ingliz tili) o'qitishning o'ziga xos xususiyatlari, fanlararo integratsiyaning ahamiyati va geografik terminologiyani o'zlashtirishdagi to'siqlar tahlil qilingan [1]. Tadqiqot natijasida talabalarning kasbiy nutqini rivojlantirish bo'yicha metodik tavsiyalar ishlab chiqilgan.

Kalit so'zlar: Til kompetensiyasi, nofilologik yo'nalish, ESP, geografiya, fanlararo integratsiya, kommunikativ yondashuv, terminologiya, kognitiv rivojlanish.

Аннотация:

В данной статье исследуются научно-теоретические проблемы развития иноязычной коммуникативной компетенции студентов нефилологических высших учебных заведений, в частности, направления «География». В статье анализируются особенности преподавания ESP (английский для специальных целей), значение междисциплинарной интеграции и барьеры в освоении географической терминологии [1]. По результатам исследования разработаны методические рекомендации по развитию профессиональной речи студентов.

Ключевые слова: Языковая компетенция, нефилологическое направление, ESP, география, междисциплинарная интеграция, коммуникативный подход, терминология, когнитивное развитие.

INTRODUCTION

In the contemporary era of global integration, the acquisition of foreign languages by future specialists has evolved into one of the paramount strategic priorities of modern higher education. This imperative is particularly acute within non-philological disciplines—such as geography—where the English language functions not merely as a conventional tool for interpersonal communication, but as an indispensable instrumental mechanism. It serves as the primary gateway for accessing international scientific databases, mastering cutting-edge Geographic Information Systems (GIS) technologies, and participating in global discourses on pressing ecological and environmental crises.

At present, the strategic objective of English language pedagogy within non-philological faculties is dictated by the necessity to fulfill the professional communicative requirements of the students. This multifaceted process encompasses critical academic sub-components, including the rigorous analysis of scientific literature, the generation of specialized professional documentation, and international knowledge exchange. Consequently, structuring educational content around professional communication and targeted terminological systems possesses immense methodological priority. This paradigm, by its very nature, necessitates the continuous refinement of the theoretical and methodological foundations underlying the instruction of professional lexicon and specialized vocabulary.

METHODOLOGICAL FOUNDATIONS

According to contemporary views in linguodidactics, professional-oriented language instruction—globally recognized as ESP (English for Specific Purposes)—must be systematically organized by taking into meticulous account the precise needs and prospective professional activities of the learners. In selecting, systematizing, and designing a methodology for teaching discipline-specific vocabulary, this approach relies on core principles such as rigorous needs analysis, the strategic utilization of authentic source materials, and the structural modeling of communicative situations. Therefore, teaching specialized lexicon to students within non-philological educational tracks demands a specialized methodological approach, driven by an integrative and competency-based educational model [6].

However, the contemporary landscape of English language pedagogy for geography majors is characterized by several unresolved theoretical and practical challenges. Chief among these issues are the misalignment of existing textbooks with the students' narrow professional specializations, low baseline language proficiency among learners, and a pervasive lack of intrinsic motivation toward language acquisition. True language competence development cannot be reduced to the rote memorization of abstract grammatical paradigms; rather, it manifests as the cultivation of the student's capacity to autonomously and fluidly deploy the target language within actual professional scenarios.

To address these challenges, this study comprehensively investigates the optimization of specialized lexicon instruction within non-philological education through a holistic methodological approach. During the theoretical analysis phase, the historical evolution of the ESP paradigm was scrutinized. Specifically, the foundational frameworks of Hutchinson and Waters regarding needs analysis, alongside the theories of Dudley-Evans and St. John

concerning the modeling of communicative tasks, were adopted as the core methodological bedrock.

Furthermore, to foster lexical competence, the semantic-functional triad proposed by Paul Nation—which delineates lexical mastery across the vectors of form, meaning, and use—was established as the primary structural criterion for teaching specialized terminology. Concurrently, the fundamental principles of foreign language pedagogy articulated by the academician J. Jalolov—specifically the principles of systematic, stage-by-stage lexical acquisition and the maintenance of rigid terminological precision—ensured the theoretical objectivity and validity of this research.

DISCUSSION

Within contemporary academic literature, the concept of “competence” is widely interpreted as an integrated construct of knowledge, skills, and abilities [3]. For students specializing in geography, professional language competence is composed of three interconnected sub-competencies [4]:

Lexical Competence: The cognitive ability to precisely manipulate, understand, and apply specialized geographical terminology (e.g., relief, landscape, climate change, hydrosphere, etc.).

Discursive Competence: The capacity to produce coherent, logically structured, and contextually appropriate academic discourse detailing geographical processes in the English language.

Sociocultural Competence: The adherence to professional ethics, academic etiquette, and cultural norms during international conferences and global scientific dialogues.

To cultivate these competencies, English language instruction for geography majors must fundamentally rely on the CLIL (Content and Language Integrated Learning) methodology [5]. Within this pedagogical framework, language learning is inextricably fused with the study of subject-matter topics. For instance, when analyzing the topic “The Atmosphere,” the student simultaneously acquires new geographical concepts while organically assimilating the English terminology tied to that specific domain.

Empirical research indicates that one of the most prominent obstacles in this domain is “terminological interference” or “terminological confusion” [2]. In geography, numerous lexical units exhibit polysemy, where a word possesses a mundane definition in everyday parlance but carries a radically altered, highly specialized meaning within scientific discourse (for example, the word “table” denotes a piece of furniture in everyday language, whereas in geographical contexts, it can signify a “plateau/tableland” or a structured data matrix). Furthermore, the persistent reliance on outdated curricula designed originally for philological majors induces cognitive disengagement and boredom among non-philological students. This methodological mismatch fosters the erroneous misconception that “this language is superfluous to my actual profession.”

Conversely, an educational model anchored firmly in the competency-based approach serves as the catalyst for instructional efficiency. According to this model, theoretical knowledge and practical skills crystallize into fully realized competence only when they are actively deployed within authentic real-world and professional contexts.

RESULTS

Throughout our research, the instruction of specialized lexicon via project-based work, case-studies, and the simulated modeling of professional discourse enabled students to achieve a profound cognitive grasp of both the semantic and functional dimensions of terminological units. Consequently, the learners were successfully transformed from passive recipients of information into active agents of knowledge construction. The communicative approach and interactive teaching modalities play a decisive role in elevating the oral proficiency and speech competence of geography students [4]. Modern methodology must be single-mindedly directed toward ensuring that the student wields the target language as an instrumental tool within their career domain [2]. The following interactive interventions proved highly effective:

Case-Study Method: Students are presented with an authentic ecological or environmental crisis impacting a specific geographic region; they must analyze the data, synthesize findings, and formulate viable solutions exclusively in English.

Professional Role-Play Simulators: Structured simulations of high-stakes environments, such as an “International Environmental Summit” or a “Geographical Ecotourism Agency”, which force students to deploy professional jargon dynamically.

Digital Mapping Presentations: Leveraging advanced spatial software such as Google Earth, students design, curate, and deliver academic presentations in English, thereby merging digital literacy with linguistic fluency.

CONCLUSION

The empirical data gathered in this study substantiate the urgent need for a radical structural reformation of English language teaching strategies within non-philological educational tracks. It underscores the necessity of directly integrating academic curricula with the immediate needs of the target specialties. The implementation of differentiated and competency-based approaches in the acquisition of professional terminology stands as a critical factor guaranteeing educational efficacy. As prospective phases of this research, we have outlined the development of differentiated models for teaching professional vocabulary, the systematization of specialized terminological minimums (glossaries), and the formulation of precise empirical metrics to evaluate lexical competence. Concurrently, we intend to expand the methodological framework of professional language acquisition on digital platforms via continuous empirical data analysis.

In conclusion, to optimize the linguistic competence of geography students, the instructional process must be shifted completely onto a professionally oriented foundation. To mitigate existing pedagogical deficiencies, the following measures must be executed:

Curriculum Enrichment: Infuse learning materials with the latest, cutting-edge international scientific discoveries and breakthroughs in the field of geography.

Project-Based Learning (PBL): Restructure independent student work around collaborative, autonomous research projects.

Interdisciplinary Synergy: Reinforce and solidify interdisciplinary linkages (the organic synthesis of Geography + English).

Adopting this holistic framework will not only raise the linguistic proficiency of the students but will also ensure they graduate as highly competitive, elite specialists capable of thriving

in the international labor market. The harmonious convergence of digital technologies and interactive methodologies within the instructional process has yielded superior outcomes in fostering autonomous learning skills and cognitively anchoring specialized vocabulary through mnemonic reinforcement. Specifically, problem-based learning technologies have demonstrated profound methodological value in linking abstract terminological bases with practical professional situations. This, in turn, serves to significantly enhance the overall standard of professional-communicative readiness across non-philological higher education streams.

REFERENCES

1. Jalolov, J. (2012). *Chet til o'qitish metodikasi* [Methodology of Foreign Language Teaching]. Toshkent: O'qituvchi.
2. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge: Cambridge University Press.
3. Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
4. Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge: Cambridge University Press.
5. Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
6. Umuxonov, N.B. (2026). "Nofilologik ta'lim yo'nalishi talabalariga ingliz tilida sohaviy leksikani o'rgatish metodikasi". *Advances in Science and Education*. Volume 02.