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AMALIY KONFERENSIYASI**

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INNOVATSION G'OYA
VA YECHIMLAR**

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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METHODS OF TEACHING ENGLISH IN NON-LANGUAGE HIGHER EDUCATION INSTITUTIONS

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Annotation. Teaching English within non-philological faculties presents unique challenges and opportunities, requiring educators to adopt innovative and tailored approaches to meet the diverse linguistic needs of students. This abstract synthesizes key principles and strategies for effectively teaching English in nonphilological disciplines, offering insights for educators, administrators, and curriculum designers. We begin by acknowledging the importance of English language proficiency in enhancing students' academic and professional competencies within their respective fields. Recognizing the diverse backgrounds and motivations of learners, we advocate for a learner-centered approach that prioritizes relevance, engagement, and authenticity in language instruction.

Keywords: Interactive methods, Incorporating Authentic Materials, Vocabulary Expansion, Technology Integration.

TIL BO'LMAGAN OLIY TA'LIM MUASSASALARINDA INGLIZ TILINI O'QITISH USULLARI

Ermatova Yulduzxon Alisher qizi

NamDTU 3-kurs doktoranti

Annotatsiya. Filologiya bo'lmagan fakultetlarda ingliz tilini o'qitish noyob qiyinchiliklar va imkoniyatlarni keltirib chiqaradi, bu esa o'qituvchilardan talabalarining xilma-xil lingvistik ehtiyojlarini qondirish uchun innovatsion va moslashtirilgan yondashuvlarni qo'llashni talab qiladi. Ushbu referat filologiya bo'lmagan fanlarda ingliz tilini samarali o'qitishning asosiy tamoyillari va strategiyalarini umumlashtiradi, o'qituvchilar, ma'murlar va o'quv dasturlari dizaynerlari uchun tushunchalar beradi. Biz ingliz tilini bilishning talabalarining o'z sohalaridagi akademik va professional kompetentsiyalarini oshirishdagi ahamiyatini e'tirof etishdan boshlaymiz. O'quvchilarning turli kelib chiqishi va motivatsiyalarini e'tirof etgan holda, biz til o'qitishda dolzarblik, ishtirok va haqiqiylikka ustuvor ahamiyat beradigan o'quvchiga yo'naltirilgan yondashuvni qo'llab-quvvatlaymiz.

Kalit so'zlar: Interaktiv usullar, Authentic materiallarni kiritish, Lug'atni kengaytirish, Texnologiyalarni integratsiyalash.

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In the context of globalization and the rapid development of science, technology, and international cooperation, English has become the dominant language of communication worldwide. The ability to use English effectively is no longer limited to language specialists; it has become an essential competency for students in various academic disciplines. Non-philological faculties, including engineering, economics, medicine, law, information technology, agriculture, and other specialized fields, require graduates who can access international scientific literature, communicate with foreign colleagues, and participate in global professional environments. Consequently, improving English language proficiency among students of non-philological faculties has become one of the key objectives of modern higher education institutions [1; p. 7].

The growing demand for English proficiency has encouraged educators to reconsider traditional language teaching methodologies and adopt innovative, student-centered

approaches. Research indicates that language acquisition is most effective when learners actively participate in the learning process and engage in meaningful communication rather than merely memorizing grammatical rules and vocabulary lists [2; p. 34]. Therefore, modern English language instruction in non-philological faculties should focus on developing communicative competence, critical thinking, and professional language skills relevant to students' future careers.

One of the most effective approaches in teaching English to non-philological students is the use of interactive teaching methods. Interactive learning encourages students to become active participants in classroom activities, fostering greater motivation and engagement. Among these methods, the Chain Drill technique has proven particularly useful for vocabulary acquisition and pronunciation practice. In this activity, students sequentially repeat newly introduced words or terms and add additional vocabulary items to the chain. Such an approach transforms vocabulary learning into an engaging and collaborative process, enabling learners to memorize new lexical units more effectively while simultaneously improving their pronunciation skills [3; p. 56].

Another valuable interactive strategy is the "Broken Phone" or "Telephone" game. In this activity, students work in small groups and pass sentences containing newly learned vocabulary or grammatical structures from one participant to another. At the end of the activity, the final version of the sentence is compared with the original one. This method promotes active listening, concentration, teamwork, and accurate communication while creating a dynamic learning atmosphere [4; p. 41]. Moreover, such activities reduce students' anxiety and encourage them to use English more confidently in classroom interactions.

The incorporation of authentic materials represents another significant aspect of English language teaching in non-philological faculties. Authentic materials refer to texts, videos, podcasts, reports, websites, and other resources originally created for native speakers rather than language learners. The use of authentic materials exposes students to real-life language use and helps them develop practical communication skills. Furthermore, it enables learners to familiarize themselves with professional terminology and discourse specific to their academic disciplines [5; p. 93].

For example, engineering students may analyze technical manuals and scientific reports, while economics students can work with international business articles and financial documents. Similarly, medical students can study case reports and healthcare publications in English. Such exposure not only enhances language proficiency but also contributes to the development of professional competence and academic literacy [6; p. 122].

Vocabulary development remains one of the most important components of English language instruction in non-philological faculties. Students often encounter specialized terminology that differs significantly from general English vocabulary. Therefore, educators must employ effective strategies to facilitate the acquisition and retention of technical and academic vocabulary. One innovative approach is the Syncwine method, a five-line poetic structure that encourages students to summarize and describe a concept through carefully selected words and phrases. By creating syncwines related to professional topics, learners can deepen their understanding of key concepts while simultaneously expanding their vocabulary repertoire [7; p. 68].

Collaborative learning is another pedagogical approach that significantly contributes to language development. Collaborative learning involves students working together in pairs or small groups to complete tasks, solve problems, and exchange ideas. This approach creates opportunities for meaningful communication and peer learning. Activities such as group discussions, project presentations, debates, and role-playing exercises help students practice English in realistic situations while developing interpersonal and teamwork skills [8; p. 105].

Furthermore, collaborative learning promotes learner autonomy and responsibility. Students become active contributors to the learning process rather than passive recipients of information. Research demonstrates that collaborative environments increase student motivation and improve language retention by encouraging frequent interaction and knowledge sharing among peers [9; p. 137].

The integration of digital technologies has also transformed English language education in higher education institutions. Technological tools provide flexible and accessible learning opportunities that extend beyond the traditional classroom environment. Computer-assisted language learning programs, mobile applications, online platforms, and multimedia resources enable students to practice listening, reading, speaking, and writing skills independently [10; p. 144].

Platforms such as Moodle, Google Classroom, Quizlet, Kahoot, and Duolingo offer interactive exercises, immediate feedback, and personalized learning experiences. These technologies support differentiated instruction and allow educators to address the diverse learning needs of students. Moreover, digital tools facilitate access to authentic materials and encourage self-directed learning, which is particularly important in higher education settings [11; p. 57].

In addition to the methods discussed above, project-based learning and problem-based learning have gained considerable attention in English language instruction. These approaches require students to engage in real-world tasks and solve practical problems using English as a means of communication. Through project work, students develop not only linguistic competence but also critical thinking, creativity, research skills, and professional expertise [12; p. 88].

In conclusion, the effective teaching of English in non-philological faculties requires a comprehensive and student-centered approach that addresses learners' academic and professional needs. Interactive teaching methods, authentic materials, vocabulary development strategies, collaborative learning, and technology integration collectively contribute to the creation of an engaging and productive learning environment. By implementing these modern pedagogical approaches, educators can enhance students' English language proficiency, prepare them for international professional communication, and increase their competitiveness in the global labor market. As English continues to serve as the primary language of international collaboration, its successful integration into non-philological education remains a crucial priority for higher education institutions worldwide.

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