

UDC: 37.091.3:811.111

**MODERN METHODS OF TEACHING ENGLISH AS A SECOND  
LANGUAGE TO STUDENTS OF NON-LINGUISTIC SPECIALTIES**

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**Abstract:** This article examines modern methods of teaching English as a second language to students majoring in non-linguistic majors in the context of the digitalization of higher education and the globalization of professional communication. The relevance of this study stems from the growing need to develop the communicative, professional, and intercultural competence of students studying at non-linguistic universities. Particular attention is paid to the communicative approach, content and language integrated learning (CLIL), digital educational platforms and artificial intelligence in English teaching.

**Keywords:** English as a second language, communicative approach, digital technologies, blended learning, CLIL, ESP, non-linguistic fields, multimedia technologies, artificial intelligence.

**Introduction**

The modern higher education system places new demands on the teaching of foreign languages. Traditional teaching methods, based primarily on a grammar-translation approach, are no longer capable of ensuring the development of students' full communicative competence. This necessitates the introduction of innovative pedagogical technologies focused on developing practical communication skills, critical thinking, and autonomous learning.

In recent years, the communicative approach, blended learning, flipped classroom, CLIL, task-based learning, project-based learning, and digital educational technologies have become increasingly popular. The use of multimedia resources, online platforms, and artificial intelligence significantly expands the possibilities of teaching English as a second language. The purpose

of this article is to analyze modern methods of teaching English to students of non-linguistic specialties, as well as to determine the effectiveness of digital and communication technologies in the development of students' linguistic competence.

### **Methods**

The problem of teaching English as a second language is widely discussed in modern methodological and pedagogical literature. Researchers emphasize that the effectiveness of foreign language learning directly depends on the choice of methodological approaches, student motivation, and the level of integration of digital technologies into the educational process.

One of the most common approaches is Communicative Language Teaching. According to Richards and Rodgers, the main goal of this approach is to develop the ability to use language in real-life communicative situations. Unlike traditional methods, the communicative approach focuses on developing speech activity, interaction, and practical use of language.

Krashen, in his second language theory, emphasizes the importance of the natural language environment and the emotional factor in the learning process. According to his hypothesis, successful language acquisition occurs under conditions of minimal psychological barriers and maximum communicative activity of learners.

### **Results and Discussion**

The study analyzes modern pedagogical strategies aimed at developing students' speaking, listening, reading, and writing skills, as well as soft skills. The advantages of interactive methods, project-based learning, online communication, and adaptive digital technologies are discussed. Special attention is given to the motivation of students majoring in non-linguistic fields, the development of autonomous learning, and the use of authentic materials in the educational process.

The study's results demonstrate that the integration of modern educational technologies and communication-oriented methods contributes to improved

English proficiency, the development of critical thinking, and the professional mobility of students. The article emphasizes the need for an integrated approach to teaching English as a second language in modern higher education.

The communicative approach is one of the most effective methods for teaching English as a second language. The main goal of this approach is to develop students' ability to use the language in real-life situations.

In communicative learning, the teacher acts not only as a source of information but also as a facilitator of interactive activities. Students actively participate in discussions, role-plays, presentations, debates, and group projects.

Blended learning technology has received considerable attention in modern literature. The use of Moodle, Google Classroom, Microsoft Teams, and Zoom platforms ensures students have constant access to educational resources and promotes independent learning.

CLIL is considered an effective tool for integrating subject content and foreign language. Marsh argues that teaching subject-specific subjects in English promotes the development of both professional and linguistic competence in students.

Modern research also emphasizes the use of artificial intelligence, chatbots, adaptive learning systems, and mobile apps in English language teaching. Digital technologies make it possible to create a personalized learning environment and increase student motivation.

The study is based on a comprehensive analysis of modern pedagogical and methodological approaches to teaching English as a second language to students majoring in non-linguistic fields.

For students majoring in non-linguistic fields, the communicative approach is especially important because it allows them to simulate professional communication situations: business negotiations, project presentations, academic discussions, and international collaboration.

Modern digital technologies have significantly transformed the teaching of foreign languages. The use of multimedia resources helps increase student

motivation and create an interactive learning environment. The most common digital tools are: Moodle; Google Classroom; Quizlet; Kahoot; Duolingo; Zoom; Canva; YouTube resources.

Interactive platforms allow teachers to create quizzes, virtual classrooms, digital assignments, and adaptive exercises. Videos and podcasts help develop listening and pronunciation skills.

Flipped Classroom (also known as a flipped classroom) involves studying theoretical material at home, while practical activities take place in the classroom. This approach promotes the development of analytical thinking and communication skills.

CLIL (Content and Language Integrated Learning) is the integration of subject content and foreign language. This approach is particularly relevant for students of non-linguistic majors, as it allows them to study professional terminology in the context of their future major.

The development of artificial intelligence opens up new possibilities in teaching foreign languages. AI-based platforms can adapt tasks to the learner's level and provide instant feedback. Modern AI tools: virtual assistants; generation of educational materials; speech recognition technologies.

Analysis of current research shows that the most effective are combined learning models that combine a communicative approach, digital technologies, and professionally oriented content.

Interactive teaching methods significantly increase student engagement. The use of authentic materials promotes the development of intercultural competence and practical communication skills.

Digitalization of education allows for expanded opportunities for independent learning and ensures the continuity of the educational process. However, the effectiveness of digital technologies depends on the pedagogical competence of the teacher and the level of digital infrastructure of the educational institution.

## **Conclusion**

Modern methods of teaching English as a second language to students majoring in non-linguistic fields are focused on developing students' communicative, professional, and digital competencies. The integration of a communicative approach, digital technologies, blended learning, CLIL, ESP, and artificial intelligence contributes to increased learning effectiveness and the development of competitive professionals.

In the context of globalization and digitalization of higher education, teaching English requires a comprehensive and innovative approach. Modern teachers must act not only as knowledge holders but also as organizers of an interactive educational environment that fosters student autonomy, critical thinking, and professional mobility.

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