

## METHODOLOGY OF TEACHING ENGLISH IN NON-PHILOLOGICAL DISCIPLINES

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**Abstract.** *This article examines the methodology of teaching English in non-philological disciplines, focusing on the unique challenges and strategies for effectively integrating English language instruction into specialized fields of study. In non-philological disciplines, English is not merely taught as a subject but as a tool for communication and knowledge acquisition within specific professional contexts. It explores different approaches to teaching English in such disciplines, including task-based learning, content-based instruction, and the integration of subject-specific vocabulary. It emphasizes the importance of context-driven teaching methods that cater to the needs of students pursuing careers in science, engineering, medicine, economics, and other fields.*

**Keywords:** *English language teaching, non-philological disciplines, task-based learning, content-based instruction, subject-specific vocabulary, language integration.*

In an increasingly globalized world, English has become the lingua franca of many fields, including science, technology, medicine, and business. For students in non-philological disciplines – those studying subjects such as engineering, medicine, economics, and the sciences – learning English is essential for academic success, professional communication, and future career prospects. However, the methodology for teaching English in these fields differs significantly from that of philological disciplines, where the focus is primarily on language itself.

The main challenge in teaching English to students in non-philological disciplines is to make the language relevant and useful for their specific needs. The goal is not just to learn grammar and vocabulary but to develop the ability to understand, produce, and use English within the context of their field of study. This requires a specialized approach that emphasizes practical application, technical vocabulary, and academic language skills.



**Task-Based Learning in Non-Philological Disciplines.** Task-Based Learning (TBL) is a method that focuses on using language as a tool to accomplish specific tasks rather than focusing on language structure. This approach is particularly beneficial for students in non-philological disciplines, as it allows them to learn English in a more interactive and engaging way by simulating real-world situations. For instance, students in engineering might be tasked with reading and interpreting technical manuals or drafting reports, while students in medicine could practice patient interactions or medical research writing in English.

By focusing on real tasks, TBL helps students see the practical use of the language and learn how to communicate effectively within their professional domain. This approach also promotes problem-solving skills and critical thinking, which are essential in most non-philological fields.

**Content-Based Instruction for Specialized Knowledge.** Content-Based Instruction (CBI) integrates language learning with the acquisition of subject-specific knowledge. Instead of treating English as a standalone subject, CBI uses the content of the student's field of study as a vehicle for learning the language. For example, students in economics may study economic reports, discuss financial theories, or read case studies in English. This method ensures that the language taught is directly applicable to their academic and professional needs.

CBI is particularly effective in non-philological disciplines because it combines language acquisition with the development of discipline-specific knowledge. It also allows students to become familiar with the academic and professional discourse of their field, which can enhance their understanding of both the subject matter and the language.

**Teaching Subject-Specific Vocabulary and Academic Language.** One of the key components of teaching English in non-philological disciplines is the development of subject-specific vocabulary. Students need to acquire the technical terms and expressions used in their fields to be able to communicate effectively in academic and professional settings. For example, medical students must learn medical terminology in English, while engineering students need to familiarize themselves with technical jargon.

In addition to subject-specific vocabulary, students in non-philological disciplines must also develop academic language skills, such as reading and writing academic papers, understanding complex texts, and engaging in academic

discussions. These skills are critical for students' success in their studies and future careers.

**Conclusion.** The methodology of teaching English in non-philological disciplines requires a shift in focus from traditional language teaching methods to those that are context-driven and practical. Task-Based Learning, Content-Based Instruction, and the teaching of subject-specific vocabulary all contribute to a more effective language learning experience for students in fields such as engineering, medicine, economics, and the sciences.

Incorporating English into non-philological disciplines not only enhances students' language skills but also equips them with the communication tools necessary for success in their academic and professional careers. By adapting teaching methods to meet the specific needs of these students, educators can create a more relevant and engaging language learning experience that prepares students for the global demands of their fields.



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