

INNOVATIVE PEDAGOGICAL APPROACHES IN TEACHING ENGLISH TO NON-PHILOLOGY STUDENTS

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Annotation: This essay looks into novel pedagogical techniques for teaching English to non-philology students. It examines strategies for improving students' oral and writing communication abilities, including interactive and project-based learning, and boosting the learning process through motivation and engagement. Examples from Uzbekistan and worldwide practices are provided.

Keywords: innovative methods, non-philology students, EFL, speech competence, project-based learning, interactive classes, motivation, effectiveness

Annotatsiya: Ushbu maqola filologiya yo'nalishi bo'lmagan talabalarga ingliz tilini o'qitishda innovatsion pedagogik yondashuvlarni o'rganadi. Maqolada talabalarning og'zaki va yozma ko'nikmalarini rivojlantirish, interaktiv va loyiha asosidagi metodlarni qo'llash, shuningdek motivatsiya va qiziqish orqali o'quv jarayonini samarali qilish yo'llari tahlil qilinadi. O'zbekiston va xalqaro tajribalar misol keltiriladi.

Kalit so'zlar: innovatsion metodlar, non-filologiya talabalar, EFL, nutq kompetensiyasi, loyiha asosidagi o'qitish, interaktiv darslar, motivatsiya, samaradorlik

Аннотация: В статье рассматриваются инновационные педагогические подходы к преподаванию английского языка студентам нефилологических направлений. Анализируются методы развития устных и письменных навыков студентов, применение интерактивного и проектного обучения, а также повышение эффективности учебного процесса через мотивацию и вовлеченность. Приводятся примеры из Узбекистана и международной практики.

Ключевые слова: инновационные методы, студенты нефилологического направления, EFL, речевая компетенция, проектное

обучение, интерактивные занятия, мотивация, эффективность

Teaching English to non-philology students has distinct obstacles. Unlike philology students, these students frequently have minimal prior experience with language analysis and may lack intrinsic motivation for in-depth study (Brown, 2007, p. 53). Thus, standard lecture-based techniques are frequently insufficient.

Innovative educational techniques, such as interactive and project-based learning, can greatly increase student involvement and competency (Harmer, 2015, p. 110). The purpose of this essay is to investigate and analyse these strategies' efficiency in enhancing students' oral and written English abilities, drawing on practical insights from Uzbek and worldwide educational environments.

According to constructivist learning theory, learners acquire information via active involvement and problem-solving in the actual world. For non-philology students, this suggests that practical, relevant assignments outperform solely theoretical education.

Communicative Language Teaching (CLT) emphasizes interaction as the central component of language learning (Canale & Swain, 1980, p. 15). Integrating CLT with creative tactics guarantees that learners gain both grammatical knowledge and functional communication abilities.

Research suggests that integrating interactive activities, technology, and project work increases motivation, involvement, and information retention (Richards, 2017, p. 67).

Innovative pedagogical methods

1. Interactive Learning.

Group discussions and debates enable students to practise spontaneous communication (Thornbury, 2005, p. 92).

Role-playing and simulations offer contextual practice, allowing students to experience real-life communication settings.

2. Project-based learning (PBL).

Students collaborate on significant initiatives, such as presenting cultural

subjects or producing instructive movies.

PBL promotes teamwork, critical thinking, and language use in genuine circumstances (Ellis, 2003, p. 140).

3. Technological Integration

Digital resources, such as online language platforms, interactive quizzes, and video assignments, provide personalized, self-paced learning (Godwin-Jones, 2018, p. 50).

Virtual collaboration enables students to communicate with peers both locally and worldwide, therefore improving cross-cultural competency.

4. Motivational Strategies.

Integration of student passions and actual life situations boosts engagement.

Positive feedback, gamified activities, and peer evaluation all foster a sense of accomplishment and autonomy (Harmer, 2015, p. 115).

In Uzbekistan, non-philology students frequently struggle with speaking fluency and confidence. Successful interventions include mini-projects, such as conducting English-language interviews with local community members.

Collaborative presentations on issues relevant to students' fields of study, including technical jargon.

Online peer evaluation of written work, which combines language exercise with technology literacy.

Similar tactics have been used successfully on a global scale. Students who take project-based language classes in Europe, for example, show increased interest and improved speaking performance (Larsen-Freeman, 2000, p. 70).

A unique combination of strategies optimizes outcomes. For example:

Role-playing mixed with digital storytelling allows students to communicate their thoughts smoothly while utilizing technology.

Interdisciplinary projects (e.g., English for engineering or business students) add practical value and improve vocabulary retention.

Reflective journals promote self-assessment, which improves strategic

competence and autonomy in learning.

Conclusion

Innovative pedagogical techniques are critical when teaching English to non-philology students. Educators may enhance their oral and writing communication skills by incorporating interactive, project-based, and technology-assisted techniques. Motivational methods and real-life relevance help to increase engagement and effectiveness. Combining academic understanding with practical applications guarantees that students become confident and communicative English speakers.

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