

# Teaching Foreign Languages in a Non-Linguistic University: Challenges and Strategies

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## **Abstract:**

The process of teaching foreign languages in non-linguistic universities primarily reflects the history and process of changing approaches and priorities for teaching foreign language in search of the most effective and acceptable scientific and methodological activities. However, this process of teaching foreign in higher education institutions should be considered in the broad context of what is happening in the world arena in general and in the field of professional education in particular, since the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society.

**Keywords:** process, approach, priority, effective, world, professional, foreign, context, wide, arena, education, history.

## **Introduction**

Teaching foreign languages in a non-linguistic university presents a unique set of challenges and opportunities for both students and educators. In this article, we will explore the intricacies of foreign language instruction in a non-language-focused academic setting and discuss effective strategies for enhancing language learning outcomes in such environments.

One of the primary challenges of teaching foreign languages in a non-linguistic university is the limited exposure and practice opportunities available to students outside of the language classroom. Unlike students in language-focused programs, who may have more immersive language experiences through cultural activities, language clubs, and language immersion programs, students

in non-linguistic universities may have fewer chances to practice and apply their language skills in real-world contexts.

The process of teaching foreign languages in non-linguistic higher education institutions (i.e. higher education institution, where the foreign (English) language is not a specialized one) first of all reflects the history and the process of changing approaches and priorities to teaching foreign (language in search of the most effective and acceptable scientific and methodical activity. However, this process of teaching foreign language (English) in higher education institutions should be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, as the need for modernization and improvement is due to the need to adapt the higher education system to the socio-economic needs of society .

## **Methodology**

The opinion and statement that mastery of a foreign language is an essential condition for the success and competitiveness of a modern specialist on the labor market have long been accepted by the society. The use of foreign language for professional purposes has become a necessity for specialists of engineering specialties, whose activity is directly connected with the world market. In turn, the situation on the world market and the desire of our country to fully integrate into the world community as an equal participant force us to move from simple acceptance of this statement to its full acceptance and implementation. In practice, we can state that the level and quality of training of engineering specialists do not always meet the requirements. One of the factors complicating the entry of our engineering specialists to the world market, is the low level of foreign language skills.

Under current conditions, foreign (English) language should not be considered as a secondary discipline, but as a necessary instrument of professional activity, as academic and labor mobility, common international educational standards, joint international research and production activities are impossible without a high level of knowledge of foreign (English) language. A student has linguistic competence if he or she has an idea of the system of the language being studied and can use this system in practice, using all morphological and syntactic transformations in his or her speech. However, in practice, students who have entered a technical university do not have basic foreign language knowledge, skills and abilities. Unfortunately, this tendency is typical for all institutions that provide training of bachelors and masters in non-linguistic areas. Without a solid base of formed language skills and abilities, which we mentioned above, it is impossible to develop conversation skills, terminology base, fluent reading and other communicative, linguistic and intercultural competencies. However, the goals of an engineering university should not include training in the basic level of a foreign language. This task should be solved at the stage of school training, so continuity and consistency in the reform of general and vocational education is so important. Despite all these problems, the departments of foreign languages of technical universities are looking for ways to teach foreign language and professional foreign language in the most effective way, with the minimum number of hours allocated for this discipline and low level of language knowledge of school graduates. Thus, the institutes have introduced in practice the distribution of students into subgroups according to their level of foreign language knowledge, which is determined in the first lessons by testing methods. This allows in one program to provide the most effective teaching of foreign (English) language for students who know the basic level of language, as well as for advanced level.

Moreover, students in non-language majors may perceive foreign language courses as less relevant or necessary for their future careers, leading to lower motivation and engagement in language learning. It is essential for language instructors in non-linguistic universities to address these motivational issues and demonstrate the practical benefits of language proficiency in today's globalized job market. To enhance language learning outcomes in non-linguistic universities, instructors can implement innovative teaching strategies that integrate language learning with

students' academic interests and career goals. For example, incorporating authentic materials related to students' fields of study, such as academic articles, case studies, and research papers, can increase students' motivation by showcasing the practical applications of language skills in their future professions. Furthermore, incorporating technology-enhanced language learning tools, such as language learning apps, online language resources, and video conferencing platforms, can provide students with additional opportunities for independent practice and interaction in the target language. Virtual language exchange programs and online language tutoring services can also supplement classroom instruction and facilitate cross-cultural communication.

Collaboration between language instructors and faculty members from other disciplines can also enrich the language learning experience for students in non-linguistic universities. Interdisciplinary projects that incorporate language learning objectives can promote a holistic approach to education and foster collaboration across academic depart, teaching foreign languages in a non-linguistic university requires a tailored approach that addresses the unique needs and challenges of students in non-language majors. By leveraging innovative teaching strategies, integrating language learning with students' academic interests, and fostering interdisciplinary collaboration, language instructors can enhance language learning outcomes and equip students with the linguistic and intercultural competencies necessary for success in today's globalized world. In a non-linguistic university setting, the role of foreign language learning is pivotal in preparing students for a diverse and globalized world. While students may not major in languages, acquiring proficiency in a foreign language can significantly enhance their academic, professional, and personal development. This article explores the significance of foreign language learning in non-linguistic universities and suggests effective strategies for optimizing language acquisition in such environments.

Foreign language proficiency is a valuable asset for students in non-linguistics programs as it opens doors to international opportunities, cross-cultural understanding, and enhanced communication skills. In today's interconnected world, proficiency in a foreign language can give students a competitive edge in the job market, allowing them to communicate effectively with colleagues, clients, and partners from different linguistic backgrounds.

## **Discussion**

One of the primary challenges in teaching foreign languages in non-linguistic universities is engaging students who may not see language learning as directly relevant to their chosen fields of study. To address this challenge, language instructors can emphasize the practical benefits of language proficiency, such as increased employability, enhanced cognitive skills, and broader cultural awareness.

Integrating real-world applications of the target language into the curriculum can also enhance students' motivation and engagement. By incorporating industry-specific vocabulary, case studies, and communication scenarios relevant to students' future careers, instructors can demonstrate the practical value of language skills in professional contexts.

Moreover, providing opportunities for experiential learning, such as study abroad programs, internships, or language immersion experiences, can immerse students in the linguistic and cultural richness of the target language. These immersive experiences not only reinforce language skills but also foster intercultural competency and global perspective, preparing students to navigate diverse cultural contexts in their future endeavors.

Technology plays a crucial role in facilitating language learning in non-linguistic universities. Language learning apps, online resources, virtual language exchanges, and digital language labs offer students additional tools and platforms for practicing language skills outside the classroom. These technology-enhanced resources can cater to diverse learning styles and preferences, making language learning more accessible and engaging for students.

## Conclusion

In conclusion, foreign language learning in non-linguistic universities is essential for preparing students to thrive in a globalized society. By highlighting the practical advantages of language proficiency, integrating real-world applications of the target language, offering immersive experiences, and leveraging technology-enhanced learning resources, non-linguistic universities can foster a multilingual and culturally competent student body ready to succeed in an increasingly interconnected world.

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