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NEW DIRECTIONS,
METHODS, AND FEATURES OF TEACHING ENGLISH TO GROUPS OF STUDENTS WITH NON-LANGUAGE SPECIALIZATIONS

NUEVAS DIRECCIONES, MÉTODOS Y CARACTERÍSTICAS DE LA ENSEÑANZA DEL INGLÉS A GRUPOS DE ESTUDIANTES CON ESPECIALIZACIONES NO LINGÜÍSTICAS

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ABSTRACT

The publication examines the main directions in the study of modern processes of teaching foreign (English) language to students at non-linguistic universities, presents current methods and features of teaching English, and discusses new directions. In the presented article, special attention is paid to the features of using these methods in the educational process, and it also provides an analysis of modern contradictions in teaching foreign languages in the non-linguistic environment of modern universities. Nowadays, in the age of globalization and developing scientific-technological progress, the importance and necessity of learning a foreign language are increasingly significant for future experts. This is especially true for students who do not receive language education. One of the main ways to increase the effectiveness of foreign language teaching is to include personality-oriented learning methods in the educational process. Successful English learning is influenced by teachers' experience, mastery, practical skills, and depth of knowledge of modern language. The effectiveness of the learning process also depends on sociocultural and economic factors. The use of advanced teaching methods and tools by instructors significantly enhances students' motivation and the effectiveness of language acquisition. This undoubtedly helps achieve the necessary depth of knowledge and skills that were previously possible only through prolonged immersion among native speakers.

Keywords: Pedagogy, Foreign language teaching methods, English language, Higher educational institutions.

RESUMEN

En el artículo se examinan las principales orientaciones del estudio de los procesos modernos de enseñanza de lenguas extranjeras (inglés) a estudiantes de universidades no lingüísticas, se presentan los métodos y características actuales de la enseñanza del inglés y se discuten nuevas orientaciones. En el artículo presentado se presta especial atención a las características del uso de estos métodos en el proceso educativo y también se proporciona un análisis de las contradicciones modernas en la enseñanza de lenguas extranjeras en el entorno no lingüístico de las universidades modernas. Hoy en día, en la era de la globalización y del desarrollo del progreso científico y tecnológico, la importancia y la necesidad de aprender una lengua extranjera son cada vez más significativas para los futuros expertos. Esto es especialmente cierto para los estudiantes que no reciben educación en idiomas. Una de las principales formas de aumentar la eficacia de la enseñanza de lenguas extranjeras es incluir métodos de aprendizaje orientados a la personalidad en el proceso educativo. El éxito del aprendizaje del inglés está influenciado por la experiencia, el dominio, las habilidades prácticas y la profundidad del conocimiento de la lengua moderna de los profesores. La eficacia del proceso de aprendizaje también depende de factores socioculturales y económicos. El uso de métodos y herramientas de enseñanza avanzados por parte de los instructores mejora significativamente la motivación de los estudiantes y la eficacia de la adquisición del idioma. Sin duda, esto ayuda a alcanzar la profundidad necesaria de conocimientos y habilidades que antes sólo eran posibles mediante una inmersión prolongada entre hablantes nativos.

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Palabras clave: Pedagogía, métodos de enseñanza de lenguas extranjeras, lengua inglesa, instituciones de educación superior.

INTRODUCTION

In modern society, the study of foreign languages, particularly English, the language of international communication, has become one of the key components of professional training for specialists across various fields. The quality of their language training greatly influences the successful resolution of professional growth issues and the expansion of contacts with foreign partners. Therefore, it is important to convey this to students during the learning process (Shinde & Shinde, 2023; Wolf et al., 2024).

Starting in the 19th century, the method of teaching English involved reading and translating texts. This approach developed language comprehension and vocabulary based on text analysis and translation, focusing on the development of grammatical and translation skills while paying little attention to speaking practice and listening. By the mid-20th century, attention shifted to spoken language and listening, leading to the emergence of the audiolingual method, which emphasized the role of listening and repeating authentic speech from native speakers (Howatt & Smith, 2014). This approach aimed to develop pronunciation and listening comprehension skills using audio materials for imitation and mechanical memorization of language structures. By the end of the 20th century and the beginning of the 21st century, the communicative method emerged, with the central element being the development of communication skills, that is, the practical use of language in real-life situations, anticipating interaction among students in English. The main goal of the communicative method is to equip students with the ability to communicate in English in a variety of contexts (Berezkina, 2024).

The historical perspective by Alghamdi et al. (2019) provides a good background about the methodological development of teaching methodologies through history, from traditional to current approaches, and how methodologists stress the need for autonomy and communication skills. The current state of research on innovation in teaching English to non-language majors is highly dynamic, with an increasing orientation toward meeting the special needs of all learners. In this regard, Mosquera (2021) draws attention to the need to discard traditional systems for techniques that make language learning more interactive, because the application of outdated methods has to be revisited in light of increasing motivation and interaction among students. Several authors argue on how ICTs can actually bring about a change in language education; standing by technology's potential to enrich classroom practices even when technology has so far been used in a frugal manner, especially in developing countries (Logrono-Bolanos et al., 2024; Romero et al., 2024; Vasquez et al., 2024). Alhaj & Albahiri (2020) give substantial support to video as an aid to instruction and detail how video will benefit the development of important skills. On the other hand, according to Shalaan (2023), one of the barriers within the English language classrooms is that there is disengagement and incongruence between theory and practice. This urges reforms toward connecting teaching links to the current goals of education. Collectively, these call for the need for ongoing adaptation and embracing new teaching methods to meet the evolving demands of English language education for non-language majors.

In general, teaching methodology can be defined as a set of methods, techniques, technologies, and ways of studying a language. Typically, it is a clear algorithm of actions that will enable one to learn English from scratch to an advanced level (Fern, 2023). Taking into account all of the above, it is necessary to characterize the methodology and processes of teaching English to groups of students for whom English is not the main language. Consequently, in this article it is discussed the main new directions, methods, and their features in teaching foreign languages, specifically English, in higher educational institutions. It focuses primarily on groups of students for whom this language is neither dominant nor specialized, and whose learning should be general in nature. Emphasis is placed on acquiring basic knowledge that enables individuals to communicate freely, speak accurately and correctly, and possess the necessary 'minimal' vocabulary. This way, when they enter an environment where native speakers prevail, individuals who have completed the course will not feel misunderstood and will be able to express their thoughts verbally with ease, as well as write what they need.

As a result of studying the main aspects and methods, professors should know the following: current trends in the development of techniques; the content and structure of the foreign language learning system; features of the interaction of methodology with basic sciences; and various techniques for the formation of foreign language communication skills. The proficiency requirements applied to foreign language teachers include being able to: use modern technologies in teaching foreign languages; practically apply techniques and methods for teaching a foreign language; prepare educational materials for courses taking into account the stage and profile of education; analyze and evaluate students' individual psychological

states and foreign language proficiency; analyze their own pedagogical activities and those of colleagues; organize independent study using various self-study methods; and plan and conduct foreign language lessons and extracurricular activities. That way, students will have the opportunity to apply the knowledge and skills they have acquired in the course during pedagogical practice.

DEVELOPMENT

Aspects, methods and features of teaching English

There are currently many different methods for teaching English. Additionally, new methods are regularly developed, depending on the instructors' choices. Teachers will be able to find their 'key' in this process. Basically, when teaching foreign languages in higher educational institutions, classical methods are most often used such as:

1. The direct method.
2. Grammar-translation teaching method.
3. Audiovisual and audiolingual methods.
4. Communicative method.

The essence of the direct method of foreign language teaching is that teachers pay more attention to studying the spoken language itself used in everyday life. Those who developed this method thought that the intermediate language, that is, the language in which the teaching was conducted, hindered the learning of a foreign language. Thus, students are artificially immersed in the world of the language they are studying. The entire lesson is conducted in English; teachers must also give explanations and present new topics in English. Only English-language literature is used. When teaching English using this method, the teacher's role is very important in the successful acquisition of knowledge by students. That is, their speech must be absolutely clear and correct, their pronunciation must be perfect, because students will constantly repeat after them. The ideal option for the direct teaching method would be to appoint a teacher whose native language is English (Kuznetsova, 2014).

The grammar-translation method is the main approach in the modern education system. This is a classic method that has been used for decades. Its prevalence is also due to the fact that most teachers have been trained using this method. The goal of the grammar-translation method is to learn to read and translate using grammatical rules. The disadvantages of this method include not paying enough attention to vocabulary. Learning vocabulary depends on memorizing words. Reading and translation are carried out meticulously. Moreover, the texts offered for reading often deal with complex plots, so students learn only the

literary language. Once in a linguistic environment, they will find it very difficult to understand those around them, even if they have good knowledge of literary grammar (Klippel & Kemmler, 2021; Labinska & Tumak, 2019).

Regarding audiovisual and audiolingual methods, the essence of both methods is to convey the language through clear structures; learning occurs through audio and video recordings. The audiovisual teaching method involves demonstrating speech with corresponding pictures; that is, students are shown videos, feature films, and documentaries in English. In this case, students have two channels of perception operating simultaneously - visual and auditory - as a result of which associations arise in their minds, allowing them to better memorize the language. The purpose of these methods is to master living, spoken language (Wang, 2022).

Currently, an increasing number of teachers are turning to the communicative method of learning English. The purpose of this method is conversation itself; this technique primarily teaches how to communicate. The communicative method requires more student activity. In this case, the teacher's task is to include everyone in the audience in the conversation. For better memorization and use of the language, all perception channels must be engaged (Kuznetsova, 2014).

The essence of the communicative method is to create real communication situations. When recreating the dialogue, the student has the opportunity to put into practice all the knowledge he has acquired. A very important advantage of the communicative method can be considered as the fact that it has a wide variety of exercises: role-playing games, dialogues, simulation of real communication are used here (Domashev, 1983, p. 85).

The method of teaching English is mainly built on the basis of classical methodology for learning foreign languages. But the psychological aspect, foreign cinematography and information technology impressed her. The methods of teaching English used at the end of the last century were highly productive in nature. Modern methods of teaching English have replaced methods of reproduction with interactive methods, when it is necessary to acquire knowledge, first of all the interaction between the student and the teacher. It is important to combine different directions and methods used in working with students, both immersion in the language environment and giving a classical comprehension lesson.

English language in groups of students with non-language majors

The methods listed above can generally be applied to students who have a non-linguistic focus in the learning process. Let us note one point: for university students who do not specialize in language studies, the audiolingual and audiovisual methods are suitable only if they are used in conjunction with other training programs. The problem of students in non-linguistic universities not mastering a foreign language arises from the dispersed and multi-subject nature of vocational education.

One of the main problems of teaching English to students of non-language majors is the mismatch between the volume of knowledge required for students to learn and the amount of time allocated for mastering the subject. This problem becomes even more acute in full-time and part-time education conditions (Konovalova, 2022, p. 89).

When planning the curriculum, it is necessary to consider the selection of language topics, focusing on the youth environment, the specifics of their social connections, and access to informational resources. This will not only enhance motivation but also make the communication between the teacher and students sufficiently open and contemporary, which will help foster interest in authentic materials in the future (Baryshyeva, 2017).

Within a limited number of hours, it is necessary to independently study the theoretical material, while in class, to improve the technique of constructing professionally oriented foreign language oral speech, master the rules of oral speech construction, and be able to apply the acquired knowledge in professionally significant communicative situations. The component composition of the foreign language communicative competence of students at a non-linguistic university includes three types of competence: language (linguistic), speech, sociocultural, each of which contains professionally oriented and self-educational components and compensatory strategies (Konovalova, 2022).

The basic success in teaching English depends largely on the teacher's experience, skill, practical skills and depth of knowledge and mastery of modern spoken language. Moreover, the effectiveness of language acquisition is influenced by socio-cultural and economic factors, among other factors. It is very important to benefit from technical innovations in the teaching process and to improve the teacher's knowledge and skills not only in language but also in technology by "following the spirit of the time". The teacher must be resourceful, creative and have in-depth knowledge of her subject.

Based on all this, the educator needs to: have constant access to online resources and fully provide this access to their students to enhance the effectiveness of the learning process; freely utilize the most relevant and up-to-date selection of informational resources and sources that meet the requirements of the students' specialties for study. Facilitate communication and publications in the format of online resources; develop computer literacy comprehensively and from various angles so that the training course represents a cohesive whole rather than just a collection of separate components.

Teaching foreign languages with the help of information and communication technologies (ICT) and multimedia (MMC) creates great prospects. Information and Communication Technologies (ICT) are the foundation of societal life today. Therefore, good knowledge and excellent skills in the field of ICT are very effective tools that improve the quality and effectiveness of teaching activities. This methodology not only allows for the development of communication at a higher level but also significantly improves language proficiency (Maksudov, 2019, p. 216). The widespread use of ICT provides students with the opportunity to become competent users of the English language with a broad profile. The implementation and active use of ICT tools significantly facilitate and contribute to the mastery of the English language, thereby enhancing the overall quality of education.

Multimedia technologies also have a positive impact on students, as they can not only engage their interest but also maintain their attention for extended periods. With these technologies, the necessary skills are successfully developed in the learning process: listening, speaking, reading, and writing. Reading and listening are skills for fully perceiving information, while speaking and writing are considered productive skills. Together they determine the method of communication (verbal or written) and direction (reception or creation of a message).

During the teaching process, it is advisable for educators to apply these methods, both separately and in combination, at their discretion. However, as effectiveness may vary for each student, it is important to choose the most appropriate methods according to the context of the information given, taking into account the students' levels. Therefore, educators need to use methods that are most suitable for specific groups of students and for each individual case, in accordance with the lesson objectives. Only then will the methods be considered innovative.

One of the methods used in teaching language to students is the case-study method (from the English "case" - meaning "incident" or "situation"; in programming, it refers to a "case" or "switch" operator). This method involves the analysis of specific situations (Konishcheva, 2004, p. 63). When using this method, teaching English occurs through

the analysis of specific situational tasks. The main goal of the methodology is to develop students' analytical abilities and understanding of problem essences, teach them to find solutions, and choose the best among them. This includes creating real situations that can occur in life (practical), artificially created but realistic situations that reflect real-life conditions (educational), and research situations created for studying conditions through various scenario modeling. During the learning process, it is very important to include all students in the group in discussing situations. However, teachers are not direct participants in the discussions; they should encourage students to engage in full and productive interaction, determine the direction of the discussion, and correct it if necessary.

Some directions for social communication in English language classes at non-linguistic universities can include: games (role-playing, business), round table discussions, mind map development on research topics proposed by instructors, debates, and presentations that can be assigned to students either individually or as group tasks. During classes, time limitations can be imposed, which creates the need for independent study of theoretical issues and improvement of communication skills in English lessons.

CONCLUSIONS

During language learning process, if the focus is mainly on traditional translations and standard assignments, as well as working only with grammatical features of the studied language and pronunciation, the level of information retention and depth of knowledge and skills will no longer meet modern requirements. It is necessary to introduce innovations, technical tools, games, and various situational exercises. Moreover, for students at different levels, with different conditions and study purposes, it may be more appropriate to use customized methods and individual approaches.

Students should be encouraged to actively interact with one another to discuss presented information, and this interaction should be actively promoted. Teachers should prepare questions in advance to support discussions in class and, if necessary, modify or adjust them to guide the direction of conversation. Using English exclusively for group communication should be a fundamental rule. By applying advanced methodologies and tools in teaching, teachers can significantly increase students' motivation and effectiveness, achieving a depth of knowledge and skills that was previously possible only through prolonged immersion among native speakers.

It is important for teachers to keep pace with the times by using all possible achievements of scientific and technological progress while motivating students toward self-development through their own examples. This becomes significantly easier to achieve in an environment enriched with new computer, multimedia, and information-communication technologies.

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