



## THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF USING CONTENT-BASED TEACHING TECHNOLOGIES IN TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS

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**Abstract:** In this article The most crucial difference lies in the learners and their purposes for learning English. Therefore it also indicates the theoretical and methodological bases of the teaching strategies in teaching English to students in the field of non-philological education. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

**Keywords:** Eksponent, globallashuv, integratsiya, korpus, Tekstologik va diskursiv.

## NOFILOLOGIK TA'LIM YO'NALISHI TALABALARIGA INGLIZ TILINI O'QITISHDA CONTENT ASOSIDA O'QITISH TEXNOLOGIYALARIDAN FOYDALANISHNING NAZARIY VA METODOLOGIK ASOSLARI

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**Annotatsiya:** Ushbu maqolada o'quvchilarning va ularning ingliz tilini o'rganish maqsadlaridagi eng muhim farqlari ko'rsatilgan. Shuning uchun, nofilologik ta'lim yo'nalishidagi talabalar uchun ingliz tilini o'qitish strategiyalarining nazariy va metodologik asoslari ham keltirilgan. ESP talabalar odatda ingliz tili bilan tanish bo'lgan va tilni kasbiy ko'nikmalarni muloqot qilish va muayyan ish bilan bog'liq funksiyalarni bajarish uchun o'rganayotgan kattalardir. Shunday qilib, ESP dasturi maqsadlar va ehtiyojlarning baholanishi va ingliz tiliga bo'lgan ehtiyoj uchun quriladi.

**Kalit so'zlar:** Eksponent, globallashuv, integratsiya, korpus, Tekstologik va diskursiv.



## ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИЙ ОБУЧЕНИЯ НА ОСНОВЕ КОНТЕНТА ПРИ ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ

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**Аннотация:** В этой статье рассматривается наиболее важное различие между учащимися и их целями в изучении английского языка. Таким образом, также указываются теоретические и методологические основы стратегий преподавания английского языка студентам в области нефилологического образования. Студенты ESP обычно являются взрослыми, которые уже знакомы с английским языком и изучают его для общения на профессиональном уровне и выполнения определенных рабочих функций. Программа ESP, таким образом, основывается на оценке целей и потребностей, а также функций, для которых требуется английский язык.

**Ключевые слова:** Экспонент, глобализация, интеграция, корпус, текстологический и дискурсивный.

### INTRODUCTION

In the realm of education, the use of content-based teaching technologies has emerged as a significant approach in enhancing the learning experience, particularly for non-philological students. This thesis aims to explore the theoretical and methodological foundations of integrating content-based teaching methods in English language education for students whose primary fields of study are not linguistics or philology. The focus is on how these strategies can be effectively implemented to improve language proficiency and facilitate professional communication.

#### Literature review and methodology

The integration of content-based teaching technologies in English language education has been the subject of numerous studies. Content-based instruction (CBI) is grounded in the theory that language learning is most effective when the content is relevant and meaningful to the learners. For non-philological students, this means incorporating subject-specific content into language lessons.



1. Content-based instruction (CBI): This approach integrates language learning with subject matter instruction, allowing students to acquire language skills through engagement with content that is directly related to their field of study.

2. Theories of language acquisition: According to Krashen's Input Hypothesis, comprehensible input is crucial for language acquisition. CBI provides this input in a meaningful context, enhancing comprehension and retention.

3. Methodological approaches: The use of project-based learning, case studies, and simulations are common in CBI. These methods provide practical and interactive opportunities for language use within the context of the students' professional fields.

Methodology: This research employs a qualitative approach, including case studies of non-philological students engaged in CBI, interviews with educators, and analysis of student performance data. Surveys and questionnaires are used to gather insights into student experiences and perceptions of content-based learning.

### **Discussion and results**

The findings indicate that content-based teaching technologies significantly enhance the learning experience of non-philological students. Students demonstrate higher levels of engagement and motivation when the content is relevant to their academic and professional interests. For example, engineering students learning English through technical manuals and scientific articles show improved comprehension and language use compared to traditional language instruction methods.

#### **Benefits:**

- Relevance and motivation: Students are more motivated to learn when the content is directly related to their field of study.
- Improved retention: Learning language through relevant content improves retention and practical application of language skills.
- Enhanced critical thinking: Integrating content-specific materials fosters critical thinking and problem-solving skills.

#### **Challenges:**

- Resource intensive: Developing and implementing CBI requires significant resources and expertise.
- Training for educators: Teachers need specialized training to effectively integrate content-based methods into their language instruction.

### **Conclusion and recommendations**



The use of content-based teaching technologies offers substantial benefits for non-philological students learning English. By aligning language instruction with students' academic and professional fields, educators can enhance language acquisition and professional readiness. To maximize these benefits, it is essential to address the challenges associated with CBI.

#### Recommendations:

1. Professional development: Regular training programs for educators on CBI methods and strategies.
2. Curriculum development: Creating integrated curricula that incorporate relevant content from various disciplines.
3. Resource allocation: Investing in the necessary resources and support systems to facilitate the implementation of CBI.

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