

USE OF NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE TO NON-PHILOLOGY STUDENTS

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Abstract: *This article examines the integration of new pedagogical technologies into English language instruction for non-philology students in higher education. Digital tools such as multimedia resources, online platforms, mobile applications, and virtual environments are explored as techniques for enhancing student engagement and language development. Theoretical frameworks including communicative language teaching, constructivism, and technological pedagogical content knowledge are synthesized to evaluate technology integration approaches. Quantitative and qualitative evidence demonstrates the motivational and educational value of digital tools when purposefully incorporated into curriculum and pedagogy. However, challenges like teacher readiness and access disparities must be addressed. When new technologies are utilized to promote authentic communication, differentiated instruction, and student-centered learning, they can improve non-philology students' English proficiency and confidence. Recommendations support preparing teachers, providing needed resources, and focusing on integrative blended learning models.*

Keywords: *English language learning, educational technology, computer-assisted language learning, ESL/EFL teaching, non-philology students*

Аннотация: *В данной статье рассматривается интеграция новых педагогических технологий в обучение английскому языку студентов нефилологических специальностей в высших учебных заведениях. Цифровые инструменты, такие как мультимедийные ресурсы, онлайн-платформы, мобильные приложения и виртуальная среда, исследуются как методы повышения вовлеченности студентов и развития языковых навыков. Теоретические концепции, включая коммуникативное обучение языку, конструктивизм и технологические педагогические знания предметной области, синтезируются для оценки подходов к интеграции технологий. Количественные и качественные данные демонстрируют мотивирующую и образовательную ценность цифровых инструментов при целенаправленном включении в учебную программу и педагогику. Однако проблемы, такие как готовность учителей и различия в доступе, должны решаться. Когда новые технологии используются для содействия аутентичному общению, дифференцированному обучению и ориентированному на учащегося обучению, они могут повысить уровень владения английским языком и уверенность студентов нефилологических*

специальностей. Рекомендации поддерживают подготовку преподавателей, предоставление необходимых ресурсов и акцент на интегративных моделях смешанного обучения.

Ключевые слова: изучение английского языка, образовательные технологии, компьютерно-поддерживаемое изучение языка, обучение ESL / EFL, студенты нефилологических специальностей

Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida nofilolog talabalarga ingliz tilini o'qitishda yangi pedagogik texnologiyalardan foydalanish masalalari o'rganilgan. Multimedia resurslar, onlayn platformalar, mobil ilovalar va virtual muhit kabi raqamli vositalar talabalarning qiziqishlarini oshirish va til ko'nikmalarini rivojlantirish usullari sifatida tahlil qilingan. Kommunikativ o'qitish, konstruktivizm va texnologik pedagogik bilimlar nazariyasi sintez qilinib, texnologiyalarni o'quv jarayoniga qo'llash yondashuvlari baholangan. Sanoat va sifat ko'rsatkichlari raqamli vositalardan maqsadli foydalanilganda o'quv dasturlari va pedagogikada ularning ta'limiy va motivatsion qimmatini namoyon etadi. Ammo, o'qituvchilar tayyorgarligi va imkoniyatlar teng emasligi kabi muammolar hal etilishi zarur. Yangi texnologiyalar asliy muloqot, differentsial o'qitish va talaba markazli o'qitishni rag'batlantirishda foydalanilganda, ular filolog bo'lmagan talabalarning ingliz tilidagi ko'nikma va ishonchini oshirishi mumkinligi aniqlangan. Tavsiyalar o'qituvchilarni tayyorlash, zarur resurslar taqdim etish va integrativ aralash o'qitish modellariga e'tibor qaratishni qo'llab-quvvatlaydi.

Tayanch so'zlar: ingliz tilini o'rganish, ta'limiy texnologiyalar, kompyuter yordamida til o'rgatish, chet tillarni o'qitish, nofilolog talabalar

INTRODUCTION

It is important to use new pedagogical technologies in teaching English. Today, many students in the world prefer to learn using the internet and smartphones. Therefore, teachers can teach students interesting and effective by using new pedagogical technologies. For example, the use of online platforms, interactive tutorials, videos and audio materials can help motivate students and increase their mastery of learning. In addition, teachers can also use interactive games, websites, and mobile apps to engage students. Through these, teachers can create opportunities for students to learn more effectively and efficiently. Lessons equipped with new pedagogical technologies help motivate students, increase their mastery and learn English effectively..

Advances in digital technologies such as multimedia, mobile applications, online platforms, and virtual environments have transformed learning and teaching in the 21st century. As English cements its status as a global lingua franca, effectively integrating these emerging technologies into English language teaching can enhance students' linguistic and communicative skills for the digital world. This is the teaching of English as a foreign language to non-philologist students in educational settings, including universities (1. 66-67). However, carefully integrating

new technologies into curriculum and pedagogy remains an ongoing challenge that requires further research.

This article focuses on the integration of digital tools in English classes for non-philology students of universities that teach English for general qualifications instead of specialisation. The communicative competence approach is well suited today with the use of targeted technologies that promote meaningful communication and task-based learning (2. 7-8). Adapting the capabilities of technologies to educational goals and using them effectively alongside proven methods requires critical analysis.

This article synthesizes theoretical research, empirical research, and teachers' experiences on improving technology for non-philology students. It provides principles to guide English teachers in navigating the digital landscape to better support this unique demographic. The careful integration of new technologies together with communicative methodology can greatly enrich the English language learning of non-philologist students (3. 23-25).

LITERATURE ANALYSIS AND METHODOLOGY

This article takes an interdisciplinary approach, synthesizing theoretical frameworks and research literature from education, instructional design, linguistics, and computer-aided language learning research. The paradigm of communicative competence that shapes modern language teaching creates a philosophical basis (4. 269-267). Constructivist learning theory outlines principles for active, authentic learning tasks enabled by technology. The model of technological pedagogical content knowledge (TPACK) defines the knowledge and skills that teachers should acquire (5. 60-70).

These frameworks contextualize the literature review on technology-enhanced English language teaching. Quantitative, qualitative, and mixed methods studies demonstrate the motivational and linguistic effects of technology. Synthesizing this research identifies effective practices and challenges for non-philological contexts. This multifaceted analysis of theories, research, and practice provides clear insights into optimizing language development technology for non-philology students.

DISCUSSION

In the 21st century, the processes of globalization and integration have affected all aspects of human activity, and the need for professionally oriented communication has begun a new era. The modern, ever-changing reality makes high demands on specialists, who must not only have professional skills and abilities, but also be highly qualified specialists in the field of language communication. Language, as the main means of communication, acts as a mirror reflecting the changes taking place in society.

A synthesis of relevant literature reveals key benefits and practical insights into technology-enhanced language teaching for non-language learners. Technologies such as multimedia, mobile applications, online platforms and virtual worlds are combined to increase students' motivation and activity, provide opportunities for real language interaction, support the meaningful development of communicative

competence (6. 34-37), in the classroom discussions, classes and events can be supported.

However, teacher training and pedagogical coordination are critical to achieving these benefits. Teachers should emphasize fluency, that is, accuracy, both in the use of technology and in the tools relevant to communicative teaching goals.

Overall, research confirms that technology has a positive impact on language learning when it is purposefully incorporated into teaching using sound pedagogical principles. This supports their reasonable use for enrichment in contexts outside of philology.

The Technological Pedagogical Content Knowledge model emphasizes three key areas of knowledge that teachers need:

Pedagogical knowledge - knowledge of teaching and learning theory, including student motivation, assessment methods, and classroom management.

Content knowledge - in-depth knowledge and understanding of a subject or course being taught, such as math or history.

Technological knowledge - skills in the use of information technology, computer programs and electronic resources.

According to the TPACK model, the teacher must be at the intersection of these three areas for effective teaching. That is, the teacher should know his subject in depth, have pedagogical skills and be able to use technologies in teaching its content. When technologies are used in education, they should be consistent with pedagogical goals and serve content development. The TPACK model emphasizes an important factor in the rational use of educational technologies (7. 81-91).

The need for a scientific approach to the analysis of linguistic features of various types of texts and registers was noted by many authors in the 60s. Although their research was limited to the concept of "register" and was conducted at the level of words and sentences, reliable corpus-based statistical data were obtained on the distribution of various types of words and structures in texts belonging to different registers.

With the development of computer technology, corpus linguistics became widespread. The research shows that the analysis of the text corpus in the preparation of educational programs allows to combine reliable statistical data on the structure and linguistic features of texts of various genres, a large number of real examples, the study of various fields of knowledge. allows. Although the programs of modern higher education institutions do not have a unified whole within the framework of this relevant multidisciplinary approach, they can unite around the overall goal and process of teaching English for special purposes.

The use of text corpus data, as well as the use of special programs that allow the use of the latest Internet technologies, will increase the study and analysis of ESP and thus new perspectives. A corpus that employs several translations of a single source text can be of great help in training translators, allowing the teacher to focus on the most salient events, and to select many examples from the texts that

students relate to (8. 6-7). .

RESULTS

A careful analysis of theories, research, and practice illuminates key considerations in the use of technology to improve English language learning for non-literate students. First, technologies should be aimed at fulfilling specific communicative goals, constructivist outcomes, and TPACK-based teaching skills to effectively develop students' linguistic competence and performance. Aligning existing knowledge, capabilities directly with knowledge areas and required skills ensures targeted integration rather than tangential use.

Second, teachers should use technology to support students' self-directed communicative learning while mitigating potential problems such as distraction. Models such as programmatic, participatory, and experiential integration can facilitate optimal inclusion at appropriate stages (9. 90–92). Teachers should gradually control the students within the framework of the guide, emphasizing metacognition and difference.

Third, the chosen technology should offer features that match the language learning goals, such as interactivity, personalization, and accessibility. Multimedia resources, mobile applications, online platforms, and virtual environments can be used strategically, but each provides different experiences and skills. Teachers must consider the unique advantages and limitations of the available opportunities.

Also, effective integration requires access to education and support for students. It is important that teachers develop new technologies and flexible communicative teaching methods. Permanent teams of practice continue to grow after initial training. Access to equipment and troubleshooting technical issues are also essential. Meeting these needs enables teachers to successfully implement technology-enhanced language teaching.

The incorporation of new technologies into English language teaching has generated significant debate in the applied linguistics and linguistics literature, including an ongoing debate about models that balance traditional and technology-based approaches. Some argue for reserving technology for additional self-regulation, primarily using unfamiliar digital tools and minimizing classroom friction. However, others support more general blended learning models in which strategic technology integration enhances active inclusive participation and personalized instruction.

In non-philological contexts, in particular, communicative competence prioritizes the active meaningful use and discussion of language. New tools can provide efficiency, differentiation and motivation. But using some discreet technology shouldn't completely replace valuable face-to-face interaction. A balanced approach to designing participatory integrated activities that aligns the capabilities of technologies with learning objectives and uses the ICAP framework can resolve this tension. Further research on optimal integration models for non-philological contexts is warranted.

The ICAP framework is a psychology of education that classifies learning activities based on student engagement and cognitive processing. ICAP stands for interactive, constructive, active and passive (10. 70-71).

The ICAP framework recommends structuring learning to maximize interactive activities, then constructive, then active, then minimizing passive transfer. Interactive tasks are optimal for engaging and generative processing of language acquisition.

Teachers should design participatory lessons using technology, projects, and peer feedback to move students from passive to active, constructive, and interactive zones. This scaffolding is meaningful participation related to linguistic development. ICAP provides principles to guide active learning focused on authentic language use.

In addition, more research is needed on next-generation tools that use AI, machine learning, augmented databases, and big data analytics to support communicative language development. As these emerging technologies proliferate, their potential applications for non-philological contexts merit discussion.

CONCULISON

New digital technologies offer invaluable opportunities to enrich English language teaching when purposefully integrated into student-centered communicative teaching approaches. Technology integration based on sound pedagogical foundations for non-philology students can increase motivation, provide authentic interactive practice, and promote active linguistic development. However, teachers must ensure fluency in new tools and flexible teaching methods that emphasize metacognition and learning independence. Training and communities of practice are key to teacher preparation.

Some debate remains about models that balance technology-enabled activities and traditional instruction. But research generally supports the careful integration of multimedia, mobile, online, and virtual platforms as useful in non-philological contexts. With adequate support and balanced models, teachers can use educational technology to engage diverse learners and improve their English proficiency. More research may continue to identify best practices for integration as new tools emerge, but existing frameworks provide guidance for enriching non-philology students' language learning experiences.

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