

PROBLEMS AND SOLUTIONS IN FOREIGN LANGUAGE TEACHING IN
NON-PHILOLOGICAL UNIVERSITIES

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Annotation *In this article, the problems encountered in foreign language teaching in higher educational institutions not related to philology were analyzed and ways to solve them were proposed. It explores issues such as limited methods, diverse student backgrounds, and contemporary approaches to improving English language teaching in non-language-oriented academic settings.*

Keywords: *pedagogical approaches, non-philological universities, problems and solutions, language teaching, diversity of students.*

Introduction: The problems of teaching English in non-philological universities are multifaceted. First, students come from different linguistic backgrounds, which have different levels of influence on English language teaching. This diversity makes it difficult for teachers to meet the individual needs and skill levels of students in the same classroom. In addition, limited resources, including materials, textbooks, and technology, exacerbate the challenges of effective language teaching. Inadequate funding for language programs and teacher training opportunities exacerbates these problems and hinders the implementation of innovative teaching methods and strategies.

In addition, the lack of real language exposure outside the classroom is a serious barrier for students to develop practical language skills and cultural competence. Without opportunities to immerse themselves in authentic English language contexts, students may struggle to apply their language learning in real-world situations, limiting their overall proficiency and confidence.

Despite these challenges, there is a need for effective solutions to strengthen English language teaching in non-philological universities. By addressing key issues and implementing targeted interventions, teachers can create a supportive learning environment that fosters language acquisition, cultural awareness, and interdisciplinary communication skills.

This article aims to study the common problems encountered in the teaching of English in non-philological universities and to propose practical solutions to overcome these difficulties.

By comprehensively examining innovative pedagogical approaches, using technology, engaging with stakeholders, and creating language-rich environments, educators can help students succeed in their academic and professional endeavors. By adopting these strategies, non-philological universities can fulfill the mission of providing a holistic education that prepares students for global citizenship and lifelong learning.

Main part: Teaching English in non-philological universities presents teachers with unique challenges arising from diverse student backgrounds, limited resources, and the

interdisciplinary nature of curricula. Understanding and addressing these issues is critical to developing effective language teaching programs that are tailored to the needs of students in a variety of disciplines.

The following section outlines the main challenges teachers face in this context: One of the most important problems in teaching English in non-philological universities is the students' different language skills. In contrast to students in language-oriented programs, whose level of language proficiency may be homogeneous, students in non-philological subjects come from diverse linguistic backgrounds.

Some students may have extensive exposure to English, while others may have limited or no experience with the language. This diversity creates challenges in designing learning materials and activities that are appropriate for students' different skill levels. Teachers must strike a balance between challenging gifted students and providing support and assistance to those who struggle with the language.

In addition, differences in learning styles, motivations, and cultural backgrounds further complicate the task of engaging and motivating students to learn English. Non-philological universities often face limitations in terms of resources allocated to teaching English. Budgetary constraints can result in inadequate funding for language programs, insufficient access to updated teaching materials and technology, and a shortage of qualified teachers.

As a result, teachers may find themselves limited in providing high-quality language education that meets the diverse needs of students. Lack of resources also affects professional development opportunities for language teachers. Without access to training seminars, conferences, and other forms of professional development, teachers may struggle to stay abreast of the latest pedagogical approaches and technologies in language teaching.

Teaching English at non-philological universities often competes with disciplinary content for students' time and attention. Students may perceive English language courses as less relevant to their primary academic interests, leading to lower motivation and engagement.

In addition, non-language faculty may further marginalize English language instruction and prioritize content-specific skills over language proficiency. The interdisciplinary nature of curricula also creates difficulties in integrating language teaching with disciplinary content. Teachers need to find ways to contextualize language learning in their students' fields of study, making connections between language skills and real-life applications in their respective fields. Unlike students in language-oriented programs who have access to an English-speaking environment, students in non-philological universities may have limited exposure to authentic English-language contexts. This lack of exposure hinders students' ability to develop practical language skills, including speaking and listening and cultural competence.

In addition, the lack of real language exposure outside the classroom makes it difficult for students to consolidate and apply language learning in real-life situations. Without the opportunity to interact with native speakers and be exposed to diverse cultural perspectives, students may struggle to develop fluency and confidence in using English for academic and professional purposes.

Addressing the challenges of teaching English in non-philological universities requires a multifaceted approach that includes innovative pedagogical strategies, the use of technology, collaboration between stakeholders, and the creation of a language-rich environment.

The following section provides practical solutions for improving English language education in this context:

Teachers must implement differentiated instructional strategies to meet the diverse needs and skill levels of students. This includes designing learning materials and activities that are appropriate for different learning styles, motivations, and prior language experiences. For example, teachers can offer graded assignments, group work, and individual feedback to provide targeted support to students at different levels.

Additionally, incorporating multimodal teaching approaches such as visual aids, audio recordings, and interactive exercises can enhance engagement and understanding among students with diverse learning preferences.

In conclusion, expanding English language education in non-philological universities requires a holistic approach that combines differentiated instruction, the use of technology, collaboration between stakeholders, and the creation of a language-rich environment.

By adopting these solutions, educators can help students succeed in their academic and professional endeavors and prepare them for success in an increasingly interconnected and multicultural world. With dedication, innovation and collaboration, we can overcome the challenges of teaching English in non-philological universities and create a transformative learning experience for students across disciplines.

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