



Effective approaches to designing language textbooks for non-philological fields

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ABSTRACT

This article analyzes the effective methods for creating language textbooks for students studying subjects other than philology. The article looks into cutting-edge techniques and approaches to produce language teaching resources that meet the particular requirements and goals of students studying subjects other than linguistics. These textbooks seek to improve non-philological students' language skills and intercultural competency by including real-world applications and cultural elements.

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Nofilologik sohalar uchun til darsliklarini loyihalashning samarali yondashuvi

ANNOTATSIYA

Kalit so'zlar:

til darsliklari,
filologik bo'lmagan
yo'nalishlar,
madaniy elementlar,
moslashtirilgan o'qitish
usullari,
til o'rganish natijalari,
madaniy tushunish.

Maqolada filologiyadan boshqa yo'nalishlarda tahsil olayotgan talabalar uchun chet tili darsliklarini yaratishning samarali usullari tahlil qilingan. Maqolada tilshunoslikdan tashqari fanlarni o'rganayotgan talabalarning aniq talab va maqsadlariga javob beradigan xorijiy tillarni o'qitish vositalarini yaratish bo'yicha ilg'or tajriba va yondashuvlar muhokama qilinadi. Ushbu darsliklar filologiya fanlari bo'lmagan talabalarning til ko'nikmalarini va madaniyatlararo kompetensiyalarini ilovalar va madaniy elementlarni o'z ichiga olgan holda oshirishga mo'ljallangan.

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Эффективные подходы к разработке учебников языка для нефилологических направлений

АННОТАЦИЯ

Ключевые слова:

учебники языка,
нефилологические
области,
практическая значимость,
культурные элементы,
адаптированные методы
обучения,
результаты изучения
языка,
культурное понимание.

В статье рассматриваются эффективные подходы к созданию учебников по иностранному языку для студентов, изучающих дисциплины, не связанные с филологией. Особое внимание уделяется современным методам разработки учебных пособий, которые отвечают специфическим потребностям и целям таких студентов. Эти учебники направлены на развитие языковых навыков и межкультурной компетенции студентов-нефилологов через интеграцию прикладных программ и культурных элементов.

INTRODUCTION

Proficiency in many languages is essential for students pursuing a variety of career choices in today's academic and professional environment. While literary content and theoretical elements are frequently the center of traditional language textbooks, creating materials for students studying subjects other than philology calls for a customized strategy. This change of viewpoint is required to give students useful language skills and a thorough comprehension of cultural quirks that are pertinent to their particular fields of study. The purpose of this paper is to investigate effective and creative approaches to creating language textbooks that meet the unique requirements of students studying subjects other than linguistics. These textbooks aim to enable students to succeed academically and professionally in their chosen fields by incorporating real-world applications, highlighting cultural competencies, and implementing specialized teaching strategies. It promotes a comprehensive approach to language learning that goes beyond conventional boundaries.

METHODS

A thorough study strategy was conducted using knowledge from the Uzbek educational system to investigate successful methods for developing language textbooks for non-philological disciplines. First, a comprehensive literature analysis was carried out, examining the language teaching resources currently in use both domestically and abroad in non-philological fields. The research sought to find effective frameworks that could be modified to satisfy the unique requirements of Uzbek students in a variety of academic subjects by examining educational theories and curriculum design techniques. Additionally, subject matter specialists and language teachers working in the Uzbek educational system were interviewed in-depth. These conversations offered insightful viewpoints on the difficulties and possibilities of creating language textbooks in the Uzbek environment for non-philological areas. Through consultation with seasoned experts, the study acquired useful knowledge on successful approaches to textbook creation that are both culturally appropriate and educationally significant. Interviews with Uzbek language teachers, for instance, demonstrated the significance of integrating useful language skills that are pertinent to students' future employment. Language instructors can better prepare students for success in fields like engineering, business, or healthcare by including

industry-specific terminology and communication scenarios in their textbooks. The importance of cultural awareness in language learning materials was also emphasized by insights from specialists in non-philological fields, who emphasized the role that language plays in comprehending and appreciating the various cultural viewpoints found in Uzbekistan's heterogeneous society.

RESULTS

The results of the study provide insight into important methods for writing language textbooks for fields other than philology. The incorporation of real-world applications and practical skills into the curriculum is one important strategy that came out of the study. Teachers can successfully engage students and assist them in developing their language skills in real-world situations by using practical exercises and pertinent scenarios. For example, adding medical communication simulations for prospective healthcare professionals or business correspondence exercises for economics students can improve the usefulness and relevance of language learning resources. Furthermore, the study emphasized how crucial it is to include cultural elements and promote intercultural competency in textbook design for students who are not philological. To give pupils a thorough grasp of the language in its cultural context, textbooks should incorporate cultural allusions, customs, and nuances, acknowledging the importance of cultural knowledge in effective communication. Students can gain the awareness and abilities necessary to function in a variety of cultural contexts both at home and abroad by encouraging intercultural competency. Students' perspectives can be expanded and their capacity to communicate across cultural barriers improved, for instance, by introducing readings that examine society standards or dialogues that highlight cultural customs. The study essentially highlights the need for a comprehensive strategy that extends beyond linguistic theory when creating language textbooks for non-philological subjects. Teachers can develop resources that not only improve language proficiency but also develop well-rounded, culturally aware people who are ready for success in a globalized world by combining practical skills, real-world applications, cultural elements, and intercultural competence-building activities.

Effective language textbooks for subjects other than philology require a well-balanced combination of theoretical underpinnings and real-world application. For example, including real-world language applications into Uzbek education, like business communication simulations or exercises involving medical terminology, can help close the gap between professional practice and classroom instruction. Teachers can enhance students' enjoyment of the language and its sociological subtleties and promote a deeper grasp of both language and culture by incorporating cultural elements unique to Uzbekistan's rich heritage and diverse society. Additionally, specialized teaching strategies that are adapted to the particular requirements of students studying subjects other than philology can greatly improve the educational process. For instance, adding interactive language exercises that are pertinent to disciplines like engineering, economics, or law might improve the effectiveness and engagement of the learning process. Teachers can produce resources that not only increase language competency but also foster a more comprehensive cultural awareness and sensitivity in pupils by tailoring language textbooks to the academic and professional objectives of Uzbek students. Essentially, language teachers in Uzbekistan can create textbooks that meet the various needs of non-philological students by balancing theoretical ideas with practical relevance, incorporating

real-world applications and cultural elements, and employing specialized teaching techniques. In the end, these methods improve the whole educational experience for non-philological learners in Uzbekistan by strengthening language learning results and fostering a closer bond between students, the language they are learning, and the cultural context in which it is entrenched.

CONCLUSION

The article emphasizes how important it is to use effective techniques when writing language textbooks for subjects other than philology. Teachers can create resources that give students the tools they need to succeed in their academic endeavors and professional jobs by fusing cultural components, practical skills, and specialized teaching methods. The necessity of further research and cooperation between language teachers and experts in non-philological fields must be emphasized going forward. This partnership is essential to the ongoing development of successful methods for creating language textbooks that are impactful, interesting, and relevant for students in a variety of academic subjects. Teachers may work together to improve language instruction for non-philological learners and set them up for success in a constantly changing global environment by cultivating a culture of creativity and cooperation.

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