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ANALYSIS OF EXISTING CURRICULA AND EDUCATIONAL-METHODOLOGICAL LITERATURE FOR TEACHING ENGLISH TO STUDENTS OF NON-PHILOLOGICAL EDUCATIONAL FIELDS

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https://doi.org/10.5281/zenodo.22706984

Abstract: This article analyzes the existing curricula and educational-methodological literature used for teaching English in non-philological educational fields. Particular attention is paid to the alignment of educational content with students' professional fields, the potential for developing communicative competence, and the implementation of modern pedagogical and digital approaches. The effectiveness of existing educational resources and the need for their further improvement are also substantiated.

Keywords: non-philological education, English language, curriculum, educational-methodological literature, professionally oriented education, communicative competence, educational content, digital education**.**

The organization of English language teaching in non-philological educational fields in Uzbekistan is carried out on the basis of relevant orders and regulatory documents of the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan, as well as the Common European Framework of Reference for Languages (CEFR) and the State Educational Standards (SES). In particular, the process is implemented in accordance with the Regulation "On measures to further improve the teaching of foreign languages in higher education institutions," approved by Order No. 357 of the Minister of Higher and Secondary Specialized Education of the Republic of Uzbekistan dated June 30, 2020; Resolution No. 312 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 19, 2021, "On measures to bring the activities of popularizing foreign language learning in the Republic of Uzbekistan to a qualitatively new level"[1]; as well as the qualification requirements for non-philological bachelor's degree educational fields and foreign language curricula approved by the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan.

Among the main tasks of English language departments and academic groups in non-philological educational fields are the following:

providing higher education students with in-depth instruction in English for Specific Purposes (ESP) and professional vocabulary based on their respective fields of specialization;

enhancing the professional and linguistic competencies of teachers and instructors, as well as extensively involving qualified specialists holding international certificates (IELTS, TESOL, CEFR C1) and foreign experts in the educational process;

introducing modern information and communication technologies and mobile applications (Padlet, Quizlet, Duolingo, Canvas) into the educational process and making effective use of modern interactive teaching methods and techniques;

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taking into account contemporary international experience and scientific and technological achievements in the development of field-specific educational literature and digital learning resources[2].

According to the relevant regulatory documents, the primary objective of teaching English in non-philological educational fields is to prepare competitive bachelor's-level specialists capable of communicating fluently in a foreign language within their professional fields in the international labor market, independently analyzing and processing international scientific and technical information, and effectively using interactive and digital technologies in academic and professional communication.

In accordance with the qualification requirements for non-philological educational fields, foreign language instruction for bachelor's students is organized based on professional standards and the current requirements and needs of employers. Within full-time bachelor's degree programs, the hours allocated to English language instruction are gradually mastered in accordance with the curriculum of the respective educational field.

The professional and language competencies of bachelor's students in non-philological educational fields involve activities in the following main areas:

professional and academic communication;

research activities (working with foreign-language literature and academic databases);

organizational and managerial activities (conducting international cooperation and communication);

independent and digital learning (self-development through mobile applications).

According to the qualification requirements, graduates studying English in non-philological educational fields should possess the skills necessary to perform tasks related to professional and language-use activities, including the following:

In planning the educational process and independent learning: mastering General English and English for Specific Purposes (ESP) programs in accordance with the State Educational Standards and professional requirements; adapting educational materials through mobile applications and digital platforms such as Padlet and Quizlet according to students' individual needs and language proficiency levels (A2, B1, B2); planning the intended learning outcomes of classroom activities and extracurricular independent learning; and methodologically and scientifically planning the use of digital and interactive tools.

In ensuring the comprehensive effectiveness of English language education: selecting interactive tasks in accordance with the objectives of classroom and independent learning while taking students' cognitive abilities into consideration; utilizing multimedia resources and mobile applications appropriate to the lesson topic; effectively allocating time and educational resources both during and outside classroom sessions; making effective use of information and communication technologies (ICT) and mobile learning opportunities in the process of English language instruction; organizing differentiated instruction based on students' learning outcomes; selecting gamification and asynchronous learning methods according to students' age-related and professional characteristics; applying methods aimed at developing the core language skills of Reading, Writing, Listening, and Speaking, as well as practical and professional skills; appropriately organizing project-based and

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collaborative activities through digital platforms; extensively applying self-assessment, self-monitoring, and self-directed language learning strategies; ensuring the integration of theory and practice, particularly professional language; creating opportunities for students to develop independent and critical thinking; increasing learning motivation through mobile applications; and facilitating effective communication within groups and in international environments.

At present, 120 hours are allocated to English language instruction for students of non-philological educational fields, of which 48 hours are allocated to practical classes and 48 hours to seminar sessions.

Table 1

Distribution of Hours Allocated to the Foreign Language Course in Non-Philological Educational Fields at Higher Education Institutions

№	Level of Study / Type of Educational Field	Weekly Practical Hours	Annual Workload (credit
Non-philological Bachelor's Degree Programs (according to the Curriculum)			
1.	1st year (1st–2nd semesters)	4 hours	120–150 ho credits)
2.	2nd year (3rd–4th semesters)	2–4 hours	90–120 ho credits)
Specialized or International-status Non-Philological Programs (In Professionally Oriented Language Instruction)			
3.	1st year (1st–2nd semesters)	6 hours	180–210 ho credits)
4.	2nd–3rd years (English for Specific Purposes / ESP)	4 hours	120–150 ho credits)

The distribution of academic hours allocated to the foreign language (English) course in non-philological educational fields is structured according to the targeted orientation of education and a differentiated approach based on students' levels of preparation. During the first year of study (1st year), primary attention is given to the formation and development of general language skills (General English). In standard non-philological educational fields, 4 hours per week (120–150 hours per year / 4–5 credits) are allocated at this stage. From the second year onward, as the focus shifts toward field-specific terminology and the characteristics of professional language (English for Specific Purposes – ESP), the workload amounts to 90–120 hours (3–4 credits). This corresponds to the principle of progressing from theoretical knowledge of the language to practical professional communication.

In non-philological educational fields with international status or an intensive curriculum, the intensity of language acquisition is considerably higher. In the first year, the volume of weekly practical classes is 6 hours, while the annual workload amounts to 180–210 hours (6–7 credits). At subsequent stages (2nd–3rd years), English for Specific Purposes courses continue at 4 hours per week, within a total workload of 120–150 hours (4–5 credits). This enables students to communicate more effectively in international professional environments and work with international academic sources related to their fields of specialization.

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However, our analysis of the curriculum developed for second-year students of humanities within non-philological educational programs shows that the topics correspond predominantly to A1 and A2 proficiency levels. At the same time, students' actual levels of English proficiency are not sufficiently taken into account within the classroom, and the inclusion of elementary-level topics for second-year students indicates the need to improve the existing curricula. In our view, there is a clear need to revise and enhance these topics in accordance with students' actual language proficiency and professional requirements. Furthermore, we consider it necessary to review the topics within the framework of students' professional specializations and to give greater attention to professionally oriented grammar instruction.

Table 2

Suggested Topics for Teaching English to Students of History and Political Science

№	Historical and Political Topics and Skills	Historical and Political Topics and Skills	Historical and Political Topics and Skills
A1	**Foundations of Society and Dynasties** Reading: Royal Families and Ruling Dynasties Speaking: Historical figures and their background	Qadimgi va o‘rta asr hukmdorlar sulolalari, shajaralar va davlat arboblari oilalari.	**Grammar:** Questions with to be / Auxiliary verbs **Writing:** Short biography of a historic figure
A2	**Historical Education and Reformers** Reading: Education in Ancient Greece and Rome Speaking: Comparing ancient and modern education	Antik davr ta'lim tizimi, faylasuflar va maktablar.	**Grammar:** Past Simple (Historical events) **Writing:** Describing a historic reformer/teacher
A3	**Political Conflicts and Revolts** Reading: Major Revolts and Uprisings in History Speaking: Describing historical	Tarixiy qo‘zg‘olonlar, siyosiy xatolar va inqilobiy harakatlar.	**Grammar:** Past Continuous (Background of historical events) **Writing:**

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	battles/events using visual sources		Description of a historic event/site
A4	**Diplomacy and Social Structures** Reading: Ancient Treaties and Social Classes Speaking: Historical marriage alliances and diplomacy	Tarixiy sulhlar, diplomatik aloqalar, feodal va tabaqaviy jamiyat tuzilishi.	**Grammar:** Stative verbs **Writing:** Formal email to an archive or museum curator
A5	**Migration, Empires and Colonies** Reading: Great Migrations and Diaspora History Speaking: Discussing causes and impacts of emigration/colonization	Xalqlarning buyuk ko‘chishi, emigratsiya, mustamlakachilik va diasporalar tarixi.	**Grammar:** Some, many and most (Demographic data) **Writing:** Description of a historic city/capital
A6	**Territories, Borders and Geography** Reading: How National Borders Changed Over Time Speaking: Territorial disputes and maps	Geopolitika, tarixiy xaritalar, hududlar va chegaralarning shakllanishi.	**Grammar:** Quantifiers **Midterm Assessment**
A7	**Great Thinkers and Political Philosophy** Reading: Ibn Sina and Al-Farabi on Statecraft and Ethics Speaking: Ideal working and governance environment	Sharq va G‘arb mutafakkirlarining siyosiy va ilmiy merosi, davlatchilik ta'limotlari.	**Grammar:** Present Perfect (Achievements and heritage) **Writing:** Short summary of a philosophical text
A8	**International Alliances and Coalitions** Reading: Diplomatic Summit Programs and	Xalqaro tashkilotlar, diplomatik uchrashuvlar,	**Grammar:** Present Continuous, Stative verbs

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	Declarations Speaking: Modern international organizations (UN, EU, SCO)	ittifoqlar va shartnomalar.	**Writing:** Formal invitation to an academic conference
A9	**History in Cinema and Political Propaganda** Reading: Analysis of Historical Feature Films and Documentaries Speaking: Debating propaganda techniques in media	Tarixiy filmlar, kinosanoatda tarixiy haqiqat va siyosiy targ‘ibot.	**Grammar:** Prepositions of time (Chronology) **Writing:** Review of a historical documentary
A10	**Archaeology, Heritage and Global Tourism** Reading: Rediscovery of Machu Picchu and Silk Road Sites Speaking: Cultural heritage preservation and political tourism	Arxeologik qazishmalar, YUNESKO meros ob'ektlari va madaniy diplomatiya.	**Grammar:** Future 1 (Future plans for research/excavations) **Writing:** Proposal for an archaeological/historical trip
A11	**Political Campaigns and Future Governance** Reading: Analysis of Election Manifestos Speaking: Debating future political developments and policy choices	Saylov kampaniyalari, siyosiy partiyalar, davlat boshqaruvining kelajak modellarini tahlil qilish.	**Grammar:** Future 2 (Will for predictions and policy outcomes) **Writing:** A brief political vision/opinion piece
A12	**Resource Crises and Food Politics** Reading: Famines, Trade Routes, and Agrarian Reforms Speaking:	Tarixdagi ocharchiliklar, savdo yo‘llari, agrar islohotlar va resurslar uchun siyosiy kurash.	**Grammar:** Revision / Mixed Tenses **Midterm**

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	Discussing global resource allocation and food security	**Assessment**

These topics are presented as suggested topics and are generally aligned with the topics included in the existing curriculum. However, it should be noted that some topics have been slightly modified and adapted to the students' fields of specialization. Particular attention is also given to grammar in the teaching of these topics. From a linguistic perspective, specific emphasis is placed on Past Simple, Past Continuous, Present Perfect, Future forms, and Quantifiers. In our view, rather than focusing predominantly on general topics such as family or school, greater effectiveness can be achieved by organizing lessons in accordance with students' fields of specialization. Writing and Speaking tasks have been adapted to academic and professional requirements, including writing formal letters, expressing opinions on historical documents or documentary films, writing reviews, and preparing biographies. Such professionally oriented tasks are particularly important for the preparation of modern specialists who are capable of applying their language skills in academic and professional contexts.

In teaching Chinese to students of this field, particular attention should be paid to professional vocabulary and the revision of the topic list in order to support students in achieving the B2 level. In organizing independent learning, it is advisable to use topics corresponding to the terminology of the relevant field. Furthermore, greater attention should be given to the use of rubrics within the assessment system, as this can provide more transparent and objective evaluation of students' learning outcomes. Based on these considerations, we recommend organizing the teaching process in the following manner.

In conclusion, although the existing curricula and educational-methodological literature designed for teaching English in non-philological educational fields contribute to the development of students' general language competence, it is necessary to further strengthen their alignment with students' professional needs. In particular, greater emphasis should be placed on incorporating professional terminology, field-specific texts, authentic communicative situations, and practical tasks into the educational content. At the same time, the use of mobile applications and digital resources can enhance the interactivity and effectiveness of the learning process. Taking these aspects into account, improving curricula and methodological support can contribute significantly to preparing students of non-philological educational fields for their future professional activities.

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