

# МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА

Researchbib Impact factor: 11.79/2023

Том 2, Выпуск 2, 29 Января

## EXPLORING PEDAGOGICAL FOUNDATIONS FOR ADAPTING FOREIGN TEACHING EXPERIENCE IN ENGLISH LANGUAGE INSTRUCTION AT NON-LINGUISTIC UNIVERSITIES

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### Abstract.

This article aims to explore the pedagogical foundations essential for the successful adaptation of foreign teaching experience in the context of English language instruction at non-linguistic universities. With a focus on the challenges and opportunities presented by this unique setting, the study seeks to identify effective strategies that can be employed to enhance the quality of EFL education. The exploration involves an analysis of foreign teaching methods, their alignment with the specific needs of non-linguistic disciplines, and the potential impact on students' language proficiency and cross-cultural competence. The findings contribute to the ongoing discourse on optimizing language instruction within the diverse landscape of non-linguistic university settings.

**Keywords:** Pedagogical Foundations, Adaptation, Foreign Experience, English Language Instruction, Non-Linguistic Universities, EFL Education, Cross-Cultural Competence, Language Proficiency, Teaching Methods.

### Introduction.

In the ever-globalizing world, proficiency in English has become a vital skill for individuals pursuing careers in various fields. This holds particularly true for students at non-linguistic universities where English serves as a medium for accessing a wealth of knowledge and international opportunities. However, the challenge lies in effectively teaching English as a foreign language (EFL) within non-linguistic disciplines. This article delves into the pedagogical foundations that underpin the adaptation of foreign teaching experience to enhance EFL instruction at non-linguistic universities.

Higher education in a foreign language is now an essential requirement in the state educational standard. The expansion and qualitative change like the state's international relations and the internationalization of all spheres of society's life have created a significant demand for foreign language proficiency in practical and intellectual activities. To meet societal needs, there is a need to train highly qualified specialists who are well-versed in a foreign language. Therefore, there is

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a pressing need for a rational model for teaching foreign languages to non-linguistic students.

## **Methodology.**

The language problem is one of the most powerful factors hindering modern integration processes. The task of significantly increasing the efficiency of learning foreign languages has gone far beyond the scope of pedagogy and has acquired important political significance. The European Community is taking effective measures to stimulate language learning and eliminate language barriers by developing international programs to improve foreign language teaching. Numerous conferences and seminars are held on the problems of the content of foreign language courses, teaching methods, and teacher training.

## **Participants.**

The study involved EFL instructors and students from diverse non-linguistic disciplines at a representative non-linguistic university. Instructors with experience in adapting foreign teaching methods were purposively selected, and students were chosen from various academic departments.

## **Data Collection.**

Data was collected through a combination of qualitative and quantitative methods. In-depth interviews were conducted with EFL instructors to gain insights into their experiences, challenges faced, and strategies employed in adapting foreign teaching methods. Surveys were distributed among students to assess their perceptions of the effectiveness of adapted teaching methods and their impact on language acquisition.

## **Analysis.**

The qualitative data from interviews underwent thematic analysis, identifying recurring patterns and themes. Quantitative data from surveys were analyzed using statistical tools to derive patterns and correlations between adapted teaching methods and language proficiency outcomes.

### **1. Student-Centered Learning:**

One fundamental pedagogical principle is the shift toward student-centered learning. Adapting foreign teaching experience involves recognizing the diverse academic backgrounds of non-linguistic students and tailoring instructional methods to meet their specific needs. This approach emphasizes active participation, collaborative learning, and the incorporation of students' interests and disciplinary content into language instruction.

### **2. Communicative Language Teaching (CLT):\*\***

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Central to the pedagogical foundations is the adoption of communicative language teaching principles. This methodology focuses on developing students' ability to communicate effectively in real-life situations. In the context of non-linguistic universities, CLT encourages language instructors to create activities that simulate authentic communication within the students' academic domains, bridging the gap between language learning and their specialized fields.

### 3. Contextualized Language Learning:

The pedagogical basis for adapting foreign teaching experience emphasizes the importance of contextualized language learning. Language instruction should be directly relevant to the students' academic disciplines, enabling them to apply language skills in practical, real-world scenarios. Incorporating authentic materials, case studies, and industry-specific language enhances the contextual relevance of language learning, making it more meaningful for non-linguistic students.

### 4. Flexible Teaching Strategies:

Flexibility is a key pedagogical principle when adapting foreign teaching experience. Instructors must be adaptable and responsive to the diverse needs and learning styles of students from various disciplines. This requires a willingness to modify teaching strategies based on ongoing assessment, feedback, and the evolving language proficiency levels of the non-linguistic student body.

### 5. Cultural Sensitivity:

A crucial aspect of the pedagogical basis is cultural sensitivity. Non-linguistic universities often host students from diverse cultural backgrounds. Language instructors must be aware of and sensitive to these cultural differences, incorporating culturally relevant content and fostering an inclusive learning environment. This approach enhances cross-cultural competence, an essential component of effective language learning.

### 6. Integration of Technology:

The pedagogical foundation for adapting foreign teaching experience includes leveraging technology to enhance language instruction. Interactive multimedia, online resources, and virtual collaboration platforms can facilitate engaging and effective language learning experiences. Integrating technology aligns with the contemporary learning preferences of students and provides additional opportunities for language practice and skill development.

### 7. Continuous Professional Development:

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Lastly, a commitment to continuous professional development is integral to the pedagogical basis. Language instructors need to stay informed about current trends, methodologies, and research in language teaching. Regular training and collaboration with peers contribute to the ongoing refinement and adaptation of teaching strategies to meet the evolving needs of non-linguistic university students.

## **Results.**

### **Instructor Perspectives.**

The analysis of instructor interviews revealed that successful adaptation of foreign teaching methods involves a dynamic approach. Flexibility, cultural sensitivity, and continuous reflection on the evolving needs of non-linguistic students emerged as key factors. Instructors highlighted the significance of incorporating real-world examples related to students' disciplines to enhance engagement.

### **Student Perspectives.**

Survey results indicated a positive correlation between the use of adapted foreign teaching methods and students' language proficiency. Additionally, students expressed a preference for interactive and contextual learning experiences, emphasizing the relevance of content to their academic disciplines.

The study has shown that it is beneficial to incorporate foreign teaching methods, specifically the communicative approach when teaching a foreign language. This study is both theoretical and experimental. It analyses the content and methods of the educational process involved in teaching a foreign language using the communicative approach and identifies its main features, such as the humanization of educational and cognitive activity, and the activation of cognitive independence in students. To implement these features, it is suggested to develop programs that enhance the professional skills and abilities of teachers, as well as the intellectual abilities of students. Lessons could also incorporate interdisciplinary and multidisciplinary content. The study also explores the possibilities of using foreign teaching experience in the practical training of non-linguistic majors who are learning English as a foreign language.

A teaching scheme has been developed for students majoring in economics to help them learn English in practical training. This scheme takes into account the unique features of foreign experience and its implementation in non-linguistic universities. The main focus of this approach is to create a stimulating and creative atmosphere in the classroom through various teaching methods, which promotes

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excitement and interest in the learning process. To achieve this, different educational programs are designed to cater to the needs of each student.

During the experimental training, it was established that the suggested approach is both acceptable and effective. The experimental work revealed that the optimal conditions for promoting creativity in students involve a combination of group and individual work, the inclusion of game elements in lessons, the use of authentic visual aids, and a special organization of the learning process when introducing new material.

## **Discussion.**

The findings suggest that the adaptation of foreign teaching methods in EFL instruction at non-linguistic universities requires a nuanced understanding of the specific needs and expectations of students from diverse academic backgrounds. Instructors play a crucial role in bridging the gap between language learning and disciplinary knowledge. The incorporation of real-world examples and contextual materials emerged as effective strategies for making language learning more meaningful for non-linguistic students.

However, challenges such as varying levels of language proficiency and cultural backgrounds among students necessitate ongoing adjustments in teaching strategies. The discussion underscores the importance of a flexible and student-centered approach, encouraging instructors to continuously tailor their methods to the evolving needs of the diverse non-linguistic student body.

## **Conclusion.**

In conclusion, this study sheds light on the pedagogical foundations essential for successfully adapting foreign teaching experience in the context of EFL instruction at non-linguistic universities. The results emphasize the significance of instructor flexibility, cultural sensitivity, and the integration of real-world examples to enhance the language learning experience. The findings contribute valuable insights for educators seeking to optimize EFL instruction in diverse academic settings, fostering language proficiency and cross-disciplinary competence among students.

The results of the pedagogical experiment supported the main hypothesis of the research, which was that teaching a foreign language can be more effective if the teacher applies the findings of comparative pedagogy to enhance the educational and training process. This includes studying and integrating the pedagogical methods used within a communicative approach to foreign language teaching. The experiment also confirmed the effectiveness of organizing the

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educational and cognitive process according to the main features of the communicative approach, using real materials, applying the inductive method to learn new material, and using foreign language game lessons to enhance the quality of education for students and cultivate their positive attitude towards learning.

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