

Methodology of Using Information Technologies in Teaching English to Students of Non-Philological Fields of Study

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Abstract: The article examines the integration of Information Technology (IT) in English for Specific Purposes (ESP) education for non-philological students. It highlights the use of Learning Management Systems (LMS) like Moodle and Blackboard to deliver specialized content, such as technical reading exercises and industry-specific vocabulary tests. The piece also discusses the role of virtual classrooms and online simulations in providing flexible, context-rich environments that enhance language skills, particularly in fields like medical English. Additionally, the article addresses how IT tools, including gamified learning platforms and collaborative applications, can boost student motivation and engagement. It emphasizes the need for careful implementation, adequate teacher training, and ensuring equitable access to technology to maximize the benefits of IT in ESP instruction. The conclusion underscores the potential of IT to create dynamic and personalized learning experiences, essential for students' academic and professional success.

Keywords: Non-philological students, virtual classrooms, online simulations, gamification, student motivation.

Introduction: The way that languages, particularly English, are taught around the world has drastically changed as a result of the incorporation of information technologies (IT) in education. Being the universal language of the world, English is crucial for students studying philology as well as non-philological subjects like engineering, medicine, and the natural sciences. These learners need proficiency in English that is in line with their academic and professional objectives because they are frequently motivated by the demands of their particular fields. IT provides cutting-edge approaches in the digital age that address these particular requirements, improving accessibility, interactivity, and usefulness in the teaching and learning processes. Teachers are increasingly using IT technologies to improve language training for students who are not philological scholars as the area of education continues to develop. This page examines the many approaches and technology used in this situation, along with the studies that attest to their efficacy.

Main Part: Over the past few decades, IT has played an increasingly larger role in language instruction. According to Warschauer (2004), technology has an impact on language learning and instruction as well as communication. Through interactive exercises, simulations, and instantaneous feedback systems, he argues, instructors may build environments in which students take part in their own education with the use of digital resources. One of the most well-known instances of how IT has revolutionized language instruction is Computer-Assisted Language Learning (CALL). According to Chapelle (2001), CALL is any method where a student utilizes a computer for learning a language, either as the main form of instruction or as an additional tool to it. Students have access to multimedia materials, online platforms, and the acquisition of languages programs using CALL. These resources offer tailored learning paths, a variety of exercises that accommodate different types of learning, and flexible educational paths. The accessibility of internet tools and resources enables students to gain experience on their own as well. Learning English vocabulary as well as grammar may be made

interesting and frequently augmented with the use of apps like Duolingo, Babbel, and Memrise. These apps support self-directed learning, which is important for non-philological students who have to juggle their language studies with other academic obligations, according to a research by Godwin-Jones (2011).

Improving IT-Based Specialized Language Proficiency: The requirement for specialist language education, sometimes known as English for Specific Purposes (ESP), is one of the main obstacles in teaching English to non-philological pupils. ESP, as opposed to basic English, concentrates on fostering the linguistic abilities required for academic or professional settings. Hutchinson and Waters (1987) define ESP as a method to education that is driven by the requirements of the students rather than a certain language or set of procedures. For example, writing research papers in English or doing technical instructions may be prerequisites for students in engineering. Conversely, medical students must be conversant in medical jargon and possess clear communication skills when interacting with patients or foreign colleagues. IT is essential to the effective delivery of this kind of material. According to Dudley-Evans and St. John (1998), ESP can be extremely effective if it is backed with online resources for language acquisition that are relevant to the topic matter.

IT Tools for ESP Instruction: Delivering ESP to kids who are not philological has been successful with a number of IT solutions. For practice of languages and exchange, domain- particular applications like Tandem can pair students with native speakers in their particular field of studies. This gives individuals exposure to words relevant to their area in a natural setting and enhances their general skills in communicating. Universities are increasingly creating courses especially for non-philological students using Learning Management Systems (LMS) like Moodle and Blackboard in addition to applications. With the help of these platforms, educators can incorporate discussion boards, interactive tests, multimedia content, and text-based materials to enhance specialized learning. For example, technical reading comprehension exercises, industry-specific vocabulary tests, and writing assignments related to technical report writing could all be included in an engineering student's Moodle-based ESP course.

The Function of Online Simulations and Virtual Classrooms: The virtual classroom is another IT tool that has become more and more popular in ESP instruction. Students can access recorded lectures, participate in live conversations, and interact with interactive materials in a flexible learning environment provided by virtual classrooms. According to Salaberry (2001), virtual classrooms give students the chance to practice language skills in a context, bridging the gap between traditional and digital learning approaches. Furthermore, online simulations have shown exceptional efficacy in medical English instruction. For instance, medical students can practice English-language simulations of real-world medical situations using platforms like Body Interact and SimTutor. In addition to helping them practice certain vocabulary, this teaches kids how to think and react in English under pressure. According to Evans (2013), simulations give students a risk-free, secure setting in which to use their language abilities in real-world situations, significantly boosting their competence and confidence.

IT and Motivation of Students in Non-Philological Fields: Learning English is frequently viewed by non-philological students as a side project in relation to their primary academic pursuits. As a result, staying motivated can be difficult. However, by making the learning process more dynamic and interesting, IT has been demonstrated to dramatically raise engagement levels. In his discussion of the importance of motivation in language learning, Dörnyei (2001) points out that students are more inclined to stick with the learning process if they perceive the value of English in their academic or professional lives. One of the most important ways teachers may increase student motivation is by gamifying language learning, which is made feasible by IT tools. According to Kapp (2012), gamification is the process of introducing components of game design, such leaderboards, badges, and points, into non-gaming environments to make them more interesting. These components are used by language learning websites such as Kahoot, Quizlet, and Duolingo to promote engagement and persistence among students. By enabling students to compete with one another or with themselves, these platforms make learning more engaging and fun. Additionally, student collaboration has been

promoted via the usage of social media and teamwork tools like Microsoft Teams, Slack, and Google Docs. Group projects in these settings give students the chance to work on topics related to their subjects while also honing their English. In addition to improving language acquisition, this cooperative method develops communication and teamwork abilities, which are critical in job settings.

Realistic Aspects of Using IT in English Instruction: Although there are many advantages to using IT to teach English to students who are not philologists, its implementation necessitates careful planning. Teachers must receive training in both the technical aspects of the instruments they will be using and the language-teaching approaches. As noted by Levy (1997), incorporating CALL and other digital tools into language instruction necessitates a new set of pedagogical abilities. It's also critical to keep in mind that not every student may have equal access to the required technologies. The digital divide is brought up by Selwyn (2011), who points out that unequal access to technology might make educational disparities worse. Therefore, whether through resources offered by the university or outside financing options, institutions must guarantee that all students have access to the necessary IT tools and support.

Conclusion: There is a great chance to improve learning outcomes when information technology is used into English language instruction for students who are not philologists. Students have access to a multitude of materials that address their individual language needs through platforms including CALL, online simulations, virtual classrooms, and mobile learning. IT also makes it possible for more individualized, dynamic, and interesting learning experiences—all of which are critical for sustaining student motivation and encouraging self-directed learning. IT plays a critical role in developing successful ESP courses, which are essential for students who are not philologists, according to research by academics like Chapelle, Hutchinson, and Waters. To keep their teaching methods current and effective, educators need to stay up to date on the newest technologies and approaches as IT continues to develop. By doing this, they will give students the English language proficiency they need to excel in both their academic and professional endeavors.

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