

**PRINCIPLES OF TEACHING FOREIGN LANGUAGES TO NON-PHILOLOGY
STUDENTS USING SOFTWARE TOOLS**

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Abstract: In the era of globalization, knowledge of foreign languages is considered an essential skill. For non-philology students, in particular, learning foreign languages not only enhances their knowledge but also ensures their competitiveness in professional activities. Modern educational technologies, especially teaching with the use of software tools, make the process more effective and engaging. This article examines the didactic foundations of using software tools in teaching foreign languages to non-philology students.

Key words: foreign language, software tools, non-philology students, teaching, innovative technologies, platforms.

Introduction

Teaching foreign languages to non-philology students using software tools is an essential method for enhancing the effectiveness of modern education. By utilizing software tools, the learning process can be structured in an engaging, efficient, and adaptable manner to meet individual needs. This approach not only deepens students' knowledge but also contributes to the development of their communication skills.

Non-philology students typically learn foreign languages in connection with their professional fields. Therefore, the ability to use a foreign language in professional contexts—such as participating in business meetings, delivering presentations, and handling work-related correspondence—is highly relevant. One of the key objectives of a language instructor is to foster communicative competence, which includes helping students develop skills in searching for, reading, and comprehending information in a foreign language. This is particularly important when working with scientific articles, online resources, and professional materials.

Communicative goals encourage students to transition from theoretical language learning to practical application, ensuring their ability to use the language effectively. This, in turn, plays a crucial role in their future professional success.

Literature Analysis

The rapid advancement of software tools and innovative technologies in today's world has made their use in developing non-philology students' foreign language communication skills not only a necessity but also an effective way to make lessons more engaging and productive.

Linguist Robert Blake [1] emphasizes that “today’s students have access to various digital language-learning tools and can transform the learning process into an engaging experience by sharing their progress on platforms like YouTube.” His research highlights the importance of integrating modern digital resources to enhance language acquisition.

Similarly, Carol A. Chapelle [2], in her book “Computer Applications in Second Language Acquisition” (2001), provides scientific insights into assessing the effectiveness of foreign language learning through technology. Many researchers have contributed to the development of computer-

assisted language learning (CALL), demonstrating how multimedia—through text, audio, and visual resources—plays a crucial role in creating an immersive and interactive language-learning experience.

By utilizing these digital tools, students not only gain theoretical knowledge but also improve their practical language application skills, making the learning process more effective and enjoyable.

Research Methodology

This article examines and analyzes the methods of using software tools to develop the communicative skills of non-philology students in English. It highlights some analytical insights on the effective application of information technologies, particularly software tools that enhance speech development in foreign language classes.

Discussion

Teaching foreign languages to non-philology students using software tools is a methodological process based on the use of technology, specifically software tools and digital platforms, in language learning. Non-philology students—those who are not specializing in linguistics or philology (such as students in engineering, economics, medicine, or other fields)—require a customized approach. This approach organizes foreign language learning considering their professional needs and practical interest in the language. The aim of this method is to provide students with general language knowledge and skills, effectively teach the foreign language needed in their professional activities, and prepare them to read, write, listen, and communicate in the target language.

The didactic foundations of this process include defining teaching goals and objectives, planning and organizing the teaching process, selecting and adapting educational materials, incorporating innovative technologies into the learning process, and assessing and analyzing students' progress. The primary objectives in teaching foreign languages to non-philology students are as follows:

- **Communicative objectives** – enhancing students' ability to communicate in a foreign language. These objectives transition learners from merely theoretical study of the language to practical application.
- **Language skill development** – focusing on listening, speaking, reading, and writing skills in a comprehensive manner.
- **Cultural knowledge enrichment** – teaching students cultural elements of the target language community along with the language itself.

Software tools provide various opportunities to achieve these objectives, such as engaging students in an immersive language environment through multimedia tools.

When using software tools as educational materials, attention should be given to the following aspects:

- **Interactive resources:** Utilizing video lessons, voice recording exercises, and communication-based materials.
- **Mobile applications:** Encouraging students to practice independently outside class hours using mobile apps (e.g., Memrise or Babbel).
- **Tests and assessment tools:** Using automated tests to evaluate students' knowledge.

In addition to selecting educational resources that align with the learning objectives and tasks, the integration of innovative technologies is crucial. The use of innovative technologies in teaching foreign languages to non-philology students through software tools provides advantages such as artificial intelligence and gamification techniques for language skill development.

The application of **artificial intelligence (AI)** mainly involves automatically identifying and correcting grammatical errors in a foreign language. Considering that non-philology students frequently engage with technical texts and specialized vocabulary—and that their foreign language proficiency is not always at an advanced level—spelling and grammatical mistakes are common in

translation. In this process, students can efficiently correct writing and translation errors using AI-based tools.

Incorporating **game elements into the learning process** is known as **gamification**, which can be applied at all stages of language learning and for learners of all ages. In this method, students can reinforce new vocabulary or review grammar topics by playing customized games tailored to the needs of a specific language-learning group, often with time constraints. Gamification stands out from other methods by serving as a motivational tool that encourages students to learn. For instance, the reward system and daily goal tracking in platforms like Kahoot or Duolingo serve as visual engagement tools that capture students' attention.

Conclusion

Teaching foreign languages to non-philology students through software tools is an effective and flexible approach that helps adapt to the modern educational environment. However, this process requires careful oversight by educators, consideration of technical infrastructure, and a meticulous approach in selecting appropriate software. These factors contribute to making the learning process more effective and engaging. This approach not only deepens students' knowledge but also develops their communication skills. In the future, expanding research in this area and integrating new technologies into the educational process will be beneficial.

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