every single word in a text. Students should first determine whether an unfamiliar word is essential to the overall meaning. If it is not, they can continue reading and use the wider context to maintain comprehension. If the word is central to the text, they can analyze its form, context, and relationship with surrounding words before consulting a dictionary. Such strategic reading behavior can make learners more confident and independent.

Overall, vocabulary enhancement has a significant role in developing advanced EFL reading skills. A strong vocabulary base enables learners to process complex texts more efficiently, understand academic language, make inferences, and recognize relationships between ideas. However, effective vocabulary instruction should move beyond memorizing isolated word lists. Contextual learning, word families, collocations, academic vocabulary, repeated exposure, and inferencing strategies can provide learners with more effective ways of expanding their lexical knowledge. Integrating these approaches into Advanced EFL Reading classes can contribute to both improved reading comprehension and greater learner autonomy.

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“CONTEMPORARY SOLUTIONS TO PROBLEMS IN TEACHING FOREIGN LANGUAGES IN NON-PHILOLOGICAL FIELDS”

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Abstract. This article analyzes the problems encountered in the process of teaching foreign languages in non-philological fields of study and their contemporary solutions. Drawing on the scholarly works of Sidikova (2025),

Juraeva (2024), Ibrohimova (2023), and Atadjanova (2023), the study examines non-philological students' language learning needs, competence-based approaches, integrated approaches, and motivational-methodological issues. As a result, interdisciplinary integration, profession-oriented communicative methods, and curricula aligned with CEFR standards are recommended as the most effective modern solutions.

Keywords: non-philological field, foreign language teaching, competence-based approach, motivation, professionally oriented education, interdisciplinary integration, CEFR.

Introduction

Today, proficiency in foreign languages has become a necessary competence not only for philology specialists but for professionals in all fields. However, teaching foreign languages in non-philological fields of study gives rise to a number of specific problems: low student motivation for language learning, curricula that do not match professional needs, differences in teachers' methodological training, and the lack of practical orientation in the learning process. The purpose of this article is to analyze the existing problems in teaching foreign languages in non-philological fields based on scholarly literature and to propose contemporary, practically grounded solutions.

Main Body

Specific Characteristics of Teaching Foreign Languages in Non-Philological Fields

Sidikova (2025) notes that students in non-philological fields of study rely on two main factors in learning a foreign language: "professional need" and "practical application prospects". While philology students study language as their specialty in depth, for non-philological students, language is a "tool"—an instrument to be used in future professional activity. Therefore, the learning process should focus not on linguistic subtleties but on the "communicative and professional functions" of language. Juraeva (2024) develops this idea further, substantiating the necessity of an "integrated approach" in developing non-philological students' speech skills. According to this approach, listening, speaking, reading, and writing skills should not be taught in isolation but "in an integrated manner" to develop students' ability to use language in real communication situations .

Analysis of Main Problems

Atadjanova (2023) notes in her research that the greatest obstacle encountered by non-philological students is "low motivation". She identifies the following causes:

- The lack of direct connection between language learning and professional activity;
- Teaching materials not related to students' specialties;
- The dominance of traditional grammar-based teaching methods.

Ibrohimova (2023) notes that in many non-philological fields, foreign language curricula have been developed by "copying programs designed for

philological fields". This does not meet students' professional needs and reduces the effectiveness of the learning process .

Atadjanova (2023) and Sidikova (2025) note that teachers working in non-philological fields often have philological education but lack sufficient preparation in "specialized professional language teaching methodology". This leads to lessons not being adapted to students' specialties. Juraeva (2024) and Ibrohimova (2023) criticize the tendency in assessment to "test only grammatical knowledge". In the modern approach, students' "communicative competence"—their ability to use language in real situations—should be assessed.

The "competence-based approach" advanced by Ibrohimova (2023) is one of the most effective modern methods of teaching foreign languages in non-philological fields . This approach is based on the following principles:

- Identifying professional competencies: The language skills required for each field (e.g., communicating with patients in medicine, writing reports in economics) are determined;
- Task-based teaching: Students perform tasks resembling real professional situations;
- Outcome-oriented assessment: Students' practical skills are assessed.

Juraeva (2024) identifies "interdisciplinary connection" as a key solution in her work . According to this approach, foreign language lessons should be conducted in integration with students' main specialty subjects. For example, economics students are given tasks involving "economic terminology", "market analysis, and "business reports" in the foreign language. This directly connects language learning to professional activity and increases motivation .

Among the solutions proposed by Sidikova (2025), the following stand out:

- Role-playing games and simulations: Students model situations related to their professional fields in the foreign language;
- Project-based learning: Students prepare real projects in the foreign language in groups;
- Problem-based learning: Skills for solving professional problems in the foreign language are developed.

Atadjanova (2023) notes that curricula for non-philological fields should be aligned with "CEFR (Common European Framework of Reference for Languages)" standards. This allows students' language levels to be assessed based on internationally recognized criteria. Furthermore, determining a "minimum language level" (e.g., B1 or B2) for each field is advisable.

Conclusion

The problems in teaching foreign languages in non-philological fields have several layers: motivational, methodological, organizational, and assessment-related. Solving them requires a "comprehensive approach" covering the following directions:

When applied together, these solutions significantly increase the effectiveness of foreign language acquisition by non-philological students and create opportunities for them to fully utilize language competence in their future professional activities.

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O‘ZBEK VA INGLIZ LINGVOMADANIYATIDA “XAZINA–TREASURE” KONSEPTINI QIYOSIY-TIPOLOGIK TADQIQ ETISHNING NAZARIY TAMOYILLARI

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Annotatsiya. Mazkur tezisda o‘zbek va ingliz tillaridagi “xazina–treasure” konseptini qiyosiy-tipologik va milliy-madaniy jihatdan tadqiq etishning asosiy nazariy tamoyillari yoritiladi. “Xazina” va “treasure” birliklarining lug‘aviy ekvivalentligi ularning konseptual va lingvomadaniy mazmuni to‘liq mos ekanligini anglatmasligi asoslanadi. Qiyosiy tahlilda konseptning semantik tuzilishi, baholash funksiyasi, birikuvchanligi, metaforik modellari va real kontekstdagi qo‘llanishini bir xil mezonlar asosida o‘rganish zarurligi ko‘rsatiladi.

Kalit so‘zlar: xazina, treasure, konsept, lingvomadaniyat, qiyosiy-tipologik tahlil, ekvivalentlik, *tertium comparationis*, qadriyat.

Zamonaviy tilshunoslikda til birliklarini inson tafakkuri, tarixiy tajribasi va madaniy qadriyatlari bilan bog‘liq holda o‘rganish muhim ilmiy yo‘nalishlardan biridir. Shu nuqtayi nazardan o‘zbek tilidagi “xazina” va ingliz tilidagi “treasure” birliklari qiyosiy-tipologik tahlil uchun muhim material hisoblanadi. Mazkur birliklar lug‘aviy jihatdan o‘zaro yaqin bo‘lsa-da, ularning semantik ko‘lami,