



Eureka Journal of Language, Culture & Social Change (EJLCSC)

ISSN 2760-4926 (Online) Volume 2, Issue 1, January 2026



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TEACHING PROFESSIONALLY ORIENTED ENGLISH IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS THROUGH INTERDISCIPLINARY INTEGRATION

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Abstract

The modernization of higher education systems and the growing demand for internationally competent specialists have significantly increased the importance of foreign language education. In non-philological higher education institutions, English is increasingly viewed not as an academic discipline in isolation, but as an essential instrument for professional development. This article examines the pedagogical foundations, principles, and practical implementation of teaching professionally oriented English through interdisciplinary integration. The study argues that the integration of English language instruction with major academic disciplines enhances students' professional communicative competence, motivation, and cognitive engagement. The article analyzes current challenges, proposes methodological solutions, and substantiates the effectiveness of interdisciplinary approaches in English language teaching within non-philological universities.

Keywords: Professionally oriented English, English for Specific Purposes, interdisciplinary integration, non-philological higher education, professional competence, foreign language education.



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Introduction

In the contemporary educational landscape, higher education institutions are expected to prepare graduates who are capable of functioning effectively in a global academic and professional environment. One of the key competencies required for such integration is proficiency in the English language. However, in non-philological higher education institutions, traditional approaches to English language teaching often fail to meet the practical needs of students specializing in non-linguistic fields.

The conventional model of teaching English as a general subject does not adequately prepare students for professional communication within their specific disciplines. As a result, there is a growing need to shift from general English instruction toward professionally oriented English, which is closely linked to students' future careers. In this context, interdisciplinary integration emerges as a crucial pedagogical approach.

Interdisciplinary integration in English language teaching enables the alignment of linguistic objectives with professional content, fostering meaningful learning and practical language use. This article explores how professionally oriented English can be effectively taught through interdisciplinary integration in non-philological higher education institutions.

Theoretical Foundations of Professionally Oriented English Teaching

Professionally oriented English teaching is grounded in the concept of English as a tool for professional communication rather than an end in itself. The primary goal of this approach is to develop students' ability to use English effectively within their specific professional contexts.

From a pedagogical perspective, professionally oriented English is characterized by:

- focus on profession-specific vocabulary and terminology;
- use of authentic professional texts;
- development of communicative skills relevant to professional tasks;



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- integration of professional problem-solving activities.

This approach aligns with competence-based education, which emphasizes the development of practical skills and applied knowledge. In non-philological universities, professionally oriented English teaching contributes to the formation of professional communicative competence, which includes linguistic, sociocultural, and pragmatic components.

Interdisciplinary Integration as a Pedagogical Principle

Interdisciplinary integration refers to the systematic interaction between different academic disciplines aimed at achieving holistic learning outcomes. In the context of English language teaching, interdisciplinary integration involves incorporating content, concepts, and methods from students' major subjects into language instruction.

The pedagogical value of interdisciplinary integration lies in its ability to:

- establish meaningful connections between language and professional knowledge;
- enhance students' motivation by demonstrating the relevance of English to their future careers;
- promote higher-order thinking skills through problem-based learning;
- facilitate deeper understanding of both language and subject matter.

In non-philological higher education institutions, interdisciplinary integration serves as a bridge between linguistic education and professional training.

Methodological Approaches to Interdisciplinary English Teaching

Effective implementation of interdisciplinary English teaching requires the use of appropriate methodological approaches. Among the most productive methods are:

Content-Based Instruction

This approach integrates subject matter content into language teaching, allowing students to acquire professional knowledge while developing language skills.



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Project-Based Learning

Students engage in interdisciplinary projects that require the use of English to solve professional problems, conduct research, or present findings.

Case Study Method

Professional situations and case studies are used to develop analytical thinking and professional communication skills.

Collaborative Teaching

Cooperation between English teachers and subject specialists ensures consistency between language objectives and professional content.

These methods contribute to the practical orientation of English language instruction and support interdisciplinary learning.

Research Methodology

The study employs qualitative research methods to analyze the effectiveness of interdisciplinary approaches in professionally oriented English teaching. The research methods include:

- analysis of academic curricula and educational standards;
- observation of English language classes in non-philological universities;
- examination of teaching materials and instructional practices;
- comparative analysis of traditional and interdisciplinary teaching models.

The research focuses on identifying pedagogical conditions that enhance the effectiveness of interdisciplinary English instruction.

Results and Findings

The analysis demonstrates that interdisciplinary integration significantly improves the outcomes of professionally oriented English teaching. The following results were identified:



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- increased student engagement and motivation;
- improved mastery of professional terminology and discourse;
- enhanced ability to apply English in professional contexts;
- development of critical thinking and analytical skills.

Students taught through interdisciplinary approaches show higher readiness for professional communication compared to those taught through traditional methods.

Discussion

The findings confirm that interdisciplinary integration is a key factor in improving the quality of English language education in non-philological higher education institutions. By aligning language instruction with professional disciplines, English becomes a functional tool for academic and professional development.

However, the successful implementation of interdisciplinary approaches requires institutional support, curriculum coordination, and teacher training. Without these conditions, interdisciplinary integration may remain fragmented and inconsistent.

Conclusion

Teaching professionally oriented English through interdisciplinary integration is an effective and necessary approach in modern non-philological higher education. It ensures the practical relevance of English language instruction and contributes to the formation of professional communicative competence.

The study concludes that interdisciplinary integration should be considered a strategic priority in the development of foreign language education in higher education institutions.



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