



**WORLD BULLETIN
PUBLISHING**

Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 9, September 2026



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<https://worldbulletin.org/index.php/1>

ANALYSIS OF EXISTING CURRICULA AND EDUCATIONAL-METHODOLOGICAL LITERATURE ON TEACHING ENGLISH TO STUDENTS OF NON-PHILOLOGICAL EDUCATIONAL PROGRAMS

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Abstract

This section analyzes existing curricula and educational-methodological literature designed for teaching English to students of non-philological educational programs, focusing on their content, objectives, methodological approaches, and relevance to students' professional fields. The analysis identifies the effective aspects of the existing materials as well as methodological areas that require further improvement.

Keywords: Non-philological education, English language, curriculum, educational-methodological literature, professionally oriented education, methodological analysis, language competence, communicative approach, educational content.

Introduction

In recent years, increasing attention has been paid to foreign language education in Uzbekistan. In accordance with Resolution No. PQ-5117 of the President of the Republic of Uzbekistan dated May 19, 2021, "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level," the system of foreign language education is being advanced to a new stage. In particular, the teaching of English is also undergoing significant development. Currently, English is taught to students enrolled in non-philological educational programs at higher education institutions. However, the presence of certain shortcomings in existing curricula and educational-methodological literature may reduce the effectiveness of further development in this area.

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https://worldbulletin.org/index.php/1	

The analyzed curriculum is the English as a second language curriculum developed for students of Oriental Languages at Tashkent State University of Oriental Studies. Its objectives and learning outcomes are based on an integrated approach and aim to enable students to achieve B2 level proficiency. The course is designed for 240 academic hours and 8 credits and is scheduled to be taught during the 3rd and 4th semesters. However, the content of the curriculum primarily includes topics corresponding to the A1–A2 levels, which is inconsistent with the stated B2-level learning objective.

Table 1 Total number of English language hours for students enrolled in the Philology and Language Teaching (Oriental Languages) educational program

Course information	Details
Semester:	3-4
Forms of instruction and hours allocated by semester:	240
Practical classes	48
3rd semester	120
4th semester	120
Independent study	72
Number of credits:	8

In the 3rd semester, particular attention is paid to developing the written communication skills of students majoring in non-philological fields, enabling them to produce academic and professionally oriented texts and to use field-specific vocabulary appropriately. At this stage, students develop the ability to apply English grammatical and lexical resources in practical contexts, produce written texts on various topics, and analyze and organize information. Particular emphasis is also placed on mastering terminology related to students' future professional fields and using these terminological units effectively in written communication. The learning process incorporates tasks aimed at reducing lexical and grammatical interference between the students'

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native language and English. As a result, students develop the ability to produce logical, coherent, and content-rich written texts in English.

Table 2 Practical Classes for Teaching English to Students of Non-Philological Fields in the 3rd Semester (2 hours)

A1	Topic: The Role of Language in Shaping Identity (Who you are) <i>Reading:</i> "Mother Tongue" by Amy Tan Grammar: The perfect aspect Writing: Descriptive essay about a person
A2	The Role of Storytelling in Human Experience Introduction to the Edwardian Age Historical and social background of the Edwardian period (1901–1914)
A3	Speaking: Cross-cultural communication barriers Topic: Outsiders Writing: Discursive essay (advantages/disadvantages of technology)
A4	Gender Representation in Literature The Edwardian period and important writers from the Edwardian period
A5	Topic: Saints and sinners Speaking: The Influence of Advertising Language on Consumer Behavior Grammar: Narrative tenses Writing: Article on environmental problems
A6	The Significance of Poetry in Expressing Emotions Edwardian period poetry (Henry Newbolt, John Masefield, Thomas Hardy, Edward Thomas, A. E. Housman, John Davidson, and Rupert Brooke)
A7	Topic: The first female detective Speaking: The Impact of Social Media on Communication Reading: Article: "How Social Media Is Changing the Way We Communicate" (The Conversation or similar source) Grammar: Uses of <i>would</i> Writing: Formal report on rules or regulations
A8	The Representation of Marginalized Voices in Literature Analyses of the Edwardian period poetry (Henry Newbolt, John Masefield, Thomas Hardy, Edward Thomas, A. E. Housman, John Davidson, and Rupert Brooke)
A9	Topic: A different life The Relationship Between Language and Culture Grammar: The passive Writing: CV & cover letter
A10	The Role of Literature in Reflecting Societal Changes The rise of realism and social critique The autobiography of John Galsworthy
A11	The Use of Metaphor in Everyday Language Topic: Tricks of the trade Grammar: Passive structures with <i>have</i> and <i>get</i>



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	Writing: Newspaper article
A12	The Significance of Narrative Voice in Fiction John Galsworthy – The man of property (Focus: social hierarchy, materialism, gender roles)
A13	The Importance of Language Learning in a Globalized World Topic: Brainbox Grammar: Verb patterns Writing: Review of a book or film
A14	The Influence of Historical Events on Literature Imperialism and its discontents Joseph Conrad
A15	Topic: What is intelligence? The Ethics of Translation and Interpretation Grammar: Relative clauses Writing: Essay on scientific progress
A16	The Importance of Literary Criticism in Understanding Texts Joseph Conrad – “Heart of darkness” (Focus: colonialism, race, moral ambiguity)
A17	Topic: Alternative journeys The Impact of Technology on Language Learning Grammar: The infinitive and <i>-ing</i> forms (continuous, perfect and passive) Writing: Problem–solution essay
A18	Literary Devices and Their Effects in Texts Arnold Bennett
A19	Topic: Historical journeys Language and Power: How Language Influences Authority Grammar: Inversion & emphasis Writing: Article on psychology and learning
A20	The Portrayal of Mental Health in Literature Arnold Bennett “ <i>The Old Wives’ Tale, Clayhanger, Anna of the Five Towns</i> ”
A21	Topic: Love is ... The Impact of Globalization on Local Languages Articles (a/an, the, zero article in advanced use)
A22	Cultural Festivals and Their Significance in Literature Henry James
A23	Topic: The ties that bind The Relationship Between Language and Thought Writing an opinion essay (structure, linking, evaluation)
A24	The Impact of Migration on Language and Literature Henry James “ <i>The Turn of the Screw, The Portrait of a Lady, Daisy Miller</i> ”



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In the higher education system, teaching English to students of non-philological fields through wiki technology primarily requires the gradual development of students' written communication competence within a collaborative learning environment. In this process, thematic blocks organized around topics A1–A24 contribute to the systematic development of students' academic writing, critical thinking, text production, and editing skills in English. Collaborative activities conducted through wiki platforms enable students to develop their abilities to search for, process, evaluate, and collaboratively produce information and texts. The topics covered in stages A1–A4, including “The Role of Language in Shaping Identity,” “The Role of Storytelling in Human Experience,” “Cross-cultural Communication Barriers,” and “Gender Representation in Literature,” contribute to developing students' ability to express the relationships between individuals, culture, and society in English. At this stage, students use wiki technology to create collaborative articles on topics such as “Who You Are” and “Cross-cultural Communication” and, through peer-editing activities, explore the semantic and stylistic features of linguistic units. As a result, they acquire skills in organizing text, presenting ideas logically, and writing descriptive and discursive essays.

In the A5–A8 blocks, students analyze media texts, advertising materials, and sources related to social communication based on the topics “The Influence of Advertising Language on Consumer Behavior,” “The Significance of Poetry in Expressing Emotions,” “The Impact of Social Media on Communication,” and “The Representation of Marginalized Voices in Literature.” The process of creating articles on wiki platforms and editing them collaboratively contributes to the development of students' critical thinking, information-selection, and source-use competencies. At the same time, students have the opportunity to apply grammatical structures such as Narrative Tenses and Uses of Would in the process of producing authentic texts. In stages A9–A12, the topics “The Relationship Between Language and Culture,” “The Role of Literature in Reflecting Societal Changes,” “The Use of Metaphor in Everyday Language,” and “The Significance of Narrative Voice in Fiction” enable students to explore the functions of various stylistic devices in English-language texts. At

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this stage, wiki-based projects involve writing CVs and Cover Letters, preparing newspaper articles, and analyzing literary texts. As a result, students develop the ability to distinguish between formal and informal writing styles and select linguistic resources appropriate to the purpose of a particular text.

The A13–A16 blocks cover the topics “The Importance of Language Learning in a Globalized World,” “The Influence of Historical Events on Literature,” “The Ethics of Translation and Interpretation,” and “The Importance of Literary Criticism in Understanding Texts.” At this stage, students create scientific and academic texts on wiki platforms and summarize and evaluate information obtained from various sources. Collaborative writing of essays on topics such as Book Review, Film Review, and Scientific Progress contributes to the development of students’ academic writing competence. The use of grammatical structures such as Relative Clauses and Verb Patterns further enhances the grammatical accuracy and structural quality of the texts. In stages A17–A20, students work with complex academic texts based on the topics “The Impact of Technology on Language Learning,” “Literary Devices and Their Effects in Texts,” “Language and Power: How Language Influences Authority,” and “The Portrayal of Mental Health in Literature.” Wiki technology is used to organize activities involving the analysis of problematic situations, proposing solutions to identified problems, and producing academic articles. Through writing articles on topics such as Problem-Solution Essay and Psychology and Learning, students develop their logical thinking and argumentation skills.

The A21–A24 stages focus on the topics “The Impact of Globalization on Local Languages,” “Cultural Festivals and Their Significance in Literature,” “The Relationship Between Language and Thought,” and “The Impact of Migration on Language and Literature,” which contribute to the development of students’ advanced academic writing skills. By writing Opinion Essays on wiki platforms and collaboratively producing analytical texts addressing issues of migration and globalization, students gain experience in expressing complex social and cultural issues in English. At this stage, the contextual use of linguistic units, logical coherence, and stylistic precision of written texts are further enhanced.

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The sequence of topics A1–A24 provides the necessary methodological foundation for the gradual development of the written communication competence of students in non-philological fields through wiki technology. At the initial stages, basic writing skills related to description and expressing opinions are developed, while at subsequent stages, academic, analytical, and critical writing competencies are further developed. Collaborative activities organized within the wiki environment enhance students' skills in text production, editing, information evaluation, and independent expression of ideas. As a result, students acquire written communication competence that enables them to use English effectively for academic and professional purposes and become prepared to perform increasingly complex academic and professional communication tasks at subsequent stages.

The topics included in this curriculum are presented in an integrated manner and are aimed at developing language learning, literary, cultural, critical thinking, and academic writing competencies. The curriculum has been designed in accordance with CEFR requirements and the principles of communicative competence development, demonstrating an appropriate integration of the Reading, Speaking, Writing, and Grammar components. At the same time, the professional orientation of the curriculum content is not sufficiently ensured for students in non-philological fields.

First, a substantial part of the course is devoted to the study of Edwardian literature and the works of writers such as Henry James, Joseph Conrad, Arnold Bennett, and John Galsworthy. Although these topics are important for students specializing in philology and literary studies, they do not have direct professional relevance for students studying economics, engineering, pedagogy, medicine, information technology, or other non-philological specializations. As a result, students' motivation to learn the language may decrease, while the practical value of the learning materials may be reduced.

Second, the curriculum includes topics such as “The Role of Language in Shaping Identity,” “Cross-cultural Communication Barriers,” “The Influence of Advertising Language on Consumer Behavior,” “Language and Power,” “The Relationship Between Language and Thought,” and “The Impact of Technology on Language Learning.” These topics are highly relevant to the

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development of modern linguistic and communicative competencies. In particular, they have significant practical value for students in non-philological fields and contribute to preparing them for international professional communication.

Third, the inclusion of academic writing genres such as descriptive essay, discursive essay, formal report, CV and cover letter, newspaper article, review, opinion essay, and problem-solution essay among the tasks aimed at developing written communication skills can be considered a positive aspect of the curriculum. However, taking into account the requirements of the modern labor market, it would be appropriate to incorporate practical forms of writing such as business correspondence, e-mail writing, project proposal writing, research abstract writing, presentation summary writing, and professional communication writing.

Fourth, the sequence of grammatical materials is generally organized logically. Topics such as Perfect Aspect, Narrative Tenses, Passive Voice, Relative Clauses, Infinitive and Gerund Forms, Inversion, and Emphasis correspond to the needs of B2-level students. At the same time, teaching grammatical materials not as isolated topics but in connection with professional communicative tasks would produce more effective learning outcomes. In our opinion, it would be appropriate to improve the following topics in this curriculum.

Conclusion. The analysis shows that the A1–A24 topics provide a systematic basis for developing students’ written communication competence through wiki technology. However, the curriculum should be further improved by strengthening its professional orientation and incorporating practical writing genres such as business correspondence, e-mail writing, project proposals, research abstracts, and professional communication. The integration of wiki-based collaborative activities with academic and professionally oriented writing tasks can enhance students’ critical thinking, text production, editing, and information evaluation skills. Thus, wiki technology can serve as an effective methodological tool for preparing students of non-philological fields for academic and professional communication in English.



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