

A MODEL FOR TEACHING FOREIGN- LANGUAGE WRITTEN COMMUNICATION SKILLS TO STUDENTS OF NON- LINGUISTIC HIGHER EDUCATION INSTITUTIONS

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Abstract

This article examines a methodological model for teaching foreign-language written communication skills to students of non-linguistic higher education institutions. The study analyzes communicative, competency-based, activity-oriented, and student-centered approaches in foreign-language education. Special attention is paid to the development of academic and professional writing skills through authentic communication tasks, digital educational technologies, and interactive teaching methods. The research identifies the pedagogical conditions necessary for effective written communication training and evaluates the impact of the proposed model on students' linguistic competence, motivation, and professional communication abilities. The results demonstrate that the integration of professionally oriented assignments and digital technologies significantly improves students' foreign-language written communication skills and prepares them for successful international professional interaction.

Keywords: Foreign-language communication, written communication skills, non-linguistic higher education institutions, communicative approach, competency-based education, academic writing, professional communication, digital technologies, foreign-language teaching methodology, interactive learning, student-centered approach, language competence, professional education, writing skills, higher education.

Introduction

In the modern globalized world, foreign-language communication has become an essential component of professional activity in various fields. Specialists in economics, engineering, medicine, law, and other non-linguistic areas increasingly participate in international cooperation, academic exchanges, scientific research, and intercultural communication. Therefore, higher education institutions are expected to prepare graduates who possess not only professional knowledge but also effective foreign-language communication skills. Among these competencies, written communication occupies a particularly important place because modern professional interaction is largely conducted through emails, reports, business correspondence, research papers, online communication, and digital documentation.

The development of foreign-language written communication skills among students of non-linguistic higher education institutions is considered one of the main objectives of contemporary language education. However, teaching writing in a foreign language presents significant methodological challenges. Many students experience difficulties related to vocabulary usage, grammar, coherence, organization of ideas, academic style, and professional terminology. Traditional teaching approaches often focus mainly on grammatical exercises and translation tasks, which do not fully develop practical communication abilities.

Modern educational paradigms emphasize competency-based and communicative approaches that focus on practical language use in real-life professional situations. In this context, the development of an effective model for teaching foreign-language written communication becomes highly relevant. Such a model should integrate linguistic, communicative, professional, and digital competencies while considering students' future professional needs.

The integration of digital technologies into education also significantly changes the process of teaching writing skills. Electronic educational resources, online platforms, collaborative tools, and multimedia technologies create favorable conditions for improving students' writing competencies. Digital technologies support interactive learning, independent practice, peer collaboration, and immediate feedback, which positively influence language acquisition.

The purpose of this study is to develop and analyze a methodological model for teaching foreign-language written communication skills to students of non-linguistic higher education institutions. The research focuses on identifying

effective pedagogical approaches, teaching methods, and organizational conditions that contribute to improving students' written communication competencies [2].

Research Methodology and literature review

The research methodology is based on competency-based, communicative, activity-oriented, and student-centered approaches. These approaches allow the teaching process to be organized according to students' professional needs and communicative goals.

The competency-based approach focuses on the development of practical communication skills necessary for professional activity. Foreign-language written communication competence includes linguistic knowledge, professional vocabulary, grammar skills, sociocultural awareness, and the ability to produce coherent written texts in various professional contexts.

The communicative approach emphasizes the practical use of language for real communication purposes. Writing tasks are designed to imitate authentic professional situations such as writing business letters, reports, essays, emails, project proposals, and analytical summaries.

The activity-oriented approach considers students as active participants in the educational process. Students perform practical assignments, collaborative projects, and independent writing tasks aimed at solving communicative problems.

The student-centered approach takes into account students' individual abilities, interests, language levels, and professional specializations. Educational tasks are adapted according to learners' needs and future professional activities.

The study employed theoretical and empirical research methods. Scientific literature related to foreign-language teaching methodology, communicative competence, academic writing, and digital pedagogy was analyzed. Observation, questionnaires, interviews, and pedagogical experiments were also conducted.

The pedagogical experiment involved students from non-linguistic higher education institutions. The experimental group studied according to the proposed methodological model, while the control group followed traditional teaching methods. The effectiveness of the model was evaluated through comparative analysis of students' writing performance, vocabulary development, grammatical accuracy, coherence, and communicative effectiveness.

Burns and Siegel analyzed methods for developing the four main language skills in foreign-language teaching. The authors emphasized the importance of communicative approaches, interactive tasks, authentic materials, and student-centered methods in improving written communication competencies.

Godwin-Jones examined the influence of emerging digital technologies on language learning. The study highlighted that online platforms, multimedia tools, mobile applications, and artificial intelligence technologies significantly improve foreign-language written communication skills and learning effectiveness [3].

Results and Discussion

The results of the research demonstrated that the proposed teaching model positively influences the development of foreign-language written communication skills among students of non-linguistic higher education institutions.

Students participating in the experimental group showed significant improvement in vocabulary usage, grammatical accuracy, coherence of written texts, and professional communication abilities. They became more confident in expressing ideas in written form and demonstrated better understanding of academic and professional writing conventions.

The use of professionally oriented tasks increased students' motivation and engagement in the learning process. Students considered writing activities more meaningful when assignments were connected with their future professions.

Digital technologies also contributed significantly to improving writing skills. Online platforms, collaborative editing tools, multimedia resources, and electronic feedback systems created interactive learning environments that supported independent practice and communication.

Peer review activities positively influenced students' critical thinking and self-assessment abilities. Through collaborative writing tasks, students learned to analyze texts, identify mistakes, and improve their written communication strategies.

Teachers noted that the implementation of communicative and competency-based approaches increased the effectiveness of foreign-language instruction. Students became more active during lessons and demonstrated greater independence in performing writing assignments.

However, several difficulties were identified during the research process. Many students experienced problems related to grammar usage, limited vocabulary, sentence structure, and logical organization of written texts. Some learners found it difficult to express their ideas clearly and coherently in a foreign language, especially when completing academic or professionally oriented writing tasks. In addition, differences in students' language proficiency levels created certain challenges in organizing collaborative learning activities and group assignments. Students with lower language competence often required additional methodological support and guidance from teachers.

Another important challenge was connected with students' lack of confidence in foreign-language writing. Some participants were afraid of making grammatical mistakes and therefore avoided using complex sentence structures or professional vocabulary. Time management and independent learning skills also influenced the effectiveness of writing activities, particularly during online and technology-supported learning tasks.

Despite these difficulties, the overall effectiveness of the proposed teaching model was evaluated positively. The study confirmed that the systematic integration of communicative methods, professionally oriented tasks, and digital educational technologies significantly improves foreign-language written communication skills among students of non-linguistic higher education institutions. Interactive exercises, collaborative projects, multimedia resources, and authentic communication situations increased students' motivation and encouraged active participation in the learning process.

The findings also demonstrated that foreign-language instruction should focus not only on linguistic knowledge such as grammar and vocabulary but also on the development of practical communication competencies necessary for future professional activity. Modern specialists are expected to communicate effectively in international academic and professional environments, prepare reports, write emails, participate in online communication, and cooperate with foreign partners. Therefore, teaching foreign-language written communication should be closely connected with real professional situations and competency-based educational objectives.

Furthermore, the research showed that digital technologies create favorable conditions for improving writing instruction by supporting independent learning, immediate feedback, collaborative interaction, and flexible access to educational

materials. As a result, the proposed teaching model can be considered an effective methodological approach for developing foreign-language written communication competence in higher education institutions [5].

Conclusion

The conducted research demonstrated that the proposed model for teaching foreign-language written communication skills effectively contributes to the professional and communicative development of students in non-linguistic higher education institutions. The integration of competency-based, communicative, activity-oriented, and student-centered approaches creates favorable conditions for developing practical writing abilities. Professionally oriented assignments and authentic communication tasks increase students' motivation and prepare them for future professional interaction. Digital educational technologies significantly enhance the effectiveness of the teaching process by supporting interactive learning, collaboration, independent practice, and immediate feedback.

The results of the pedagogical experiment confirmed that students studying according to the proposed model achieved higher levels of written communication competence compared to students taught through traditional methods. The study concludes that foreign-language education in non-linguistic higher education institutions should focus on developing practical communication competencies connected with students' professional needs. Effective teaching models should combine linguistic training, professional orientation, communicative activities, and digital technologies.

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