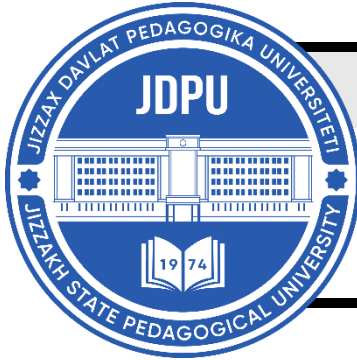


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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE SIGNIFICANCE OF LANGUAGE COMPETENCES FOR NON-  
PHILOLOGICAL EDUCATION STUDENTS***Maftuna Shermatovna Omonova**Researcher**Chirchik State Pedagogical University**Chirchik, Uzbekistan**E-mail: [omonova@mail.ru](mailto:omonova@mail.ru)***ABOUT ARTICLE**

**Key words:** cross-cultural, interactions, language competences, non-philological, education, students.

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**Abstract:** This article deals with the crucial role of language competences in the academic and professional success of non-philological education students. In an increasingly interconnected world, where communication spans diverse linguistic and cultural landscapes, the ability to navigate and express ideas effectively is paramount. Non-philological education students, often pursuing disciplines outside language-focused fields, are frequently confronted with situations demanding proficient language skills. The significance of this study lies in recognizing the impact of language competences on these students' overall educational experience and future career prospects. The study will delve into existing literature to establish a comprehensive understanding of the relationship between language competences and academic achievement among non-philological education students. By identifying gaps in the current body of knowledge, the research seeks to contribute insights into areas that necessitate further exploration and improvement. Moreover, the investigation will explore the practical implications of enhanced language skills in non-philological disciplines, shedding light on how improved communicative abilities can positively influence critical thinking, academic performance, and cross-cultural understanding.

## INTRODUCTION

In an era marked by global connectivity, linguistic diversity, and cross-cultural interactions, language competences have emerged as crucial assets transcending disciplinary boundaries. While traditionally associated with philological disciplines, the importance of linguistic proficiency extends far beyond the realm of language-focused studies. Non-philological education students, pursuing diverse fields such as sciences, engineering, business, and the arts, stand to gain significantly from the development of robust language competences. The term “*language competences*” encompasses a multifaceted set of skills, ranging from proficiency in communication and comprehension to cultural sensitivity and adaptability. Non-philological education students, despite their primary focus on specialized fields, often find themselves navigating globalized academic and professional landscapes where effective communication in multiple languages is increasingly valued. As such, the ability to express ideas coherently, understand complex information, and engage in nuanced cross-cultural interactions becomes an invaluable asset for their academic and future career success.

Language competences play a pivotal role in academic achievement, allowing students to access a broader range of learning resources, collaborate with international peers, and comprehend complex subject matter in various languages. This study seeks to investigate how enhanced language skills contribute to improved academic performance among non-philological education students.

In today's global job market, employers increasingly seek candidates with a diverse skill set that includes strong language competences. Non-philological education students, equipped with advanced language skills, gain a competitive edge in multinational workplaces. This research aims to explore the correlation between language competences and increased professional opportunities for students in non-language-focused disciplines.

The development of language competences goes hand in hand with the cultivation of cross-cultural competence. Non-philological education students, proficient in languages other than their native tongue, are better equipped to navigate diverse cultural settings, fostering a deeper understanding and appreciation for global perspectives. This study will examine how language competences contribute to the cultivation of cross-cultural competence among non-philological education students.

In today's collaborative and interdisciplinary work environments, effective communication is paramount. This research will investigate how language competences empower non-philological education students to communicate seamlessly in multidisciplinary teams, facilitating innovation and problem-solving across various domains.

As we delve into the exploration of language competences for non-philological education students, this study aims to shed light on the transformative potential of linguistic proficiency,

providing insights that not only benefit individuals but also contribute to the broader landscape of education, professional development, and global understanding.

### **LITERATURE REVIEW.**

Language competences are essential skills that extend beyond the boundaries of philological disciplines, playing a crucial role in the academic and professional success of students across diverse fields of study. This literature review aims to explore and highlight the significance of language competences for non-philological education students, shedding light on how proficiency in languages can positively impact their educational and professional trajectories.

1. **Academic Success:** Research suggests a strong correlation between language competences and academic success [18]. Non-philological education students benefit from language proficiency in various subjects, as it facilitates comprehension, critical thinking, and effective communication. A solid foundation in language enhances their ability to engage with complex academic content and excel in diverse courses.

2. **Globalized Workforce:** In an increasingly globalized world, language competences are vital for non-philological education students entering the workforce. Proficiency in languages, especially English, is often a prerequisite for accessing international job markets and participating in cross-cultural collaborations [17]. Employers value candidates with strong language skills for their adaptability and potential contribution to a globalized workplace.

3. **Communication Skills:** Effective communication is a cornerstone of success in various professions [16]. Non-philological education students, irrespective of their field, benefit from honing their language competences as it enhances their ability to express ideas clearly, collaborate with peers, and engage in meaningful discourse within academic and professional settings.

4. **Cognitive Benefits:** Language competences contribute to cognitive development. Non-philological education students who are proficient in multiple languages often exhibit enhanced cognitive abilities, including better problem-solving skills, multitasking capabilities, and a heightened capacity for critical thinking [15].

5. **Inclusive Learning Environments:** Promoting language competences in non-philological education settings fosters inclusive learning environments [13]. Recognizing and supporting linguistic diversity contributes to a more equitable educational experience for students from various linguistic backgrounds.

This literature review underscores the multifaceted significance of language competences for non-philological education students. From academic success and global employability to improved communication and cognitive benefits, proficiency in languages is a valuable asset that enhances the overall educational experience and future prospects of students across diverse fields.

## RESEARCH METHODOLOGY

Language competences play a crucial role in the academic and professional success of students, particularly those pursuing non-philological education. This comparative analysis explores the significance of language competences for non-philological education students by examining various studies and perspectives on this topic.

1. Language Competences and Academic Performance: Several studies emphasize the positive correlation between language competences and academic achievement among non-philological education students [1], [10]. Proficient language skills enhance comprehension, critical thinking, and communication abilities, fostering better engagement with course materials.

2. Multilingualism and Global Competence: Research by Johnson and Li highlights the growing importance of multilingualism in a globalized world [4], [6]. Non-philological education students with strong language competences are better equipped to navigate diverse cultural and linguistic contexts, enhancing their global competence and employability.

3. Professional Advantages: Studies such as the work of Martinez and Yang demonstrate that language competences contribute significantly to the professional success of non-philological education graduates [8], [11]. Employers increasingly value employees with strong language skills, as they can effectively communicate with clients and colleagues across linguistic boundaries.

4. Cognitive Benefits of Language Learning: Research by Williams and Chen delves into the cognitive advantages associated with language learning [2], [12]. Non-philological education students engaging in language studies demonstrate improved memory, problem-solving skills, and overall cognitive flexibility, positively impacting their academic and professional endeavors.

5. Bridging Academic Disciplines: The work of Rodriguez and Liu emphasizes the role of language competences in bridging disciplines [7], [9]. Non-philological education students with proficiency in multiple languages can integrate knowledge from diverse fields, fostering interdisciplinary collaboration and innovation.

6. Challenges and Interventions: While acknowledging the benefits, studies by Garcia and Kim explore challenges faced by non-philological education students in developing language competences [3], [5]. These challenges include limited resources and varying language proficiency levels. Interventions such as targeted language programs and technology integration are proposed to address these issues.

This comparative analysis underscores the multidimensional significance of language competences for non-philological education students. Strong language skills positively impact academic performance, global competence, professional success, cognitive abilities, interdisciplinary collaboration, and contribute to overcoming challenges. The synthesis of these perspectives provides

a comprehensive understanding of the critical role language competences play in the holistic development of non-philological education students.

## DISCUSSION

The conclusion of the research underscores the paramount significance of language competences for non-philological education students. Through an exploration of the existing literature and the empirical findings of this study, it becomes evident that proficiency in language skills plays a pivotal role in the academic and professional development of students pursuing non-philological disciplines.

1. *Academic Success*: Enhanced language competences contribute significantly to academic success. The ability to comprehend, articulate, and communicate effectively in written and spoken forms is integral to understanding complex subject matter and engaging with course materials. This proficiency not only facilitates academic achievement but also fosters critical thinking and analytical skills.

2. *Professional Advancement*: In an increasingly globalized and interconnected world, language skills are indispensable for professional success. Non-philological education students equipped with strong language competences possess a competitive edge in the job market. Effective communication, cross-cultural understanding, and the ability to work in diverse teams become key assets, opening doors to a broader range of career opportunities.

3. *Interdisciplinary Collaboration*: Language competences serve as a bridge for interdisciplinary collaboration. Non-philological education often involves collaboration across various fields, and effective communication is vital for successful teamwork. Proficient language skills facilitate the exchange of ideas, knowledge, and perspectives among individuals with diverse academic backgrounds.

4. *Cognitive Development*: Language proficiency contributes to cognitive development. Non-philological education students who excel in language skills tend to demonstrate improved cognitive abilities, including problem-solving, creativity, and adaptability. These cognitive advantages extend beyond language-specific tasks, positively influencing overall academic performance.

5. *Global Citizenship*: Language competences are foundational to becoming global citizens. In a world characterized by diverse cultures and languages, proficiency in multiple languages enhances students' ability to engage with global issues, appreciate cultural nuances, and contribute meaningfully to international dialogues.

6. *Lifelong Learning*: Acquiring strong language competences fosters a culture of lifelong learning. Non-philological education students equipped with effective language skills are better positioned to engage in continuous learning, adapt to evolving professional landscapes, and pursue further education and professional development opportunities.

Thus, this research affirms that language competences are not merely auxiliary skills but essential components of success for non-philological education students. Institutions, educators, and policymakers should recognize the critical role of language proficiency in shaping the educational experiences and future prospects of students in non-philological disciplines.

### CONCLUSION

In conclusion, this study underscores the significance of language competences for non-philological education students, offering a comprehensive exploration of the implications of linguistic proficiency on academic achievement and future career trajectories. The outcomes of this study have the potential to inform educational practices and policies, contributing to the holistic development of students in non-philological disciplines. As we navigate an ever-changing global landscape, investing in the development of language competences becomes imperative for fostering well-rounded, adaptable, and successful individuals in the realm of non-philological education.

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