

Integrating Local History Materials into English Language Teaching for Non-Linguistic Students

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Abstract: This article highlights the importance of local history material in the development of speech skills among non-linguistic students (i.e., those who do not specialize in English) in English lessons. Methodological techniques for the effective use of these materials, as well as their application in interactive classes, will also be analyzed. The supporting evidence underscores the significant benefits of integrating local history materials into English language teaching for non-linguistic students. Numerous studies highlight how such integration enhances cultural relevance, fostering a deeper connection between students and the learning content. For instance, Folklore-based materials and local narratives have been shown to improve language skills while simultaneously preserving cultural heritage. Additionally, incorporating local wisdom and regional content can increase student engagement and motivation, making learning more meaningful and contextually relevant. The use of authentic and culturally grounded materials, such as oral histories and local environmental texts, has been demonstrated to promote not only linguistic competence but also cultural awareness and identity formation. Furthermore, the integration of local history fosters critical thinking skills by encouraging students to analyze their cultural context and relate it to global communication. These arguments are supported by empirical evidence indicating that contextualized, culturally relevant materials facilitate more effective language acquisition and foster a sense of pride and belonging among students.

Keywords: English, non-linguistic students, speech skills, local history, methodology, communicative approach.

Introduction

In order to ensure intercultural communication, it is necessary to teach country studies materials alongside English language teaching. In today's era of globalization, knowledge of a foreign language, especially English, has become an important competence for every specialist. Particularly for students studying in non-philological fields, it is increasingly essential to develop the ability to use English in everyday life and professional activities. The role of country study materials in developing such skills is invaluable. A significant obstacle to the effective integration of local history materials is the lack of adequate resources and teacher preparedness. Developing culturally relevant materials requires time, expertise, and access to authentic local content, which many teachers may not possess. Additionally, teachers often lack training in culturally responsive pedagogy or in designing materials that effectively combine language learning with local history. The absence of professional development opportunities focused on local content integration further hampers teachers' confidence and ability to implement such strategies. In resource-constrained settings, reliance on imported or generic materials remains prevalent, limiting opportunities for meaningful local content inclusion. Without targeted support and capacity-building initiatives, the potential benefits of local history materials in ELT may remain unrealized, and teachers may default to traditional, culturally neutral curricula that do not leverage local cultural assets.

Methods and Materials

The content and significance of regional studies materials. In teaching English, texts about the mentality and perspectives of the people to whom the language belongs, their artists, writers, famous personalities, and historical events are mainly used. This is necessary for students of English philology, but it may be complex or of little importance for non-philology students. Using national values, traditions, historical information, and local studies characteristic of the Uzbek people in English language lessons can be effective because students learn the language faster due to familiarity with the information. Materials containing local studies information are not widely used by teachers in secondary education or university foreign language lessons. However, many researchers believe that materials on regional topics should be included in the curricula of various disciplines, which allows students to broaden their general outlook, supplement their knowledge, and improve their understanding of events occurring in the region, the country, and even the world.

The importance of using regional studies materials in non-philological education fields:

T/r	Significance
1.	Creates a real-life speech environment for students
2.	Helps to understand the harmony between language and culture
3.	Increasing motivation;
4.	Develops communicative skills through verbal situations.
5.	It leads to learning English faster.

Suitable approaches for non-philology students. Non-philology students learn English not for deep grammatical analysis but to be able to use it in communication. Therefore, the following approaches are considered effective:

T/r	Approaches
1.	Communicative approach: encourages students to express their opinions through free communication, discussion, and exchange of ideas.
2.	Intercultural approach: Students learning English acquire the language by expressing their national culture in English.
3.	Situational approach: engages in communication through topics and situations related to real life.

Methods of Use.

The following methodological approaches are recommended for using regional studies materials:

T/r	
1.	•Text-based discussions: Reading texts related to life in the USA or the UK, asking students questions, and encouraging them to express their opinions.
2.	•Role-playing: Communicating in English in situations such as 'tourist and guide' or 'being a guest'.
3.	•Cultural comparison exercises: expressing thoughts in the language by comparing the similarities and differences in Uzbek and English cultures.
4.	•Using video and audio materials: improving pronunciation and comprehension through English documentaries and cultural videos.
5.	•Life hacks and quizzes: reinforcing cultural knowledge through interactive games in English.

Referring to this topic, we analysed a number of theoretical and practice-oriented research works to identify the main problems and directions that are popular among local historians, methodologists, and foreign language teachers. Thus, it shows the necessity of using national-regional content materials in the classroom to introduce students to values of general cultural and national significance. According to E. I. Passov, by mastering a foreign language in communication with the culture of the mother tongue as an integral part of the foreign language culture, the student understands the latter, that is, their own culture as a specific form of the universality of the language being studied.

Results and their discussion

According to O.N.Yevplova and Kh.J. Khayrov, intercultural communication or communication of cultures can only be carried out on the basis of one's own people's heritage, national culture, and the mother tongue acquired by an individual. In this regard, Uzbek scholars A.Mamatov and Sh.Usmonova have conducted scientific research on the development of the field of linguistic culturology. Using local history materials certainly ensures the unity of language and culture.

A.M. Heidegger called language the "house of being." In this dissertation, language is considered as a means of penetrating the national mentality – as a carrier and as possessing unique features of worldview. Echoes of distant centuries passing through time are preserved in modern proverbs, sayings, idiomatic expressions, metaphors, cultural symbols, and others. According to B.A. Larin, idiomatic expressions always indirectly reflect people's worldview, social system, and the ideology of their time; the same can be said about metaphors and various symbols. In this sense, oral folk creativity materials, including Uzbek expressions, can be compared with English to provide an understanding of the cultures of the two peoples.

It is necessary to emphasise the commonality in their evidence through various approaches to mastering regional studies information: regional studies materials help to develop a well-rounded

personality linguistically. Undoubtedly, in this case, teaching, as well as developing and educating students, is carried out with the help of a foreign language. Relying on strong knowledge of the history, economy, geography, cultural customs and traditions of the region you live in allows you to shape a mature, well-prepared individual and professional.

Respect for our homeland and the results of the activities of our renowned compatriots, along with the preservation of the heritage of many generations of the local population, is a solid foundation for preparing modern young teachers in our country. By studying contemporary trends and methodological developments in the use of regional studies materials, it has become clear that each teacher should choose their own specific method of applying this heterogeneous content to increase the effectiveness of the educational process.

Regarding the English language, we primarily focus on expanding lexical resources, improving monologic and dialogic speech skills, and preparing coherent written statements by using texts with regional content: essays, compositions, reports, presentations, etc. The requirements of the curriculum based on the competency-based approach emphasize that students should be able to communicate orally and in writing in both their native and foreign languages. However, when it comes to developing written communication skills, creating a well-founded written statement poses difficulties for many young students. By the second year, various types of work emerge, during which students improve their written communication skills, including writing essays, theses, presentations, and preparing coursework. Students in non-language groups have the opportunity to use expressions when summarising journalistic texts and writing essays to develop relevant written communication skills in English. It should be noted that preparing independent essays as homework often results from using online translators, which does not allow for improving or developing this skill. Therefore, we suggest using the following types of activities based on regional-themed texts to develop, reinforce, or improve written speech skills. In this case, the ultimate goal is the ability to independently prepare lectures, essays, and presentations in a foreign language on topics studied throughout the year.

Students prepare personal presentations online or essays on local history topics:

- a trip to my birthplace;
- renowned scholars of our region;
- tourist destinations of Tambovshchina;
- Architectural monuments of Tashkent (city) region;
- walking with friends;
- universities of Tashkent (or Samarkand) region;
- visiting an art gallery.

A series of preparatory tasks, exercises and various written works are offered to achieve satisfactory results. In this way, ready-made letter samples and actual versions of real letters are used for preparing and writing personal letters. Students use ready-made samples to write letters and greeting cards and, in general, can easily handle this type of work. As for business letters, what is necessary for the student audience is, first of all, to fill out various resumes and cover letters required by graduates seeking employment.

When working on an essay, students should start by learning the structure of such works, study a list of clichés, and understand that the purpose of such work is to provide a reasoned answer to a question, for example, why they help to develop their country. Students create their own answer options and write them down. It involves using examples to develop skills in preparing and delivering presentations in English, as well as presenting any visual information (images, photographs, or videos). In this case, it is advisable to start with small examples or work in a team

before achieving automated presentation skills. Thus, for instance, as an example, we can start with the following tasks:

Task 1. Prepare and deliver a multimedia presentation in English using the service <http://prezi.com>, using the following sample data for preparation.

1. My aim for today's presentation is to give you information about .
2. If you have any questions, please feel free to ask me at the end of the presentation.
3. First I would like to talk about.
4. I am going to divide my review / report / article into 3 / parts .
5. Following that we should talk about.

Task 2. It is possible to assign the task of writing an essay on the following topics:

1. Famous scholars of the country of the language being studied and of my birth city.
2. Global problems of humanity and ways to solve them.
3. Information technologies of the 20th century in our life.
4. The lifestyle of the modern person in our region and abroad.
5. The most popular digital tools and their use in foreign language lessons.

It should be emphasised that we can leave such written assignments for independent preparation, as this mainly facilitates classroom activities and allows students to showcase their creative inclinations and develop an individual style.

Conclusion

In conclusion, in the context of Uzbekistan, English for non-philology students is not just about grammar, but also a means of real-life communication. Proper use of area studies materials effectively develops their speaking skills. Moreover, this approach fosters a positive attitude towards learning English among students and prepares them for intercultural communication. In summary, while integrating local history materials into English language teaching offers promising benefits, these opposing perspectives highlight critical challenges related to cultural bias, curriculum alignment, contextual applicability, and resource constraints. Addressing these concerns requires careful planning, professional development, and sensitivity to local and global educational goals.

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