

Pedagogical Contradictions In The Development Of Professionally Oriented Foreign Language Communicative Competence In The Multilingual Educational Environment Of Karakalpakstan

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Received: 05 December 2025; **Accepted:** 26 December 2025; **Published:** 30 January 2026

Abstract: The development of professionally oriented foreign language communicative competence has become a crucial objective of higher education in multilingual regions. However, the multilingual educational environment of Karakalpakstan reveals a number of pedagogical contradictions that significantly affect the effectiveness of professionally oriented foreign language instruction. This article analyzes the conceptual, methodological, and organizational contradictions arising between the requirements of professional training and the existing practices of foreign language teaching in non-linguistic higher education institutions. Particular attention is paid to the influence of multilingualism on communicative competence formation, including issues of language interference, transfer, and professional contextualization. The study substantiates the need for a systematic pedagogical approach aimed at resolving these contradictions and enhancing the effectiveness of professionally oriented foreign language education.

Keywords: Professionally oriented foreign language education; communicative competence; pedagogical contradictions; multilingual educational environment; non-linguistic students; higher education.

Introduction: The formation of professionally oriented foreign language communicative competence (POFLCC) of students in non-philological fields of study in Karakalpakstan occurs in a complex, multi-component educational situation, determined by the influence of trilingualism (Karakalpak-Uzbek-Russian), limited methodological resources, the lack of educational programs that meet professional requirements, and the absence of scientifically based regional adapted technologies.

The results of the analysis of educational programs and diagnostic procedures show that the multilingual environment, possessing high cognitive potential, is not used as a resource for the formation of POFLCC, but rather becomes a source of methodological, linguistic, and organizational problems [1;176].

The identified contradictions create persistent difficulties in the development of foreign language

professional competence of future natural science and technical specialists.

1. Insufficient professional orientation of training

Despite the official inclusion of "Foreign Language in the Professional Sphere" subjects in the curricula of NSPI, KSU, a real analysis of the content shows a significant deviation from the stated goals.

Main problems:

- the predominance of general English language topics over professional ones;
- fragmented inclusion of scientific texts and terminology;
- lack of a systematic connection between language and specialized training;
- insufficient scientific and genre training (report, annotation, data analysis, etc.);

- dominance of reproductive exercises (reading → translate → answer) not related to professional communication [2;112].

This situation forms a contradiction of 1:

- between the requirement of professional training (mastering English for science and technology) and the actual content of language courses focused primarily on everyday topics.

Diagnostic data confirms the problem:

63-78% of students show a POFLCC-1 or POFLCC-2 level;

less than 10% reach the POFLCC-3 level;

The level of proficiency in scientific English (POFLCC-4) is practically non-existent.

2. Lack of regional adapted learning technologies

Most of the methods used are focused on:

- monolingual audiences;
- environment with a high level of English proficiency;
- educational systems that do not take into account the trilingualism of Central Asia.

In the conditions of Karakalpakstan, learning is complicated by:

agglutinative structure of the Karakalpak and Uzbek languages;

- Russian syntactic influence;
- various cognitive models in students;
- ecological and socio-economic specifics of the region (Aral Sea region).

But no existing methodology takes into account:

- regional component (Ecology of the Aral Sea region, agroecosystems of the region, bioresources of the Amu Darya);
- multilingual cognitive architecture of students;
- the specifics of professional tasks (biology, chemistry, engineering).

This creates a contradiction of 2:

- between the unique characteristics of the educational environment in Karakalpakstan and the lack of technologies adapted to these conditions.

3. Limited use of methodological tools and approaches

Analysis of syllabuses and teaching practices reveals

the dominance of traditional methods:

- reading texts;
- retelling;
- translation;
- grammatical exercises.

Meanwhile, modern international ESP (English for Specific Purposes) technologies include:

- CLIL (Content and Language Integrated Learning);
- Problem-Based Learning (PBL);
- TBLT (Task-Based Language Teaching);
- Project and research assignments;
- digital scientific tools (Google Scholar, PubMed, Scopus);
- working with scientific genres.

In the region's universities, these technologies are either not presented or are presented in fragments.

Contradiction 3 arises:

- between the necessity of forming POFLCC with modern methods and the limited use of pedagogical tools.

4. The need to create a holistic technology for the formation of the POFLCC

Analysis of the entire training system shows the presence of a fundamental systemic contradiction. There are:

- individual elements of professional English;
- separate exercises, texts, assignments;
- practical needs of specialists;
- a multilingual environment.

However, there is no unified methodology that combines:

- professional component;
- multilingual specifics of the region;
- students' cognitive characteristics;
- requirements of modern scientific communications.

That is, learning is carried out in "parts," "fragments," without a systemic architecture.

This leads to a contradiction of 4:

- between the need for a comprehensive professionally-oriented technology and the lack of a

scientifically developed holistic model [3;8].

educational practice of higher educational institutions of Karakalpakstan.

The manifestation of the problem in the real

Problem	NSPI	KSU
Lack of professional orientation	General topics, minimum of professional topics	Many topics are general. Lack of industry texts.
Neglecting trilingualism	Interference is not diagnosed	There are no comparative exercises
Limited technology	"Translation" method prevails	Project tasks are insufficient
Lack of a cohesive system	No connection with specialized departments	Language is not integrated into professional disciplines

The analysis conducted allows us to conclude that the main problem in the development of POFLCC in Karakalpakstan is the lack of a scientifically based, integrated, and regionally adapted technology that takes into account:

- trilingualism of learners;
- professional tasks of specialists of natural science and technical profile;
- the structure of the POFLCC as a complex integrative competence;
- modern requirements of the international scientific and educational environment.

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