



COSTABILITY OF TEACHING ENGLISH IN HIGHER TECHNICAL INSTITUTIONS

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Abstract: This article highlights the relevance of English language teaching in higher technical institutes. The importance of the English language in the training of specialists in technical sciences, the fact that this language is the main tool in global information exchange and international technical cooperation was analyzed. The authors reviewed the modern approaches and methods of the English language teaching process in technical education and substantiated the effectiveness of the communicative approach and special teaching materials focused on the technique in the development of students' language skills. It is emphasized that teaching English is an integral part of forming the professional competencies of students of technical sciences.

Key words: English language education, higher technical institutions, professional competence, technical sciences, communicative approach, special educational materials, global information exchange, international cooperation.

Introduction.

In the conditions of modern globalization, higher technical education should be formed in accordance with international standards. In this process, learning English plays an important role in the professional development of technical students. Today, when technologies are developing at a rapid pace, English is gaining importance as the main tool in processes such as international scientific and technical information exchange, reading and analysis of technical documents, as well as training and cooperation abroad.

Teaching English in higher technical institutes is not limited to providing linguistic knowledge, but is aimed at preparing students as competitive personnel in the international labor market. Therefore, applying a professionally oriented approach in the process of teaching English, developing students' technical terms and professional communication skills is one of today's urgent problems.

This article analyzes the relevance of teaching English in technical institutes, the possibilities of using modern teaching methods and technologies in this regard, as well as the role of language learning in the training of technical specialists.

Methodology.

In this study, the following methodological approaches were used to study the process of teaching English in higher technical institutes:

1. Theoretical analysis: advanced foreign and local scientific and literary sources related to teaching English in technical areas were studied. In particular, the theoretical foundations of the communicative approach, professionally oriented teaching and technologyization of the educational process were analyzed.

2. Empirical research: Questionnaires and interviews were conducted among students of technical institutes, and their needs in English language and their attitudes towards educational materials adapted to professional activities were studied.

3. Experimental work: An experiment was conducted on the application of specially developed professionally oriented English language textbooks and educational materials to the educational process. During the test, communicative and interactive methods were used, including project work, analysis of technical texts, and simulation of professional communication.

4. Comparison method: The results of groups trained by traditional and modern methods were compared, and the effectiveness of new approaches was determined.

5. Statistical analysis: The results of the experimental work were analyzed by mathematical and statistical methods, and the reliability of the obtained data was ensured.

Through these methodological approaches, actual problems and their solutions in the process of teaching English in technical institutes were identified, and effective pedagogical mechanisms were developed in this direction.

Literature review:

Scientific-literary sources on teaching English in technical educational institutions create a basis for studying the current problems of this field. In the analysis of the literature, the following areas were mainly considered:

1. Theory of vocationally oriented language education

The ESP (English for Specific Purposes) model, developed by D. Hutchinson and A. Waters, is the main theoretical basis for a professionally oriented approach to language teaching. This approach involves the formation of language skills in accordance with professional needs. In local literature, the works of A. E. Mamajanov and S. Karimova present versions of this model adapted to the Uzbek educational system.

2. The importance of a communicative approach

The concepts of the communicative approach developed by J. Harmer and S. Thornbury were considered as an effective tool in the formation of professional communication skills relevant for technical students. Variants of this method adapted to technical sciences have been studied in foreign literature.

3. Adaptation of educational materials to technology

The material development approaches developed by C. Dudley-Evans and T. Johns for teaching reading, writing and analysis of technical texts and documents are important. These approaches serve as a basis for the development of professional language skills in technical institutions. The works of I. Shukurov are often used in local research.

4. Use of digital technologies

The role of digital educational technologies in English language teaching is highlighted in many foreign studies, including P. Blended Learning model. The works of A. Johnson and local experts H. Torayev on the integration of this approach into technical directions and the use of interactive platforms give clear instructions.

5. Analysis of international experiences

Modern methods of teaching English in technical education in foreign education systems, including project-based learning and problem-solving approaches, were analyzed. In this regard, the researches of N. Ellis and E. Wright became the main source for studying international experiences.



This literature review provides a theoretical and practical basis for the effective use of communicative approach, digital technologies and professionally oriented materials in teaching English in technical institutes.

Discussion:

The relevance of teaching English in higher technical institutes is increasing in the process of adapting to the requirements of modern education and technology. The results of the research showed that the following issues are important for the effective organization of the process of teaching English in the technical direction:

1. Effectiveness of professionally oriented approach

Experiments have shown that English language textbooks and special educational materials adapted to technical subjects increase interest in language learning among students. Texts and assignments based on professional terms serve to prepare students for the real work environment. This approach was an important factor in the formation of students' ability to use technical terms correctly and professional communication skills.

2. Application of communicative methods

By using the communicative approach, it was observed that the interest and participation in practical communication among students increased significantly. Interactive activities, including modeling of technical situations and project-based assignments, made the language learning process not only effective, but also fun.

3. Integration of digital technologies

The use of modern digital technologies in English language teaching, such as interactive platforms and mobile applications, has greatly helped to strengthen students' knowledge and organize the independent learning process. This approach has expanded the possibilities of individual approach and independent learning among students.

4. Appropriate approaches to student needs

During the research, it was determined which English language skills are more important for technical students. They believe that understanding technical texts, reading and writing technical documents, and participating in technical discussions are key skills. Therefore, more attention was paid to these directions in the lessons.

5. Problems and their solutions

During the analysis, it was found that some students have difficulties in learning a foreign language. This was mainly due to the lack of motivation in language learning and lack of confidence in oral communication. To solve this problem, the introduction of gamification (gamification) elements in teaching and tasks based on group cooperation have been effective.

The discussion of this study shows that the use of professionally oriented, innovative and communicative methods in the process of teaching English in technical institutes, the creation of educational materials suitable for the needs of students, serves to increase the effectiveness of the educational process. At the same time, it was found that the use of digital technologies is important in increasing students' interest in learning.

Summary.

According to the results of this research, it has been proven that the process of teaching English in higher technical institutes is of great importance in the formation of professional competencies of students. During the research, the main problems related to the effective teaching of the English language in technical education were identified and ways to solve them were developed.

The following main conclusions were made:

1. It has been confirmed that vocationally oriented teaching is a relevant approach in learning English for technical students. Skills for working with special terms and technical documents have become an integral part of students' professional training.

2. It has been proven that the use of communicative methods is effective in improving students' language skills and increasing students' activity in the educational process. Project-based work in groups, modeling of technical situations, and development of oral communication took an important place.

3. The use of digital technologies greatly helped in diversifying the educational process, increasing student motivation and developing their independent learning skills.

4. Taking into account the needs of students became important in the adaptation of educational materials and the use of effective pedagogical methods. Skills such as reading and writing technical texts and correctly understanding professional terms were found to be priorities for technical students.

5. Innovative methods, including elements of gamification and group work, were introduced to increase interest in learning English among students through motivational approaches.

The results of this research indicate the need to introduce new pedagogical technologies, develop professionally oriented educational materials and use methods suitable for students' needs in the process of teaching English in higher technical institutions. These approaches serve to prepare technical students as competitive specialists in the international labor market.

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