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TEKNIK UNIVERSITETLARDA CHET TILI O'QITISH METODLARI

Annotatsiya

Ushbu maqola yo'l harakati va transport sohalariga e'tibor qaratgan holda texnik universitetlarda xorijiy tillarni samarali o'qitish usullarini o'rganadi. Tilni o'qitishni texnik mazmun bilan integratsiyalashning ahamiyati Kommunikativ tillarni o'rgatish (CLT), Vazifaga asoslangan ta'lim (TBL) va Kontent va tilni integratsiyalashgan o'rganish (CLIL) kabi yondashuvlar orqali ta'kidlanadi. Talabalarning professional sharoitlarda chet tillaridan foydalanish qobiliyatini oshirish kontekstida virtual reallik va simulyatorlar kabi texnologiyalarning roli ham muhokama qilinadi. Maqolada avtomobilsozlik va yo'l harakati boshqaruvi bo'yicha ikki tili dasturlarni muvaffaqiyatli amalga oshirgan universitetlarning amaliy tadqiqotlari ko'rib chiqiladi, shu bilan birga ixtisoslashtirilgan texnik lug'atni o'rgatishdagi muammolarni hal qiladi. Til o'rganish talabalarning transport sohasidagi karerasiga bevosita bog'liq bo'lishini ta'minlash uchun moslashtirilgan resurslarni ishlab chiqish va o'qituvchilarni tayyorlashni o'z ichiga olgan yechimlar taklif etiladi.

Kalit so'zlar: Chet tillarini o'qitish, texnik universitetlar, yo'l harakati, transport, Kommunikativ tillarni o'qitish (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), virtual reallik, transport lug'ati.

МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В ТЕХНИЧЕСКИХ УНИВЕРСИТЕТАХ

Аннотация

В этой статье рассматриваются эффективные методы обучения иностранным языкам в технических университетах с акцентом на дорожном движении и транспортном секторе. Важность интеграции обучения языку с техническим содержанием подчеркивается с помощью таких подходов, как коммуникативное обучение языку (CLT), обучение на основе задач (TBL) и интегрированное обучение контенту и языку (CLIL). Роль технологий, таких как виртуальная реальность и симуляторы, также обсуждается в контексте повышения способности студентов использовать иностранные языки в профессиональной среде. В статье рассматриваются тематические исследования университетов, которые успешно внедрили двуязычные программы в области автомобилестроения и управления дорожным движением, одновременно решая проблемы в обучении специализированной технической лексике. Предлагаются решения, включая разработку специализированных ресурсов и подготовку преподавателей, чтобы обеспечить непосредственное отношение изучения языка к карьере студентов в транспортной отрасли.

Ключевые слова: Преподавание иностранных языков, технические университеты, дорожное движение, транспорт, коммуникативное обучение языку (CLT), обучение на основе задач (TBL), интегрированное обучение предмету и языку (CLIL), виртуальная реальность, транспортная лексика.

TEACHING METHODS OF FOREIGN LANGUAGES IN TECHNICAL UNIVERSITIES

Annotation

This article explores effective teaching methods for foreign languages in technical universities, with a focus on the road traffic and transportation sectors. The importance of integrating language instruction with technical content is highlighted through approaches like Communicative Language Teaching (CLT), Task-Based Learning (TBL), and Content and Language Integrated Learning (CLIL). The role of technology, such as virtual reality and simulators, is also discussed in the context of enhancing students' ability to use foreign languages in professional settings. The article examines case studies from universities that have successfully implemented bilingual programs in automotive engineering and road traffic management, while addressing challenges in teaching specialized technical vocabulary. Solutions, including the development of tailored resources and teacher training, are proposed to ensure language learning is directly relevant to students' careers in the transportation industry.

Key words: Foreign language teaching, technical universities, road traffic, transportation, Communicative Language Teaching (CLT), Task-Based Learning (TBL), Content and Language Integrated Learning (CLIL), virtual reality, transportation vocabulary.

Introduction. In technical universities, foreign language education serves as a critical tool in preparing students for the global workforce. With industries becoming increasingly interconnected, it is essential that future engineers, transport specialists, and technicians not only master their technical fields but also acquire the ability to communicate in foreign languages within these contexts. One of the most pertinent sectors in technical education is transportation, specifically road traffic, where understanding technical vocabulary in a global setting can significantly enhance career prospects. This article explores effective teaching methods for foreign languages in technical universities, with a particular focus on road traffic and transportation-related subjects.

The Importance of Foreign Language Learning in Road Traffic and Transportation.

As transportation networks expand across borders, professionals in the field are frequently required to engage with

international colleagues, read foreign technical documents, and participate in conferences or workshops. Language proficiency becomes crucial in interpreting road signs, navigating traffic laws in foreign countries, understanding international safety standards, and facilitating cross-border transportation logistics.

In technical universities, it is not enough to teach students general language skills. It is important to focus on English for Specific Purposes (ESP) or other foreign languages tailored to technical subjects like road traffic management, vehicle engineering, and traffic control systems. Mastering terminology related to road safety, traffic signals, regulations, and the technologies that power modern transport systems can open doors for future specialists working with multinational companies or in international projects.

Communicative Language Teaching (CLT) and Its Application to Road Traffic.

Communicative Language Teaching (CLT) is a popular method in language education that emphasizes the ability to communicate in real-life situations. In technical universities, this method can be adapted to include scenarios that students will likely encounter in the road traffic industry. For example, instead of focusing solely on grammar or vocabulary in isolation, students might engage in role-playing exercises where they act as traffic control officers, international transport operators, or engineers explaining road safety standards in a multilingual environment.

An example of a classroom activity might include students collaborating to design an international road traffic management system, then presenting their designs in the target language. This not only helps students practice technical terminology but also prepares them for teamwork and professional communication in real-world situations.

Task-Based Language Teaching (TBL) and Its Relevance to Transportation

Task-Based Language Teaching (TBL) focuses on using language to complete specific tasks, making it highly relevant for technical fields such as road traffic. In this method, students are presented with real-world tasks that mimic professional scenarios. In the context of road traffic, this might include activities such as:

- Preparing a multilingual presentation on international traffic regulations.

- Writing technical reports on transportation technologies like autonomous vehicles.

- Simulating an international negotiation between transport companies, discussing logistics or road safety procedures.

- Creating bilingual traffic signs and explaining their meaning and placement in different countries.

By focusing on tasks directly related to road traffic and transportation, students engage with the language in ways that are both meaningful and practical. This prepares them to effectively communicate in their future careers, whether they are developing road safety solutions or working with international teams in traffic management projects.

Content and Language Integrated Learning (CLIL) in Technical Universities.

Content and Language Integrated Learning (CLIL) is a method where students learn a subject through a foreign language, thereby acquiring both language skills and subject knowledge simultaneously. In the context of technical universities, this can involve teaching transportation-related subjects, such as road engineering, vehicle dynamics, or traffic management, in a foreign language (e.g., English, German).

For instance, a CLIL-based approach might involve students studying a course on road safety standards in English. They would not only gain knowledge of technical content but also become familiar with the language needed to discuss such topics in international settings. The dual focus on language and content reinforces both skills, enabling students to apply their language proficiency directly to their field of study.

Incorporating Technology into Language Teaching for Transportation.

Technological advancements are transforming both the transportation industry and the way languages are taught. In foreign language education, blended learning combines traditional classroom instruction with online resources, offering students flexibility and access to a wide range of materials.

For example, road traffic simulators can be used to teach language students how to navigate different traffic systems around the world. These simulators can integrate voice commands in the target language, providing students with real-time language practice while also developing their understanding of global traffic systems.

Analysis of literature on the topic. Language learning apps that focus on technical vocabulary related to road traffic and transportation can supplement classroom teaching. These apps allow students to practice specific terms and phrases related to vehicle mechanics, road signs, or traffic management, ensuring

they are well-prepared to use the language in professional contexts.

Additionally, virtual reality (VR) can be employed to simulate real-world scenarios. For example, students might use VR to practice managing an international transportation hub, communicating with drivers, customs officials, and traffic controllers in a foreign language. This immersive experience enables students to apply their language skills in complex, interactive environments.

Case Studies: Successful Language Learning Programs in Road Traffic Education.

Several technical universities have implemented successful language learning programs tailored to road traffic and transportation. For instance, in Germany, where the automotive industry is a significant part of the economy, universities have introduced bilingual courses in automotive engineering. Students learn both the technical skills and the foreign language (primarily English) necessary to work in international teams or in multinational automotive companies.

In France, technical universities have adopted a dual-degree program where students earn qualifications in both engineering and language proficiency. In this program, road traffic management and transportation courses are taught in English, preparing students for careers in international transportation companies or regulatory bodies.

Teacher Training and Professional Development.

For these methods to be effectively implemented, technical university instructors must be trained in both language teaching and the technical subjects they are teaching. This dual expertise allows educators to create a more integrated and context-specific learning environment for students.

Professional development programs that focus on ESP for road traffic specialists, as well as training on new technologies like simulators and VR, can help teachers enhance their teaching methods. Workshops, conferences, and exchange programs for educators are crucial in ensuring that teaching practices remain up-to-date and relevant to the needs of the industry.

Challenges and Solutions in Teaching Foreign Languages in Technical Universities.

Despite the clear benefits, there are challenges in implementing foreign language teaching methods in technical universities. One challenge is the lack of resources specifically tailored to the technical vocabulary of road traffic and transportation. Textbooks and learning materials often focus on general language learning, making it difficult for students to acquire the specialized vocabulary they need.

To address this, universities should invest in the development of customized materials, such as glossaries of technical terms, case studies from the transportation industry, and bilingual learning tools. Collaborations between language departments and industry experts can also help bridge the gap between language education and professional requirements.

Research methodology. Another challenge is maintaining student motivation in technical language courses. Since students are often more focused on their core technical subjects, they may perceive language learning as secondary. To overcome this, educators should emphasize the career benefits of language proficiency and integrate language learning with technical projects, making the language content directly relevant to their future careers.

Conclusion. In conclusion, foreign language education in technical universities, particularly in the field of road traffic and transportation, requires specialized methods that integrate language learning with technical content. Approaches such as CLT, TBL, and CLIL, combined with the use of modern technology, can enhance students' language proficiency while preparing them for global careers in transportation. By addressing the challenges of teaching technical vocabulary and maintaining student engagement, universities can create language programs that equip future professionals with the communication skills necessary for success in the international transportation industry.

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