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MODERN METHODS OF TEACHING FOREIGN LANGUAGES TO ENGINEERING STUDENTS

Annotation. *The article explores modern approaches to teaching foreign languages to engineering students in higher education. The study focuses on communicative teaching, project-based learning, and technology-enhanced instruction as key methods for improving professional communication skills. The findings show that integrating innovative pedagogical strategies increases learner motivation, professional vocabulary acquisition, and communicative competence. Practical recommendations for improving foreign language education in engineering programs are provided.*

Keywords: *foreign language teaching, engineering education, communicative approach, project-based learning, digital technologies.*

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MUHANDISLIK YO‘NALISHI TALABALARI UCHUN XORIJIY TILLARNI O‘QITISHNING ZAMONAVIY METODLARI

Annotatsiya. *Maqolada oliy ta’lim tizimida muhandislik yo‘nalishi talabalari uchun xorijiy tillarni o‘qitishning zamonaviy yondashuvlari tahlil qilinadi. Tadqiqotda kommunikativ o‘qitish, loyiha asosida ta’lim hamda raqamli texnologiyalar asosidagi ta’lim professional kommunikativ ko‘nikmalarni rivojlantirishning asosiy metodlari sifatida ko‘rib chiqiladi. Natijalar innovatsion pedagogik strategiyalarni qo‘llash talabalarning o‘quv motivatsiyasi, kasbiy lug‘at boyligi va kommunikativ kompetensiyasini oshirishini ko‘rsatadi. Maqolada muhandislik ta’limida xorijiy tillarni o‘qitishni takomillashtirish bo‘yicha amaliy tavsiyalar berilgan.*

Kalit so‘zlar: *xorijiy tillarni o‘qitish, muhandislik ta’limi, kommunikativ yondashuv, loyiha asosida ta’lim, raqamli texnologiyalar.*

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СОВРЕМЕННЫЕ МЕТОДЫ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ ИНЖЕНЕРНЫХ НАПРАВЛЕНИЙ

Аннотация. *В статье анализируются современные подходы к обучению иностранным языкам студентов инженерных направлений в системе высшего образования. В исследовании коммуникативное обучение, проектное обучение и обучение с использованием цифровых технологий рассматриваются как основные методы развития профессиональных коммуникативных навыков. Результаты показывают, что применение инновационных педагогических стратегий способствует повышению учебной мотивации студентов, расширению профессионального словарного запаса и развитию коммуникативной компетентности. В статье представлены практические рекомендации по совершенствованию преподавания иностранных языков в инженерном образовании.*

Ключевые слова: *обучение иностранным языкам, инженерное образование, коммуникативный подход, проектное обучение, цифровые технологии.*

ntroduction. The rapid pace of globalization and technological innovation has significantly reshaped the competencies expected from modern engineering graduates. Engineers today are required not only to possess strong technical knowledge but also to communicate effectively in international professional environments. Global engineering projects often involve collaboration with foreign specialists, participation in multinational teams, and the use of technical documentation produced in different languages. Consequently, foreign language proficiency has become an essential element of professional preparation in engineering education.

However, in many higher education institutions, foreign language teaching still relies on traditional approaches mainly focused on grammar instruction and translation practice. Although these methods contribute to linguistic accuracy, they often fail to develop real communicative competence required in professional contexts. Contemporary educational models emphasize student-centered learning, interaction, and practical application of knowledge, which are particularly important for engineering students who learn more effectively through applied and problem-oriented activities.

In this regard, modern teaching methods that combine communication, collaboration, and technology offer new opportunities for improving language learning outcomes. This study examines how such methods can enhance communicative competence and professional readiness among engineering students.

Literature Review. Modern language pedagogy increasingly supports communicative language teaching as one of the most effective approaches to developing practical communication skills. Unlike traditional teacher-centered instruction, communicative methods focus on meaningful interaction and authentic language use. Research indicates that students develop higher fluency and confidence when they are engaged in tasks that simulate real-life communication situations.

Project-based learning has emerged as another influential educational strategy. This approach encourages learners to work collaboratively on practical assignments, which helps integrate language acquisition with critical thinking and professional problem-solving. Within engineering education, project-based activities allow students to practice technical vocabulary and communication skills while solving realistic professional tasks. As a result, learners begin to perceive language as a working tool rather than a purely academic subject.

The integration of digital technologies has further transformed foreign language teaching. Online learning platforms, multimedia resources, and virtual communication environments provide flexible access to learning materials and enable individualized practice. Studies highlight that technology-supported instruction increases learner engagement and strengthens autonomous learning habits, particularly among engineering students who are already familiar with technological tools.

Overall, existing literature suggests that the combination of communicative approaches, project-based learning, and digital technologies creates a more effective and professionally relevant learning environment.

Research Methodology. This study employed a mixed-method research design combining qualitative observation and quantitative analysis. The participants included undergraduate engineering students enrolled in foreign language courses at a higher education institution.

The research process consisted of several stages. First, theoretical and pedagogical sources were analyzed to establish a conceptual framework for modern teaching approaches. Second, classroom observations were conducted to examine student participation and interaction during communicative and project-based activities. Third, practical assignments integrating professional engineering contexts were implemented to evaluate the effectiveness of the methods.

In addition, student surveys were administered to identify changes in motivation, confidence, and perceived learning effectiveness. Comparative analysis was applied to evaluate differences in learning outcomes before and after the introduction of modern teaching methods. This methodological combination allowed for a comprehensive assessment of how innovative instructional practices influence language learning processes.

Analysis and Results. The results of the study demonstrate that modern teaching approaches positively influence both language performance and student engagement. Communicative activities significantly increased student participation and reduced hesitation during speaking tasks. Learners became more willing to express technical ideas in a foreign language and demonstrated greater confidence in classroom discussions.

Project-based learning produced particularly strong results. Students working on professional simulations and collaborative projects improved their ability to use technical terminology and present complex information clearly. These activities also strengthened teamwork skills and promoted peer learning, which are important components of engineering education.

Digital technologies played a supportive role in extending learning beyond the classroom. Students actively used online platforms to review materials, practice vocabulary, and complete additional tasks independently. As a result, learner autonomy and responsibility for personal progress increased noticeably.

Overall, the findings indicate that combining communicative interaction, project-based tasks, and technology-enhanced learning leads to a more dynamic and professionally oriented educational environment.

Conclusion and Recommendations. The study confirms that modern methods of teaching foreign languages significantly contribute to the development of communicative competence among engineering students. Innovative pedagogical strategies not only improve language proficiency but also support the formation of professional skills required in global engineering practice.

Based on the research findings, several recommendations can be proposed. Foreign language instruction should be closely aligned with professional engineering contexts to increase relevance and motivation. Communicative and project-based activities should form the core of instructional design, allowing students to apply language in realistic situations. Digital technologies must be integrated systematically to support autonomous learning and continuous practice. Additionally, educators should promote collaborative learning environments that encourage interaction, critical thinking, and professional communication.

Future research may focus on long-term outcomes of interdisciplinary language education and investigate how emerging educational technologies can further enhance professional language training for engineering students.

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