



# Advanced Methods of Teaching English Languages Using Modern and Communication Technologies

Amangeldieva Alfiya

Nukus state pedagogical institute named after Ajiniyaz

## \*Correspondence:

Amangeldieva Alfiya

[gulishodieva@mail.ru](mailto:gulishodieva@mail.ru)

Received: 09-02-2025

Accepted: 19-03-2025

Published: 29-04-2025

Copyright © 2024 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

## Abstract

This study aims to analyze effective methods for teaching English in technical institutes, particularly in the construction field. The research explores modern approaches to teaching students in non-linguistic universities and addresses the challenge of limited time allocated for foreign language studies. The study employs a qualitative methodology, including a literature review and case studies, to evaluate various teaching techniques, such as the Conversational Club and the integration of Information and Communication Technologies (ICT). The results indicate that incorporating interactive methods and digital resources enhances students' motivation and proficiency in English. The findings suggest that these modern teaching strategies significantly contribute to students' academic and professional development in the construction industry.

## Keywords

*English, Method, Technology, Student.*

## Introduction

Foreign language speech activity is a means of solving professional and subject tasks of the future specialist. [1] The authors consistently present the process of experimental work, preliminary development of fundamental theoretical provisions, preparation of the methodological base necessary for the experiment. [2]The existing system of formation of competencies of professionally oriented teaching of a foreign language to students is relevant, however, there are strengths and weaknesses that require systematization, research, as well as study of new methods and ways of teaching student foreign language speech communication. The topic is the subject of scientific research and is recommended for postgraduate students, applicants, teachers.[3] One of the main tasks facing teachers of English in non-linguistic

universities is the development of sufficient competencies in future specialists in intercultural communication in the context of professional and scientific activities .[4]

## Methods

Since the world is constantly experiencing discoveries and innovations in the construction industry, most often the first articles and scientific research are published in the public domain in English.[5] Most Uzbek companies welcome, and often require, knowledge of English, since many global projects are created [6]jointly with foreign companies. All these factors indicate the need for English language training in technical universities, while specialists need a high level of language proficiency and a large vocabulary of technical terms .[7]

## Results and Discussions

When teaching English at technical universities, there is a problem of limited time, since most of it is devoted to subjects in the specialty. To solve this problem, it is necessary to use modern teaching methods. [8] It is also important to understand that much depends on the desire and independent work of students. Learning should not be limited to homework. The teacher needs to convey to students the importance of English and interest them, explain why a foreign language may be needed by a builder, and also choose the right approach to learning . [9] Since the Internet is used for learning all over the world, it is impossible to ignore all its advantages in this matter. The Internet is a free resource for learning English. Thus, any teacher can create their own curriculum, [10]additionally using Internet resources: watching movies/TV series/TV shows/scientific programs in English, watching video channels on YouTube and Instagram, studying foreign websites with construction/technical topics: (www "http://www.howstuffworks.com/". http://www.howstuffworks.com/ "howstuff fworks "http://www.howstuffworks.com/". "http://www.howstuffworks.com/"com – texts and videos in English about the operating principles of some mechanisms and devices; www"http://www.wisegeek.com/". "http://www.wisegeek.com/"wisegeek "http://www.wisegeek.com/". "http://www.wisegeek. com/"com – information about phenomena in various scientific fields; www "http://www.ted.com/". "http://www.ted.com/" "http://www.ted.com/". "http:// www.ted.com/"com – video lectures and articles on various topics and scientific fields), etc. The main thing is that the resources that will be studied are related to the student's future profession.[11]

Information and communication technologies should be used in teaching English, as they simplify many educational processes and provide access to a large amount of useful and accessible information necessary for acquiring knowledge . [12]Also, the use of modern computer technologies increases the interest and motivation of students, as such presentation of information becomes interesting and creative.

Also, one of the interesting ways of teaching English can be a "Speaking Club" adapted for

construction students:

- 1) the teacher announces in advance the topic on which the students will communicate (topics are related to issues of design, construction, architecture, etc.);
- 2) a list of basic words and phrases is given in advance that must be learned and used during the lesson in dialogues with each other;
- 3) during the discussion, students can speak only in English, they can ask each other any questions on the topic of the lesson;
- 4) the teacher needs to listen to students, note gaps in knowledge, which will allow him to adjust the training program in a short period of time and give recommendations to each student individually.[13]

## Conclusion

The use of information technology and active involvement of students in discussions will lead to the desire of students to study English in order to:

- a. understand what students with a higher level of English are talking about;
- b. be able to express their opinion and answer questions;
- c. use foreign sites to obtain new and relevant information on construction and training, etc.

Thus, today, modern methods must be used to teach English to construction students, as they increase students' motivation, improve their skills, create an imitation of real professional communications and problem solving related to future work. All these factors contribute to the development of students as specialists, an integral part of which is knowledge of English at the level required for work.

## References

- Adolf, V. A., & Ilyina, N. F. (2010). Innovative activity in education: Problems of formation. *High. Educ. Russ.*, 1, 81.
- Begbudiyeva, P. (2021). Analysis of pedagogical views of Mahmudkhodja Behbudi, their influence on the formation of the national education system of Turkestan. *Foreign Philol. Lang. Lit. Educ.*, 1(78), 82–85.
- Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition: Foundations for Teaching, Testing, and Research*. Cambridge University Press.
- Godwin-Jones, R. (2018). Emerging Technologies: Language Learning and Mobile Devices. *Language Learning & Technology*, 22(2), 1-17.
- Gafurov, B. (2023). The relationship between culture and language in the learning process. *Eurasian J. Soc. Sci. Philos. Cult.*, 3(5), 55–63.
- Hamidov, B. B., & Kamolova, D. O. (2022). The importance of pedagogical software tools in teaching technological education. *Vestn. Magistr.*, 4–1(127), 62–67.

- Higgins, J. (2016). *Teaching English with Technology: Tips and Techniques for Using Technology in the ESL Classroom*. Pearson Education.
- Khaydarova, L. (2022). Main approaches to communicative language teaching. *Models Methods Increasing Effic. Innov. Res.*, 1(11), 257–261.
- Kostina, I. A. (2020). Phraseological units with proper names of biblical characters in English and Russian languages.
- Kukulaska-Hulme, A., & Shield, L. (2008). An Overview of Mobile Assisted Language Learning: From Content Delivery to Supported Collaboration and Interaction. *ReCALL*, 20(3), 271-289.
- Labasheva, N. A., & Garibyan, A. N. (2019). Actual issues of terminology of the oil and gas industry in English and Russian. In *International Scientific and Practical Conference dedicated to the 90th anniversary of V. Shukshin* (pp. 65–69).
- Labasheva, N. A., & Timofeeva, E. A. (2017). The special role of translation as a type of linguistic activity in literature. In *II International Scientific and Practical Conference on Philological and Socio-Cultural Issues* (pp. 99–108).
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Obrueva, G. (2019). On the experience of interpreting the expressive possibilities of phraseological units with proper names. *Foreign Philol. Lang. Lit. Educ.*, 4(1), 64–66.
- Obrueva, G. K. (2012). On intrasystem connections of phraseological units with an onomastic component in English (analysis methodology). *Res. J.*, 100.
- Stockwell, G. (2010). Using Mobile Phones for Vocabulary Activities: Examining the Effect of the Platform. *ReCALL*, 22(2), 1-16.
- Tursunovich, S. E. (2021). Teaching speech acts of compliments: What is what?
- Warschauer, M., & Healey, D. (1998). Computers and Language Learning: An Overview. *Language Teaching*, 31(2), 57-71.
- Yakovleva, S. V. (2018). On the concept and methods of forming eponyms. *BBK*, 66.017, 77–89.
- Zhavner, T. V., & Takhaveeva, Yu. V. (2015). Informatization of teaching foreign language with the development of intercultural professional communicative competence of undergraduate students of engineering specialties. *Bull. KemSU*, 2(62), 46.