

Communicative Model Of Teaching Professional English In The Direction Of Technological Education

Juraeva Makhliyo Rashidovna

Teacher of the Department of English language and literature of the Bukhara State Pedagogical Institute, Uzbekistan

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Abstract: This article covers the theoretical foundations, structural components and practical mechanisms of an improved model aimed at the development of communicative competencies in English for students of the technological educational field. The Model is developed on the basis of modern pedagogical technologies, professionally oriented English language teaching approaches and problematic communicative situations. The results of the study show a significant increase in students' speech activity, professional communication, practical application of technical terminology, as well as interactive communication skills.

Keywords: Technological educational orientation, communicative competence, professionally oriented English, speech activity, professional communication, technical terminology, method, component.

Introduction: Future specialists in the field of technological education are required to have effective communication skills in English in order to work with the requirements of the global labor market, technical documentation, communicate in international cooperation, and participate in modern innovative processes. In the process of modern technological development, training of qualified specialists is one of the important issues. In the field of technological education, it is necessary that students also acquire practical skills and professional competencies, not limited only to theoretical knowledge. At the same time, excellent proficiency in professional English is required in order to effectively operate in the global job market. English, especially in the technological fields, serves as the main means of communication and scientific and technical information exchange.

An effective approach to teaching professional English is to apply a communicative model, with the model directing students not only to learn the language, but also to be able to communicate in practical situations.

The primary goal of the communicative approach is to shape language learning through practical communication, an approach used not as a tool for language learners, but as a means to perform real communicative tasks.

Key principles:

1. Language functionality: each language must serve a purpose.
2. Personal participation: learners participate in the process of active communication.
3. The primary goal of the communicative approach is to shape language learning through practical communication, an approach used not as a tool for language learners, but as a means to perform real communicative tasks.

Key principles:

1. Language functionality: each language must serve a purpose.
2. Personal participation: learners participate in the process of active communication.
3. Situational situations: students perform practical exercises in roles similar to professional situations.
4. Integration: language learning is in harmony with other professional skills, such as analyzing technical documentation or making a project presentation.

The importance of teaching professional English in the direction of technological education is important in several ways:

* Work with scientific and technical literature: many technological and scientific articles, manuals are

available in English. Integration: language learning is in harmony with other professional skills, such as analyzing technical documentation or making a project presentation.

The importance of teaching professional English in the direction of technological education is important in several ways:

* Work with scientific and technical literature: many technological and scientific articles, manuals are available in English.

* Professional communication: cooperation with Global companies, allows you to discuss projects.

* Development of professional skills: makes it possible to explain technological processes, provide technical descriptions and draw up reports in English.

In the communicative model of professional English language teaching, the ESP constitutes a learning process based on real communication between students. The main components of the model are as follows:

Component	Description
Linguistics component	Teaching students technical vocabulary and grammatical structures.
Pragmatics component	Preparing students to be able to communicate correctly and effectively in professional situations.
Socio-cultural component	Understanding the global work environment and culture, the formation of intercultural communication skills.
Communicative component	Develop skills in analyzing students ' own opinion and managing communication with other communicators.

The application of the communicative model in technological education of the moment is carried out through the following methods:

1. Role-playing games and simulations: students perform technological project discussion, technical advice, or various presentation tasks.

2. Working with technical documentation: students read and analyze manuals, technical vocabulary and vocabulary and project reports in English.

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2. Working with technical documentation: students read and analyze manuals, technical vocabulary and vocabulary and project reports in English.

3. Interactive activities: Discussing project work in groups, using technical terms in a practical way.

4. Multimedia resources: interactive exercises in English using online workshops, video tutorials and virtual laboratories.

Ways to increase the efficiency of the model

* Integration: integration of English with professional subjects, for example, with the fields of Electronics, Computer Technology, mechanics.

- Individual approach: exercises adapted to the language level and professional orientation of students.
- Technological tools: Online platforms, interactive tests, virtual laboratories, and simulators.

* Assessment System: Assessment of communicative skills through practical assignments.

The study was conducted on the basis of the following methods:

analysis of theoretical and methodological literature;

Diagnosing the level of existing competencies of students in the field of technological education;

organizing an experimental learning process;

comparison, monitoring and statistical analysis;

pedagogical observation and conversations.

The advantage of the communicative model of teaching professional English in technological education is that it is aimed at performing real communicative tasks that can be directly applied in the student's professional activities, considering English not as a separate subject, but as an integral part of technological education. In addition, high motivation was observed in students of a technological orientation — they began to perceive English as a professional need, and not a theoretical one. At the same time, CLIL and project-based teaching methods also developed their independent work skills.

The improved model developed according to the results of the study makes it possible for students of the technological educational direction to effectively develop communicative competencies in English. The fact that the model has a complex, practical and professional orientation makes it possible to apply it in other technical directions as well. Also, the use of technological tools, the modeling of real production situations and the integration of professional English will serve a significant increase in student competence.

The communicative model of teaching professional English in technological education directs students to apply the language as a means of practical communication. Through this model, students effectively develop not only their language skills, but also their professional skills. At the same time, it allows you to prepare for the global job market. The communicative approach, combined with the modern requirements of technological education, makes the educational process interactive and effective.

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