

Methods of Teaching English Language to the Students of Automobile Engineering

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Abstract: Foreign language education is an integral part of the training of specialists in higher educational institutions, since foreign language is the key to professional development of future specialist, implementation in the labor market and, as a result, career growth. The article deals with the problem of teaching English to students of non-linguistic specialties, namely automotive students at higher educational establishments. The stages of the didactic process as well as their goals enable the author to reveal the rules of teaching English to students of non-linguistic specialties at higher educational establishments.

Key words: English, higher education, automobile students, methods, technology.

Introduction.

Teaching English to students in the automobile industry can be quite specialized, as it involves both technical language and practical communication skills. The issue becomes particularly relevant in the work of a teacher with students of non-linguistic specialties at universities for whom a foreign language is not a specialty. Computers and telecommunications are becoming an integral part of the educational process, reshaping higher education, changing daily activities and expanding the functions and capabilities of universities. Combining traditional and computer support so that engineering students, especially future automotive engineers, are at the cutting edge of modern industry, stay abreast of new developments, and collaborate with foreign partners. required. collaborative language learning provides a space that facilitates this learning. However, the adoption of new technologies should not be a self-contained tool, but a supporting tool. The role of the teacher is not to be a computer operator, but to be an integral part of the process. Developing students' thinking skills should be the main goal of education today.

Research methodology

For students of non-linguistic specialties, English will be facilitated by the teacher's determination of the rules for teaching English language of the listeners and their consistent observance. According to O. Yu. Efremov, the rules of teaching should be understood as specific instructions to the teacher on how to act in a typical pedagogical situation [1, p. 182]. The scientist rightly believes that the rules reveal individual aspects of the application of this or that principle of learning. In accordance with the subject of the study, by learning rules we mean instructions for organizing the learning process English language skills for students of non-core specialties at universities. In our opinion, the process of teaching English consists of the following stages: Computers and telecommunications are becoming an integral part of the educational process, reshaping higher education, changing daily activities and expanding the functions and capabilities of universities. Combining traditional and computer support so that engineering students, especially future automotive engineers, are at the cutting edge of modern industry, stay abreast of new developments, and collaborate with foreign partners. required. collaborative language learning provides a space that facilitates this learning. However, the adoption of new technologies should not be a self-contained tool, but a supporting tool.

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Research analysis.

The role of the teacher is not to be a computer operator, but to be an integral part of the process. Developing students' thinking skills should be the main goal of education today. Here are some effective methods to consider:

- *Task-Based Learning.* Create scenarios that mimic real-life situations in the automobile industry, such as discussing design specifications, troubleshooting problems, or negotiating contracts. Have students work on projects like designing a car model, requiring them to use technical vocabulary and collaborate in English.
- *Content-Based Instruction.* Use manuals, specifications, and case studies from the automobile industry to teach language in context. This helps students learn relevant vocabulary and concepts simultaneously. Invite professionals from the industry to speak about their work, providing students with exposure to industry jargon and practical language use.\
- *Role-Playing.* Set up role-playing activities where students take on different roles, such as engineers, sales representatives, or customers, to practice communication skills in various contexts. Present challenges that students might face in the workplace, encouraging them to discuss solutions in English.
- *Vocabulary and Terminology Focus.* Develop glossaries of essential terms and phrases specific to the automobile industry, incorporating visuals where possible. Use flashcards for vocabulary review and quizzes to reinforce learning.\
- *Multimedia Resources.* Utilize videos of automotive processes, interviews with industry experts, or podcasts to expose students to spoken English and industry-specific discussions. Use language-learning software that includes modules focused on technical English for the automobile sector.
- *Collaborative Learning.* Encourage students to work in teams on tasks that require discussion and collaboration, fostering communication in English. Have students teach each other about specific topics, reinforcing their understanding and improving their language skills.
- *Writing Exercises.* Technical Reports. Assign writing tasks such as drafting reports, emails, or proposals that reflect real industry documents. Documentation Practice. Teach students how to create manuals or guides, focusing on clarity and appropriate terminology.
- *Feedback and Assessment.* Provide constructive feedback on both language use and technical content, helping students improve their proficiency in both areas. Use assessments that evaluate both technical knowledge and language skills, ensuring a holistic approach to learning.
- *Cultural Context.* Discuss the culture of the automobile industry, including common practices, teamwork, and communication styles, to prepare students for real-world interactions.
- *Use of Technology.* Incorporate online discussion forums, collaborative tools, or language apps to facilitate language practice outside the classroom.

By combining these methods, you can create a comprehensive curriculum that not only improves English proficiency but also prepares students for success in the automobile industry. English is the dominant language in the automotive industry, with many technical documents, manuals, and standards published in English. Proficiency helps students understand and access vital resources. Students need to communicate effectively with colleagues, clients, and suppliers from different countries. Strong English skills facilitate clearer discussions and collaboration on projects. Many automotive companies require English proficiency for hiring and promotions. Being fluent can give students a competitive edge in the job market. Much of the latest research, innovations, and trends in automotive technology are published in English. Students who understand the language can stay updated on industry developments. Many advanced courses and training programs are offered in English. Students with strong language skills can take advantage of these opportunities.



Conclusion.

Learning English enhances critical thinking and problem-solving skills, which are vital in technical fields. It encourages students to articulate ideas and solutions effectively. English is often a bridge to understanding diverse cultures within the global automotive community, fostering better teamwork and collaboration. English is the dominant language in the automotive industry, with many technical documents, manuals, and standards published in English. Proficiency helps students understand and access vital resources. Students need to communicate effectively with colleagues, clients, and suppliers from different countries. Strong English skills facilitate clearer discussions and collaboration on projects.

LITERATURE

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