



THE ROLE OF INTERACTIVE PEDAGOGICAL METHODS IN TEACHING ENGLISH FOR RAILWAY STUDENTS AT TECHNICAL COLLEGES

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Abstract: This article examines the effectiveness of interactive pedagogical methods in teaching English at railway technical colleges. Special attention is given to professionally oriented language teaching and the integration of English with railway-related content. The study analyzes the role of interactive techniques, didactic games, role-plays, and reflection activities in developing students' communicative and professional competences. The article highlights the importance of modern pedagogical approaches in vocational education and provides practical recommendations for English language teachers working in technical institutions.

Key Words: *English for Specific Purposes (ESP), interactive methods, vocational education, railway terminology, communicative competence, reflection, pedagogical technologies*

CHAPTER I. PEDAGOGICAL FOUNDATIONS OF PROFESSIONALLY ORIENTED ENGLISH TEACHING

In modern vocational education, teaching English is no longer limited to grammar-based or traditional approaches. Today, the main goal of English language teaching is to prepare students for real-life communication and professional interaction. This is especially important in railway technical colleges, where students need English not only for general communication but also for their future professional activities.



From a pedagogical perspective, the competency-based approach plays a crucial role in vocational education. This approach focuses on developing students' knowledge, skills, and attitudes in an integrated way. Teaching English for railway students should therefore be based on English for Specific Purposes (ESP), which allows learners to acquire language skills relevant to their professional field.

The use of railway-related texts, technical vocabulary, instructions, and professional situations helps students understand the practical value of English. As a result, their motivation to learn the language increases, and the learning process becomes more meaningful and effective.

CHAPTER II. THE ROLE OF INTERACTIVE METHODS AND DIDACTIC GAMES IN ENGLISH CLASSES

Interactive teaching methods are essential for creating an active and learner-centered classroom environment. These methods encourage students to participate actively in the lesson, express their ideas freely, and collaborate with their peers. In railway technical colleges, interactive methods can significantly improve students' communicative competence.

One of the most effective interactive techniques is role-play. Situations such as "At the railway station," "Giving safety instructions," or "Announcing train delays" allow students to practice real professional communication in English. Role-plays help learners develop speaking skills, confidence, and professional vocabulary.

Another effective method is the case study approach. By analyzing real or simulated railway-related problems, students learn to discuss, analyze, and propose solutions in English. This method develops critical thinking and problem-solving skills, which are essential for future railway specialists.



Didactic games also play an important role in the learning process. Games such as “Railway Vocabulary Quiz,” “Match the Term,” and “Guess the Word” help students memorize technical terms more easily. Game-based learning increases students’ motivation and creates a positive emotional atmosphere in the classroom.

Group work and pair work further enhance communication skills and promote teamwork. These activities help students learn how to express opinions, listen to others, and work collaboratively—skills that are highly valued in the railway sector.

CHAPTER III. REFLECTION AND ASSESSMENT IN THE ENGLISH TEACHING PROCESS

Reflection is an essential component of the teaching and learning process. It allows students to evaluate their own learning, identify strengths and weaknesses, and take responsibility for their progress. In English language teaching, reflection supports the development of learner autonomy.

Several reflection techniques can be effectively used in railway English classes. The “Traffic Light” method helps teachers quickly assess students’ understanding of the lesson. The “One-Sentence Summary” encourages learners to express the main idea of the lesson in their own words. Self-assessment checklists enable students to evaluate their language skills objectively.

These reflection activities are closely connected with formative assessment, which focuses on learning progress rather than final results. Formative assessment helps teachers adjust their teaching strategies according to students’ needs and abilities.

By combining reflection with interactive methods, teachers can create a supportive learning environment where students feel motivated and confident to use English in professional contexts.



CONCLUSION

In conclusion, teaching English at railway technical colleges requires modern pedagogical approaches that integrate language learning with professional content. Professionally oriented English teaching based on ESP principles prepares students for real workplace communication.

Interactive methods, didactic games, and reflection activities significantly improve the effectiveness of English lessons. They enhance students' communicative competence, increase motivation, and support the development of professional skills. Therefore, English teachers in vocational education institutions should actively apply these methods in their teaching practice to meet contemporary educational standards and labor market demands.

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