

## INTEGRATING PROFESSIONAL COMPETENCE INTO FOREIGN LANGUAGE LEARNING FOR SPECIALIZED DISCIPLINES

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### ANNOTATION

This article focuses on novel techniques of delivering foreign language lessons to the students of professional disciplines, which include medicine, engineering, and law, among others. In particular, the article stresses the necessity to apply professional vocabulary along with communication skills while delivering language lessons. It also suggests various methods of making language lessons more interesting and productive for the students, which may include task-based approach, role-playing, and project-based tasks, among others. This paper also describes certain difficulties that can be encountered while providing foreign language lessons to students whose major is different from languages, which includes varying levels of interest to this course and the level of language competence at the beginning of lessons, among other factors.

### INTRODUCTION

The process of learning foreign languages by students of the professional disciplines - medicine, engineering, law, and others - is a complex task that implies the necessity to develop a number of skills. In comparison with the general foreign language learners, those who specialize in professional disciplines have to demonstrate knowledge of the language and know how to apply their language skills to the sphere of professional activity. The traditional methods of learning the language are hardly effective in terms of engagement of the target audience and cannot fully satisfy the requirements related to their further professional activities. Thus, the application of new technologies based on active learning strategies should be considered as an efficient way to promote the improvement of language skills by the learners. On the other hand, this type of education is characterized by a set of difficulties. The most critical issue is related to the differentiation between language proficiency among the students, as well as the difference in their motivation.

### METHODOLOGY

The current research will analyze the most efficient ways of teaching languages to students enrolled in professional disciplines. The research has been conducted based on qualitative methodology, using classroom observations, teacher interviews and

analyzing lesson plans used in such academic subjects as medicine, engineering and law. The sample comprised foreign language teachers that had previously taught professional students, and also included students who studied disciplines other than foreign language. A number of different teaching approaches have been used and analyzed throughout the study. Task-based learning, role-play and project work are some of the most commonly-used methods that involved students performing practical exercises connected to their subject matter. Besides, students were engaged in working with audio, video and image material and taking part in discussions. During the study data have been collected with the help of observing students' active class participation, testing their performance in reading, writing and oral practice, as well as collecting their and teachers' feedback regarding the efficiency of certain methods used in classes. Aspects like the disparities in the level of competence and the level of motivation of the learners were investigated to come up with ways of addressing these barriers. Methodology in this case stresses that theoretical knowledge should be coupled with application, making sure that foreign language teachers apply these methods according to the requirements of professional students.

### **RESULTS AND DISCUSSIONS**

Incorporating task-based, role-playing, and project-based approaches into foreign language classes for professionals brought good results. First, students who took part in tasks showed better understanding of specialized terms and could use language skills in practice. Thus, medical students managed to describe the condition of a patient and various operations, while engineers used proper terminology while making presentations.

Another approach which brought visible results was role-play. This form of activity allowed improving speaking and communicative skills of the learners as students had to perform different roles related to professional fields. Role-plays made learners feel more confident using phrases and other language units related to their future profession. Finally, preparation and presentation of projects promoted independence of students and allowed them to gain knowledge of both language skills and specialized content. Projects prepared by students reflected reality and included elements of teamwork. However, during implementation of the above approaches, the following problems arose. At first, there were significant differences in the level of language competence among the participants which needed differentiation in instruction.

The degree of motivation was another issue as well; learners who did not see any connection between the acquired vocabulary and professional communication had to be urged to participate actively in all activities. However, innovative methods of teaching along with interactive methods allowed overcoming these problems and improving the quality of the process. In general, the research shows that the integration

of professional vocabulary, practice-oriented communicational activities, and interactive approaches makes learning foreign languages much easier. These findings prove the theory stating that foreign language training programs should be based on the particular profession of the target audience.

### CONCLUSION

The findings indicate that the learning of foreign languages by students from the field of professionalism should involve approaches which move beyond conventional approaches used in classrooms. The adoption of techniques such as task-based learning, role-play, and project-based learning proves to be very effective in helping students develop their overall linguistic competence as well as build up their profession-specific vocabulary repertoire. Such techniques help students learn to use language better in real-world professional situations and boost their confidence as well as engagement. Although there may be problems like differences in initial proficiency levels in language as well as differences in the degree of motivation, the adoption of these techniques can help overcome these barriers.

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