LINGUODIDACTIC REQUIREMENTS OF TEACHING ENGLISH AS A GENERAL EDUCATIONAL SUBJECT IN TECHNICAL SCHOOLS

Akramova Marhaboxon Ulug'bek qizi

Fergana 2nd technical school

Annotation

The growing importance of English in technical schools requires a linguodidactic framework that supports communicative competence, professional communication, and lifelong learning. This article examines the major linguodidactic requirements of English as a general educational subject in technical schools and provides practical examples for implementation.

Key words: language learning, technical schools, communicative competence, linguodidactic requirements.

Annotatsiya

Texnikumlar ta'limda ingliz tilining tobora ortib borayotgan ahamiyati kommunikativ kompetensiya, kasbiy muloqot va davomiy o'rganishni qo'llab-quvvatlaydigan lingvodidaktik asosni talab qiladi. Ushbu maqola texnikumlarda umum ta'lim fan sifatida ingliz tilining asosiy lingvodidaktik talablarini ko'rib chiqadi va amalga oshirish uchun amaliy misollar keltiradi.

Kalit so'zlar: til o'rganish , texnikumlar, muloqot ko'nikmasi, lingvodidaktik talablar

Аннотация

Растущее значение английского языка в техническом образовании требует лингводидактической основы, поддерживающей коммуникативную

компетентность, профессиональное общение и обучение на протяжении всей жизни. В данной статье рассматриваются основные лингводидактические требования к английскому языку как общеобразовательному предмету в технических школах и приводятся практические примеры для их реализации.

Ключевые слова: изучение языка, технические вузы, коммуникативная компетентность, лингводидактические требования.

Introduction

English has become a global language of technology, science, engineering, and international cooperation. Students in technical schools regularly encounter English language software interfaces, scientific publications, and manuals. Therefore, English instruction must move beyond traditional grammar-centered approaches and focus on practical professional communication.

Linguodidactics is expressed as a general theory of language teaching that studies the general patterns of teaching language, the specifics of the methods, means of teaching a particular language, depending on the didactic goals, objectives, the stage of learning and the intellectual and speech development of students. It explores the general patterns of language learning, develops methods and means of teaching a particular language depending on didactic goals, studies the influence of monolingualism or bilingualism on language acquisition and solves a number of related tasks. Linguodidactics determines the main patterns of the process of teaching a foreign language in order to create an objective scientific basis for evaluating the effectiveness of teaching methods and their further improvement.

Theoretical Foundations of Linguodidactics

Linguodidactics combines linguistics, pedagogy, psychology, and communication theory. Modern language education is based on communicative competence, competency-based learning, and learner-centered instruction. The objective is to develop students' ability to use language effectively in authentic situations rather than simply reproduce grammatical rules.

To effectively teach English in a technical school, it's important to tailor your teaching methods to suit the unique characteristics of technical school students. These students may respond better to hands-on activities, practical exercises, and real-world examples. Incorporating group projects, role-plays, and simulations related to technical subjects can help engage students and make the learning experience more meaningful. Additionally, utilizing technology and multimedia resources can enhance the learning process and cater to the visual and auditory preferences of technical school students. Flexibility and adaptability in your teaching approach will be key to keeping students motivated and actively participating in the lessons.

Linguodidactic Requirements in Technical Schools

1. Communicative Orientation

Students should practice real-life communication tasks such as meetings, presentations, and workplace correspondence.

2. Professional Relevance (ESP)

English for Specific Purposes ensures that language content reflects future professional needs. Engineering, IT, and industrial terminology should be integrated into lessons.

3. Integration of Language Skills

Reading, listening, speaking, and writing should be developed together through thematic tasks.

4. Authentic Materials

Students should use manuals, project documentation, technical videos, and software documentation.

5. Learner-Centered Learning

Project-based and problem-based learning encourage active participation and independent learning.

6. Intercultural Competence

Technical professionals often work in multicultural environments and need effective intercultural communication skills.

7. Digital Technologies

Learning management systems, AI-assisted tools, and virtual simulations support language development.

8. Competency-Based Assessment

Assessment should measure practical language performance in professional contexts.

Here Are Given Detailed Classroom Examples

Example 1: Information Technology

Students simulate a software development meeting. One student acts as a project manager, another as a programmer, and another as a quality assurance specialist. They discuss bugs, deadlines, and technical solutions in English.

Example 2: Mechanical Engineering

Students analyze a machine operating manual and identify safety instructions, technical specifications, and maintenance procedures.

Example 3: Project-Based Learning

Teams design a 'Smart Factory' concept. They research Industry 4.0 technologies,

prepare documentation in English, and present their projects to classmates.

Challenges and Solutions

Common challenges include limited classroom hours, diverse proficiency levels, insufficient authentic materials, and rapidly changing technologies. Possible solutions include:

• Continuous teacher professional development.
• Collaboration between language and technical departments.
• Greater use of digital resources.
• Integration of ESP and CLIL methodologies.
• Development of industry partnerships.

Conclusion

English language instruction in technical schools should be communicative, professionally oriented, competency-based, and technologically supported. Effective implementation of linguodidactic principles enables students to develop both language proficiency and professional competence necessary for participation in the global workforce.

REFERENCE

1.Ashurov, A. (2024). English as a Key Component of Education in Technical Universities.
2.Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1–47.
3.Crystal, D. (2003). English as a Glob al Language. Cambridge University

Press.

4.Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes (Eds.), Sociolinguistics.

5.Levicheva, S. V. (2024). Teaching Professionally Oriented English to Technical Students.

6.Mamedova, M. A. (2023). Linguodidactic Bases of Teaching English.

7.Odiljanova, M. M. (2026). English for Specific Purposes in Technical Colleges.

8.Shayusupova, N. B. (2026). Enhancing English Language Teaching in Technical Universities of Uzbekistan.

9.Shevchenko, M. V. Communicative Approach to Teaching English at Technical Universities.