

**Challenges in teaching English for Technical students and their effective
solutions**

**Проблемы преподавания английского языка студентам технических
вузов и их эффективные решения.**

**Texnik yo'nalishdagi talabalar uchun ingliz tilini o'rgatishdagi muammolar
va ularning samarali yechimlari.**

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Annotation: Teaching English to technical students presents unique challenges due to their specialized academic background and career-oriented focus. This article follows the required structure to explore these challenges and propose some unique effective solutions. The study identifies issues such as lack of motivation, insufficient language exposure, and curriculum rigidity. Possible solutions include incorporating technical content in language instruction, using technology-enhanced learning, and fostering an interactive learning environment. The findings suggest that a context-driven approach can improve English proficiency among technical students.

Key words: technical students, lack of motivation, project learning, digital tools, curriculum, and interactive methods.

Аннотация: Преподавание английского языка студентам технических вузов представляет собой уникальные проблемы из-за их специализированного академического опыта и ориентированной на карьеру ориентации. В этой статье представлена требуемая структура для изучения этих проблем и предложения некоторых уникальных эффективных решений. В исследовании определяются такие проблемы, как отсутствие мотивации, недостаточное языковое воздействие и жесткость учебной программы. Возможные решения включают включение технического контента в обучение языку, использование обучения с использованием технологий и содействие интерактивной среде обучения. Результаты показывают, что контекстно-ориентированный подход может улучшить уровень владения английским языком среди студентов технических вузов.

Ключевые слова: студенты технических вузов, отсутствие мотивации, проектное обучение, цифровые инструменты, учебная программа и интерактивные методы.

Annotatsiya: Texnik talabalarga ingliz tilini o'rgatish, ularning ixtisoslashgan akademik ma'lumotlari va kasbga yo'naltirilganligi tufayli o'ziga xos qiyinchiliklarni keltirib chiqaradi. Ushbu maqola ushbu muammolarni o'rganish va bir nechta samarali echimlarni taklif qilishga qaratilgan bo'lib talab darajasidagi namuna bo'yicha yozilgan. Tadqiqot motivatsiyaning yo'qligi, tilning etarli darajada ta'sir o'tkazmasligi va o'quv dasturining qat'iyiligi kabi muammolarni aniqlaydi. Kelib chiqishi mumkin bo'lgan yechimlardan biri deb til o'qitishda texnik tarkibni kiritish, texnologiyalar yordamida ta'lim olish va interaktiv o'quv muhitini rivojlantirishni o'z ichiga oladi. Topilmalar shuni ko'rsatadiki, kontekstga asoslangan yondashuv texnik talabalar o'rtasida ingliz tilini bilish darajasini oshirishi mumkin.

Kalit so'zlar: texnik talabalar, motivatsiyaning etishmasligi, loyihani o'rganish, raqamli vositalar, o'quv dasturi va interaktiv usullar.

Introduction

English proficiency is crucial for all branches as well as technical students as it enhances their academic success and career prospects in a globalized world. However, teaching English to this group of students poses significant difficulties due to their inclination toward technical subjects and lack of interest in language learning. Traditional teaching methods often fail to address their needs, leading to poor engagement and performance. This study aims to explore the main challenges in teaching English to technical students and propose practical solutions to enhance their learning experience.

Methods and literature analysis

This study is based on a literature review and qualitative analysis of teaching experiences in technical institutions. Data were collected through surveys and interviews with English language instructors and technical students from various universities. More specifically, surveys were conducted among first and second year students of Namangan Engineering Constructions institute. The study examined common difficulties, teaching strategies, and student feedback to identify effective solutions for improving English instruction in technical education.

Results

Challenges in Teaching English to Technical Students

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1. Lack of Motivation – Many technical students prioritize their core subjects and perceive English as secondary, resulting in low interest and engagement while thinking that they will now need it in future that’s why they all have no interest to the subject.

2. Limited Exposure to English – Since most technical subjects are taught in the native language, students have fewer opportunities to practice English outside the classroom and some students do not understand their specialty in their own language. So there is no use to explain them in English. They often do not catch the meaning of what you are saying or trying to explain them.

3. Curriculum Rigidity – Standardized English courses often fail to align with technical students’ needs, making lessons less relevant and engaging as they do not have English atmosphere.

4. Language Anxiety – Students often feel self-conscious about their English proficiency, leading to reluctance in speaking and participating in class activities. They used to translate the texts and learn by heart new words as they never stood up and talked during the classes

5. Lack of Qualified Instructors – Some English teachers lack familiarity with technical terminology, making it challenging to teach language skills in a context relevant to students’ fields as they do not have enough knowledge of some branches such as technical terms, technical equipment.

Proposed Solutions

1. Contextualized Learning – Integrating technical vocabulary, texts, and real-world examples in English lessons can make learning more relevant and engaging, creating special zone while English and technical world meet.

2. Technology-Assisted Instruction – Using digital tools, such as language learning apps, online simulations, and virtual labs, can enhance students’ engagement.

3. Project-Based Learning (PBL) – Encouraging students to complete projects or presentations in English on technical topics can improve both language skills and subject knowledge as teacher should provide them with useful language and specific terms

4. Interactive Teaching Methods – Role-playing, discussions, and collaborative activities can help reduce language anxiety and promote active learning. Make everyone stand up and act out, make them do dialogues and monologues.

5. Professional Development for Teachers – Providing training for English instructors on technical subjects can improve their ability to teach language skills in a

specialized context. Collaboration with technic teacher could be one of the effective solutions.

Discussion

The findings indicate that a traditional approach, grammar translation method or just learning by heart new words in teaching English is ineffective for technical students. A context-driven and interactive methodology is necessary to improve their language proficiency. The integration of technical content, digital tools, and active learning strategies can significantly enhance student motivation and performance. Furthermore, addressing teacher training gaps is essential for ensuring effective instruction.

Conclusion

Teaching English to technical students presents several challenges, including lack of motivation, limited exposure, and curriculum mismatches. However, by adopting contextualized, technology-enhanced, and interactive teaching methods, educators can create a more engaging in learning environment. Establishing cooperation with technical staff could be much more beneficial in teaching English to technical students as well. Above mentioned solutions and strategies might bring long-term effectiveness of these problems and explore additional strategies for improving English proficiency among technical students.

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