



METHODOLOGY OF TEACHING ENGLISH IN PROFESSIONAL EDUCATION

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ABSTRACT

The development of professional skills requires effective communication in English, making English language proficiency essential in professional education. This article examines the methodologies used to teach English in professional settings, focusing on the integration of communicative, task-based, and digital approaches. Examples from vocational and higher education contexts illustrate effective practices for enhancing learners' language competence and professional readiness.

English has become the global language of business, science, and technology. In professional education, students must not only acquire theoretical knowledge in their field but also develop the language skills necessary for international communication and career advancement. Teaching English in a professional context requires specialized methodologies that combine language learning with practical professional tasks.

The communicative approach focuses on developing students' ability to use English effectively in real-life professional situations. In professional education, CLT emphasizes role-plays, interviews, presentations, and project discussions relevant to the students' future careers. For example, business students may simulate meetings or negotiations, while healthcare students practice patient interviews in English. This approach enhances both language proficiency and professional competence.

Task-Based Learning organizes lessons around meaningful professional tasks rather than isolated language exercises. Students engage in problem-solving, project work, and collaborative activities using English as the medium of communication. For instance, engineering students might design a prototype and present it in English, while tourism students could plan a guided tour. TBLL encourages active learning, critical thinking, and practical use of language.

Digital technologies have transformed professional English education. Online platforms, virtual simulations, and interactive software enable students to practice professional English in authentic contexts. Tools like Zoom, Moodle, and specialized professional language apps provide opportunities for remote collaboration, presentations, and language assessment.

Digital tools also support blended learning models, combining traditional instruction with self-directed online practice.

Despite its advantages, teaching English in professional education faces challenges such as limited class time, varying language proficiency, and lack of authentic materials. To address these challenges, educators can:

- Customize materials according to students' professional fields.
- Employ blended learning strategies to maximize practice opportunities.
- Use formative assessments to monitor progress and adjust instruction.

Table -1: Sample Lesson Plan for Professional English Class

Lesson Stage	Activity	Objective	Materials/Tools
Warm-up	Students discuss a professional scenario in pairs (e.g., a job interview)	Activate prior knowledge and speaking skills	Whiteboard, markers
Presentation	Teacher introduces key vocabulary and phrases for the scenario	Build professional vocabulary	Slides, handouts
Practice	Role-play activity: students simulate a professional meeting	Practice communicative skills in context	Worksheets, timer
Production	Students create a mini-project presentation in groups	Apply English to real professional tasks	Laptop, PowerPoint
Feedback	Teacher and peers provide constructive feedback	Improve language accuracy and fluency	Rubric sheet

Explanation. This lesson plan demonstrates a structured approach to teaching English in a professional context. Each stage serves a specific purpose:

- Warm-up: Activates students' prior knowledge and encourages spontaneous speaking in a low-pressure environment. Discussing a familiar professional scenario prepares students for more complex tasks.

- Presentation: Introduces key vocabulary, phrases, and expressions relevant to the professional context. This stage builds the linguistic foundation needed for practical tasks.

- Practice: Through role-plays or simulations, students practice applying new language in realistic professional situations, reinforcing both communication and confidence.

- Production: Students produce a tangible outcome, such as a mini-project presentation. This stage integrates language learning with professional skills, encouraging autonomy and collaboration.

- Feedback: Constructive feedback from the teacher and peers helps students refine accuracy, fluency, and professionalism in communication.

This structured plan ensures that students' progress from understanding and practicing language to applying it in authentic professional contexts.

Conclusion. Teaching English in professional education requires a careful blend of communicative, task-based, and digital methodologies. By integrating real-world professional contexts and leveraging modern technologies, educators can enhance students' language competence and prepare them for international professional environments. Effective methodology not only improves English proficiency but also fosters critical thinking, collaboration, and career readiness.

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