



APPROACHES TO FOREIGN LANGUAGE TEACHING IN TECHNICAL UNIVERSITIES. SPOTLIGHT ON LOGISTICS AND AVIATION

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Abstract: In the context of globalization and the growth of international relations, foreign language proficiency is becoming increasingly important in technical specialties such as logistics and aviation. This article explores modern methods of teaching foreign languages in technical universities aimed at preparing specialists in these fields. Special attention is given to methods such as Content and Language Integrated Learning (CLIL), Task-Based Learning (TBL), simulations and role-playing, the use of authentic materials, and the integration of technologies like Virtual Reality (VR) and specialized language apps. These methods not only help students master foreign languages but also develop the professional skills necessary for working in international environments in the fields of logistics and aviation.

Key words: Content and Language Integrated Learning (CLIL), Task-Based Learning (TBL), simulation and role-playing, authentic materials, virtual Reality (VR) in education, professional communication skills, globalization, industry-specific language skills, foreign language proficiency

INTRODUCTION

The demand for foreign language proficiency in the fields of logistics and aviation is continuously increasing due to globalization and the growth of international businesses. In technical universities, especially those focusing on logistics and aviation, the teaching of foreign languages plays a critical role in preparing students for global career opportunities. This article explores various methods of teaching foreign languages in technical universities, highlighting best



practices and specific techniques that enhance language learning in logistics and aviation-related courses.

Importance of Foreign Language Proficiency in Logistics and Aviation

In the modern world, professionals in logistics and aviation must operate in international environments, where foreign language proficiency is a crucial skill. For instance, aviation professionals frequently communicate with pilots, air traffic controllers, and maintenance personnel from around the world. Similarly, logistics specialists coordinate with suppliers, distributors, and customers globally, requiring fluency in one or more foreign languages.

Mastery of languages such as English, German, Chinese, or Spanish gives aviation and logistics professionals a competitive edge. The widespread use of English in aviation, for example, is mandated by international regulatory bodies like the International Civil Aviation Organization (ICAO). For logistics, English is the dominant language in international trade, while regional languages often come into play when dealing with local partners. Thus, technical universities need to focus not only on teaching foreign languages for general communication but also on incorporating industry-specific language skills into their curriculum.

Specific Challenges in Teaching Foreign Languages in Technical Universities

Teaching foreign languages in technical universities presents unique challenges. Students in these institutions often prioritize technical subjects, leaving less time and attention for language learning. They may also perceive language learning as less essential compared to their core technical disciplines.

Additionally, logistics and aviation have their own specialized terminologies and communication requirements, which differ from the general language taught in standard foreign language courses. For example, students in logistics need to master vocabulary related to supply chain management, transportation modes, and inventory control. In aviation, they must become proficient in technical jargon, safety protocols, and cockpit communication.



This specialized nature of language use in logistics and aviation demands that language instructors employ methods that go beyond general conversation and grammar instruction. Instead, the focus should be on creating a language-learning environment that integrates technical content with linguistic skills.

METHODS

a) Content and Language Integrated Learning (CLIL)

One of the most effective approaches to teaching foreign languages in technical universities is Content and Language Integrated Learning (CLIL). This method involves teaching both subject-specific content and language simultaneously. For instance, a lesson on air traffic management can be delivered in English, with a focus on aviation-related terminology, communication protocols, and operational procedures.

In logistics, a CLIL-based approach could include teaching the students how to prepare shipping documentation, handle customs declarations, and manage supply chain processes in a foreign language. CLIL helps students learn languages within the context of their technical specialization, making the material more relevant and engaging.

An example of CLIL in practice might involve teaching a lesson on international trade regulations using English as the medium of instruction. The instructor would introduce key logistics terms, such as "freight forwarding," "incoterms," and "customs brokerage," while also reinforcing grammar and communication skills. This method allows students to practice foreign language skills while learning essential professional content.

b) Task-Based Learning (TBL)

Task-Based Learning (TBL) is another effective method for teaching foreign languages in technical universities. This approach focuses on engaging students in real-world tasks that they are likely to encounter in their professional careers. In aviation, for example, students can be asked to simulate communication between pilots and air traffic controllers in a foreign language. For logistics students, tasks



could include writing an email to an international supplier or giving a presentation on supply chain optimization in English or another foreign language.

Task-based learning encourages active participation and problem-solving, making language acquisition more practical and applied. For example, aviation students could participate in role-play scenarios where they handle in-flight announcements, technical malfunctions, or emergency landings, all while communicating in English. Similarly, logistics students could engage in mock negotiations with international clients, allowing them to practice both professional language and intercultural communication.

c) Simulation and Role-Playing

In logistics and aviation, where real-time communication and decision-making are essential, simulation and role-playing are highly effective for language instruction. By simulating realistic situations, students gain experience using the foreign language in professional contexts, helping them overcome language anxiety and build confidence.

In aviation, role-playing can simulate cockpit dialogues, pre-flight safety briefings, or ground control operations, which require precise and clear communication. Students can practice aviation-specific language structures and terminology in a safe, controlled environment.

In logistics, simulations can include scenarios like negotiating shipping rates with international carriers, resolving customs issues, or coordinating complex supply chain operations with foreign partners. These activities help students practice the negotiation and problem-solving language skills required in international logistics.

d) Use of Authentic Materials

Another important aspect of foreign language teaching in technical universities is the use of authentic materials. These are real-world resources such as aviation manuals, cargo manifests, international shipping forms, or even aviation podcasts and videos. Authentic materials expose students to the actual language they will



encounter in their professional lives, which is often more complex and specific than textbook examples.

For aviation students, authentic materials might include aircraft maintenance documentation, flight operation handbooks, or ICAO communication guidelines. In logistics, instructors can use trade agreements, supply chain contracts, or import/export regulations to teach language within a real-world context.

Instructors can create exercises where students translate logistics-related documents from English into their native language or vice versa. They could also have students listen to real-world aviation dialogues or logistics negotiations and analyze the communication strategies used.

RESULTS

Technological advancements have transformed the way foreign languages are taught. In technical universities, technology can be particularly useful for enhancing language learning in logistics and aviation programs.

a) Language Learning Software and Apps

Various language-learning applications, such as Duolingo, Babbel, and Rosetta Stone, offer aviation and logistics students the flexibility to practice language skills at their own pace. These platforms include specialized vocabulary and grammar lessons tailored to industry needs. For example, some apps provide modules focused specifically on aviation English or logistics terminology.

b) Virtual Reality (VR) and Augmented Reality (AR)

Innovative tools like virtual reality (VR) and augmented reality (AR) can immerse students in realistic scenarios where they can practice foreign language communication. For instance, aviation students can use VR to simulate airport environments, air traffic control centers, or flight cabins, where they practice interacting with passengers, crew members, or ground staff in English.

In logistics, AR can be used to simulate warehouse operations or international trade hubs, allowing students to engage in logistics-specific language exercises such as



coordinating deliveries, managing inventory, or negotiating customs clearance procedures.

5. Assessment and Evaluation in Foreign Language Teaching

Effective assessment methods are critical for measuring student progress in language learning. In technical universities, particularly in the fields of logistics and aviation, traditional tests may not fully capture a student's language proficiency in real-world contexts.

a) Performance-Based Assessment

In aviation and logistics programs, performance-based assessments, such as presentations, role-plays, or simulations, are ideal for evaluating language proficiency. For example, students can be asked to deliver a presentation on an international logistics strategy or manage a simulated air traffic control scenario in English. These assessments measure not only linguistic accuracy but also the ability to use language effectively in professional situations.

b) Self-Assessment and Peer Feedback

Encouraging students to assess their own progress and provide feedback to their peers can also be highly beneficial. Instructors can use language portfolios where students track their progress over time, including their speaking, writing, and listening skills in logistics and aviation contexts.

CONCLUSION

In conclusion, teaching foreign languages in technical universities, particularly for students pursuing careers in logistics and aviation, requires innovative, context-driven methods. Approaches like CLIL, task-based learning, simulation, and the use of authentic materials allow students to develop both general language skills and industry-specific communication abilities. By integrating technology and performance-based assessment methods, language instructors can create a dynamic learning environment that prepares students for the global demands of their professions.



The focus on practical application and real-world scenarios ensures that graduates of logistics and aviation programs are not only proficient in foreign languages but also capable of using these skills effectively in their future careers.

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