



Motivating Technical Students to Learn English

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ABSTRACT

The world has widely adopted English as its universal language. The language commonly used and understood in the fields of business, science, and academia is known as the lingua franca. Learning it is essential for technical students to establish effective communication with individuals from diverse regions worldwide. For numerous educators, inducing students to pursue English learning may pose a difficulty. This article will offer useful advice for encouraging technical students to develop their English language skills.

Keywords:

technological devices, activities, technical students, illustrations, competition, quizzes, games, specific topics, technological tools.

Introduction: If technical students are aware of the advantages of learning English, it is highly probable that their motivation will increase. One key benefit is the ability to access a vast array of online resources, connect with international peers, and explore new locations without facing communication obstacles. Making clear the advantages of acquiring English language skills will assist individuals in comprehending the significance of learning it. The majority of technical students are at ease operating technological devices. Integrating technology in English classes is an excellent method to stimulate and encourage students. Various language learning resources are available such as mobile applications, multimedia videos on the internet, and audio records. Motivate individuals to enhance their proficiency in English by watching English movies and TV shows, as well as tuning in to English music. Engaging and enjoyable English learning experiences will be provided through

these activities. Students who pursue technical subjects are usually inclined towards analyzing and solving problems. To enhance their comprehension of English's importance in their respective fields, it would be beneficial to integrate concrete illustrations into English classes. To illustrate, possible options include showcasing case studies of businesses that conduct communication in English or citing technical publications written in English. These instances will assist individuals in comprehending the real-life implementations of the English language. Although technical students tend to favor independent work, cooperating with others is crucial for acquiring proficiency in English. Promote the practice of collaborative work among students in English classes by encouraging them to work in pairs or small groups. This would facilitate mutual learning, enhance their public speaking abilities, and build up their self-assurance. Using competition, quizzes, and games to

gamify the process of learning English is a clever way to inspire collaboration. English classes can become monotonous and unexciting when students do not perceive them as relevant to their lives. Thus, endeavor to create English lessons that have significance to their daily existence. One smart idea to engage them would be to integrate subjects that capture their attention, such as areas related to technology, engineering, or science. By using this approach, there is an increased likelihood that individuals will be motivated to participate and engage actively during the instructional sessions.

Literature review: Motivation comprises the most essential element within the realm of educational pursuits. According to L.I.Bozhovich, a prominent researcher, the driving force behind an activity is the purpose for which it is being conducted. External objects, perceptions, concepts, emotions, and personal encounters possess the potential to serve as a source of inspiration. To put it simply, all that has been materialized is a result of necessity. [1] At present, there is an increasing inclination towards speaking English, which has resulted in a growth of professional opportunities and advancements in the tourism industry. However, students enrolled in a technical educational establishment prioritize the subjects related to their chosen field of study. Foreign languages are not given great significance, especially among freshmen and sophomores who are aspiring to become technicians, accountants, and engineers in the future. When students advance to higher education levels, they begin to comprehend that English is a valuable tool for gaining knowledge and expertise, as well as an essential requirement for career growth. This article aims to explore the reasons behind students' eagerness to acquire proficiency in the English language. Motivation is an essential factor in mastering a new language. International conferences, meetings, and summits recognize English as the primary language of communication. The language serves as a means of communication in the

fields of science, art, literature, and education. English includes various distinctive elements that are unique, such as the acquisition of communication skills in a non-native language through the process of learning it. As a result, it is crucial to establish an environment within educational endeavors that fosters a profound cognitive fascination among students towards the acquisition of English language skills.

The principal factor that propels language acquisition is a motivation, which may have a favorable or unfavorable orientation. Various reasons for learning might include a drive toward a career, genuine curiosity in a specific topic, recognizing the value of acquiring new knowledge, a willingness to acquire English fluency, and so forth. Motivation has a significant impact on one's ability to acquire a new language. International conferences and summits adhere to the practice of using English as their official language. Smart Paraphrased: The language of science, art, literature, and education is essential. English language possesses distinct characteristics, one of which is equipping individuals with the proficiency to effectively converse in a non-native language through teaching. As a result, it is imperative to establish an environment within educational pursuits that fosters a strong cognitive inclination towards learning the English language among students. The primary catalyst for acquiring language proficiency is one's incentive or motivation. In his work, E.I. Passov distinguishes between two types of reasons for learning a foreign language, namely external and internal factors [2]. Extrinsic motivation encompasses a wide range of social factors and the drive to achieve personal growth and development. External incentives for studying a discipline include fulfilling academic obligations to obtain credit, aiming for a high score on assessments, being evaluated by the teacher who guides the learning process, personal curiosity, utilizing English as a tool for gaining and sharing knowledge, pursuing career advancement, exploring the cultural and historical aspects of the language being studied, and engaging in communication with

international peers. The motivation that comes within oneself is associated with the substance of the academic curriculum, acquiring the abilities of comprehending, expressing, and writing in the English language. It is imperative for the teacher to educate students on how to effectively communicate in English, though it is common for a large number of students to prioritize passing exams and receiving high marks in their academic transcript and diploma.

Research Methodology: The educational activity itself fosters this kind of motivation. Drawing upon the existing survey data, it can be inferred that external motivation takes center stage, as it is fortified by the conducive circumstances. The development of internal motivation is attributed to the utilization of information and communication technologies and blended learning methods. According to E.V.Kostina, blended learning involves merging the most beneficial elements of traditional in-person instruction with online and interactive methods. [3] This approach is made up of interrelated components that work together to create a cohesive whole. Blended education requires compulsory in-person interaction and communication between the instructor and pupils within the physical classroom. When teaching professional English, the mixed learning approach is highly efficient as it enables the smooth coordination of independent student work and classroom activities in technical schools. The teacher's role has shifted from a mentor to a coordinator and moderator of the learning process. They now act as a partner and supporter, providing guidance, direction, and advice to stimulate the cognitive activities of students. It is important for the teacher to efficiently plan and structure the learning experience while recognizing the significant and supplementary materials necessary for education. Effective communication with the audience requires a communicative endeavor, hence it is crucial to focus on speech drills for improved speaking skills. Implementing skillful professional training can facilitate the successful execution

of various exercises, such as outlining the blueprint of an oil rig or recreating complex information like geometric shapes, circuit devices, and plotting graphs. Additionally, oral presentations and critical thinking for problem-solving can also be enhanced through this training.

Analysis and results: The teacher needs to maintain authority and manage the students' behavior. The objective of English instruction is to foster the growth of effective communication abilities. Smartly rephrased: Incorporating such training is beneficial for enhancing teaching efficacy and holds potential for imparting foreign language education in vocational institutes with a technical focus. The activation of psychological processes such as thinking, perception, understanding, and assimilation of foreign language material is crucially dependent on motivation. Internal motivators such as personal interests, proclivities, and life perspectives play a pivotal role in stimulating students to acquire a new language, generating optimistic attitudes towards the acquisition of English proficiency. When a teacher and student adopt a communicative approach to teaching, it resembles a partnership where the learners feel comfortable. This kind of learning environment bolsters their intrinsic motivation and boosts the outcomes. Professional technical educational institutions provide students with valuable learning skills and foster a lifelong approach to education. This contributes to the personal and professional development of individuals, thanks to the study of English.

Conclusion: In summary, the task of incentivizing technical students to acquire a proficiency in the English language presents certain difficulties, yet it is not an insurmountable challenge. Instructors can generate a stimulating and constructive pedagogical atmosphere by integrating technological tools, highlighting the advantages of the English language, incorporating practical and concrete illustrations, fostering

collaborative efforts, and ensuring lesson coherence with contemporary issues and real-life contexts. By adopting a suitable approach, students who are studying technical subjects can attain proficiency in the English language, and this can aid them in gaining a competitive edge in the global employment sphere.

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