

**METHODS OF TEACHING FOREIGN LANGUAGES IN
FOREIGN-CURRICULUM-BASED GROUPS IN
PROFESSIONAL EDUCATION**

Matyoqubova Mohira Djumaniyazovna,

Senior English Language Teacher at Technical School No.1,

Urgench City, Khorezm Region, Uzbekistan

Abstract: *This article provides a scholarly analysis of pedagogical approaches grounded in international education frameworks, where instruction is organized through integrated skills development. The findings demonstrate that such approaches effectively foster the preparation of highly qualified, competitive professionals who meet contemporary international labor market standards.*

Additionally, in this scientific article examines effective methods of teaching foreign languages in groups operating on the basis of foreign (international) educational programs within the professional education system. The study focuses on competency-based education, the communicative approach, Content and Language Integrated Learning (CLIL), task-based learning, and the integration of digital technologies in foreign language instruction. The findings indicate that teaching foreign languages in accordance with international program requirements significantly enhances learners' professional and communicative competencies and prepares them for the global labor market.

Keywords: *professional education, foreign curriculum, foreign language teaching, competency-based approach, communicative method, CLIL, innovative pedagogy, integrated skills.*

Introduction

In the context of globalization, the demand for specialists capable of effective communication in foreign languages has increased significantly. As a result, professional education institutions are increasingly introducing foreign and international curricula. In such groups, foreign language teaching should not be limited to linguistic knowledge alone, but should also aim to develop professional, communicative, and intercultural competencies. This necessitates the application of modern pedagogical approaches that meet international educational standards.

Research Methodology

The study is based on a qualitative analysis of modern pedagogical literature, international educational practices, and teaching experiences in foreign-curriculum-based professional education groups. Comparative and descriptive methods were employed to analyze effective foreign language teaching approaches and their relevance to professional education.

This article offers a comprehensive scholarly analysis of the systematic integration of the four core language skills within instructional practices and emphasizes the contemporary relevance of foreign language teaching methodologies in the context of professional education.

Main Part

1. Competency-Based Approach

The competency-based approach is a core principle of foreign educational programs. In foreign language teaching, this approach emphasizes the practical application of language skills in real professional contexts. Learners are trained to perform job-related tasks such as writing reports, understanding professional documentation, participating in meetings, and delivering presentations in a foreign language.

2. Communicative Language Teaching

Communicative Language Teaching (CLT) plays a vital role in foreign-curriculum-based groups. The primary objective of this method is to develop communicative competence through active interaction. Classroom activities include role-plays, simulations, discussions, and collaborative tasks that encourage learners to use the target language meaningfully and confidently.

3. Content and Language Integrated Learning (CLIL)

CLIL involves teaching professional subjects partially or entirely through a foreign language. This method allows learners to acquire subject knowledge and language skills simultaneously. In professional education, CLIL is particularly effective in fields such as information technology, economics, engineering, and healthcare, as it enhances learners' mastery of professional terminology and improves subject comprehension.

4. Task-Based Learning

Task-Based Learning (TBL) focuses on completing meaningful tasks using the foreign language as a tool for communication. Learners engage in problem-solving activities, project work, and real-life simulations related to their future professions. This approach increases learner motivation and promotes autonomous learning.

5. Use of Digital Technologies

The integration of digital technologies is an essential component of foreign language teaching in international programs. Online platforms, learning management systems (LMS), mobile applications, and multimedia resources support blended and distance learning models. These tools also facilitate individualized learning and continuous assessment.

To integrate the technology into foreign language education has transformed traditional instructional practices, enabling more interactive, personalized, and communicative learning environments. Digital tools such as learning management systems, mobile applications, multimedia resources, and

artificial intelligence-driven platforms facilitate skill development, learner autonomy, and real-time feedback.

Discussion

The analysis demonstrates that modern teaching methods aligned with foreign curricula contribute to higher learning outcomes in professional education. The combination of language instruction with professional content enables learners to develop both linguistic and occupational competencies, which are crucial in international professional environments.

Conclusion

Teaching foreign languages in foreign-curriculum-based groups within professional education requires innovative and internationally recognized pedagogical approaches. Competency-based education, communicative methods, CLIL, task-based learning, and digital technologies collectively enhance the effectiveness of foreign language instruction. Therefore, continuous professional development of teachers and the adaptation of international best practices are essential for improving the quality of professional education.

REFERENCES

1. Richards, J. C., & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching. Cambridge University Press.
2. Harmer, J. (2015). How to Teach English. Longman.
3. Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: Content and Language Integrated Learning. Cambridge University Press.
4. OECD. (2020). Innovative Learning Environments. OECD Publishing.