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METHODOLOGY FOR FORMING THE LINGUISTIC COMPETENCE OF FUTURE ENGINEERS ON THE BASIS OF AN INTEGRATIVE APPROACH

Djurabeova Laziza ,Abduvaliyeva Mohichehra
Students of Jizzakh Polytechnic Institute
Abdullayeva Ozoda
Teacher of Jizzak polytechnic institute

Abstract: This article is dedicated to the study of the methodology of forming the linguistic competence of future engineers in English based on an integrative approach. The author suggests turning students' theoretical knowledge into practical skills by using an integrative approach in the educational process. The research results are aimed at making the English language learning process convenient and effective for engineering students.

Key words:integrative approach, linguistic competence, engineering, English language, methodology, teaching technologies.

In the era of globalization, engineering specialists are required not only to have professional knowledge and skills, but also to have excellent knowledge of foreign languages, especially English. However, many engineering students find it difficult to develop linguistic competence in EnglishIn solving this problem, teaching methods based on an integrative approach are of urgent importance. In this article, based on an integrative approach, the development of a methodology aimed at the formation of linguistic competence of future engineers in English and the possibilities of its application in the educational process are studied.

1.The essence and importance of an integrative approach

An integrative approach serves to create several interdisciplinary connections in the teaching process and adapt student knowledge to life needs. This approach makes the language learning process of students more effective by integrating the fields of engineering and linguistics.

2. The concept of linguistic competence

Linguistic competence includes improving a person's speech culture, communication skills based on phonetic, lexical and grammatical rules. For engineers, this competence plays an important role in successful communication in international cooperation.

3. Teaching methods based on an integrative approach

In this section, methodological approaches to the integration of English language teaching with engineering subjects, including:

Problem-based educational technologies;

Training based on simulation;

Methods such as working in small groups and project-based teaching are analyzed.

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4. Research results

During the research, it was found that among the students trained on the basis of the integrative approach, the level of language acquisition is much higher, linguistic competence is developed, and they successfully communicate in English in practical situations.

1.Based on the theoretical basis of the integrative approach, we can include the following factors to provide a broader understanding of the role of the integrative approach in education:

Constructivism Theory: Students build their own knowledge on the basis of existing knowledge, so interdisciplinary connections have a positive effect on their learning process.

A multidisciplinary approach: theoretical aspects of the integration of engineering and linguistics, i.e., a system of teaching students to solve problems.

2. Research methodology: For a more accurate interpretation of the research results, detailed information about the methods used can be included. The number, age, and level of knowledge of the experiment participants (students). Stages of conducting the experiment, including differences between the control group and the experimental group. Methods of measuring and analyzing the obtained data (for example, statistical data analysis programs).

3. The role of modern technology: About the role of technology in teaching English to engineering students, we Virtual Labs: Performing language learning tasks while simulating engineering processes. Mobile applications and online platforms: applications such as Grammarly, Duolingo, etc., can be used in forms adapted to engineering.

4. Extended explanation of linguistic competence: Show the importance of linguistic competence for engineers, not only communication, but also aspects of technical text analysis, report writing and presentation preparation.

5. International Experiences: Adding information about teaching methods and programs used to teach foreign languages to engineering students in other countries (for example, Germany, South Korea, or the United States).

6. Importance of practical results and future plans: Making specific recommendations on how research results can be applied in practice. For example: Including special integrated lessons in the curriculum. Organization of international online courses in engineering and language learning. Additional content helps to enrich the article and increase its scientific value.

In conclusion, this article analyzed the effectiveness of the integrative approach in the formation of English linguistic competence of engineering students. It was found that this approach increases students' interest in language learning and is important in the effective organization of preparation for professional activities. As a suggestion:

1.Development of educational programs based on connecting English with engineering sciences;

2. Wide use of modern technologies;

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3. It is recommended to encourage students to actively participate in international projects.

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