

## THE ROLE OF PRME PRINCIPLES IN ENGLISH LANGUAGE TEACHING IN TECHNICAL HIGHER EDUCATION

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**Abstract:** This paper explores the integration of the Principles for Responsible Management Education (PRME) into English Language Teaching (ELT) within technical higher education institutions. By analyzing the intersection of language instruction, sustainability, and responsible leadership development, the study highlights practical approaches and pedagogical frameworks that align ELT with the values of sustainability, ethics, and global citizenship, especially in engineering and chemical-technological faculties.

**Key words:** PRME, English Language Teaching, Technical Education, Sustainability, Responsible Management Education, ELT in Engineering, Global Citizenship, CLIL, Task-Based Learning, Higher Education Reform

### **Introduction**

In an increasingly interconnected world, higher education is being called upon not only to provide technical knowledge but also to foster socially responsible and sustainability-minded professionals. The PRME initiative, launched by the United Nations Global Compact, provides a global framework for responsible management education. While originally intended for business schools, the PRME principles have significant potential within English language education, particularly in technical institutions where future engineers and scientists are trained.

This article aims to demonstrate how PRME principles can be infused into English language curricula at technical universities, using the Tashkent Chemical-Technological Institute (TCTI) as a case study.

### **1. Understanding PRME Principles**

PRME is built on six principles: Purpose, Values, Method, Research, Partnership, and Dialogue. These principles encourage educational institutions to develop curricula that instill ethical awareness, sustainable thinking, and global responsibility in students.

- Purpose: Developing students into responsible leaders.
- Values: Embedding global social responsibility.
- Method: Engaging pedagogical approaches.
- Research: Exploring sustainability and responsibility.
- Partnership: Collaborating with industry and academia.
- Dialogue: Facilitating open discussions about challenges and solutions.

These values align naturally with the aims of English language education, especially in fostering critical thinking, intercultural communication, and global awareness.

## 2. PRME and ELT: A Natural Alignment

In technical universities, English is often taught as part of a broader academic and professional skillset. Embedding PRME principles into ELT promotes not only linguistic competence but also ethical consciousness and civic engagement. For example:

- Discussions around sustainability topics build vocabulary and critical thinking.
- Projects involving global environmental issues require collaborative skills and cross-cultural communication.
- Debates on ethics in science encourage reflection and persuasive language use.

By contextualizing English language learning within real-world global challenges, educators can make language instruction more meaningful and aligned with future career paths.

## 3. Practical Applications in the Classroom

At TCTI, several strategies can be employed to integrate PRME into ELT:

- Content-Based Instruction (CBI): Lessons centered on topics like renewable energy, waste management, or ethical engineering practices.
- Task-Based Learning (TBL): Assignments such as writing policy briefs, preparing presentations on sustainability, or analyzing case studies.
- Problem-Based Learning (PBL): Students work in groups to propose solutions to real-life sustainability problems.
- CLIL (Content and Language Integrated Learning): Teaching scientific concepts through English while embedding ethical discussions.

These approaches enhance both language proficiency and awareness of social responsibility.

## 4. Challenges and Recommendations

While integrating PRME into ELT has clear benefits, it also comes with challenges:

- Lack of resources or teacher training in PRME-aligned content.
- Difficulty in balancing linguistic objectives with thematic complexity.
- Resistance to curriculum change in traditional systems.

To address these, institutions should:

- Provide professional development on sustainability and ethics for language teachers.
- Encourage interdisciplinary collaboration between language and subject-specific departments.
- Develop or adapt teaching materials that reflect PRME themes.

## Conclusion

Incorporating PRME principles into English language instruction at technical universities represents a transformative step toward educating responsible global citizens. At TCTI and similar institutions, this integration not only supports the development of linguistic and communicative competence but also prepares students for ethical leadership in science and industry.

As global challenges become increasingly complex, the role of English language education must expand to meet them. Aligning ELT with PRME is a forward-thinking approach that enhances the relevance and impact of language education in technical higher education.

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