

## TEACHING ENGLISH WITH INTERACTIVE METHODS FOR AGRICULTURAL STUDENTS

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## ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ МЕТОДОВ ДЛЯ СТУДЕНТОВ СЕЛЬСКОХОЗЯЙСТВЕННЫХ СПЕЦИАЛЬНОСТЕЙ

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## QISHLOQ XO‘JALIGI TALABALARI UCHUN INGLIZ TILINI INTERAKTIV USULLAR YORDAMIDA O‘QITISH

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**Absract:** This article explores the use of interactive methods to enhance professional communication among agricultural students. By integrating problem-based and professionally-oriented situations, Content and Language Integrated Learning (CLIL), and interactive technologies, educators can significantly improve students' motivation, engagement, and subject-specific competencies. The use of internet-based applications and graphics tablets in English for Specific Purposes (ESP) lessons further enriches the learning process. The findings highlight how these innovative teaching methods prepare agricultural students to meet the demands of their future professional activities.

**Key words:** professional communication, interactive methods, innovative, agricultural students, speaking skills, CLIL, ESP.

**Аннотация:** В этой статье рассматривается использование интерактивных методов для повышения профессиональной коммуникации среди студентов сельскохозяйственных специальностей. Интеграция проблемных и профессионально ориентированных ситуаций, интегрированного обучения содержанию и языку (CLIL) и интерактивных технологий позволяет педагогам значительно повысить мотивацию, вовлеченность и предметные компетенции учащихся. Использование интернет-приложений и графических планшетов на уроках английского языка специального назначения (ESP) еще больше обогащает процесс обучения. Результаты показывают, как эти инновационные методы обучения готовят сельскохозяйственных студентов к требованиям их будущей профессиональной деятельности.

**Ключевые слова:** профессиональная коммуникация, интерактивные методы, инновационные, сельскохозяйственные студенты, разговорные навыки, CLIL, ESP.

**Annotatsiya:** Ushbu maqolada qishloq xo‘jaligi bo‘yicha talabalar o‘rtasida professional muloqotni kuchaytirish uchun interfaol usullardan foydalanish haqida gap boradi. Muammolarga asoslangan va kasbga yo'naltirilgan vaziyatlarni, mazmun va tilga integratsiyalashgan ta'limni (CLIL) va interaktiv texnologiyalarni integratsiyalash orqali o'qituvchilar o'quvchilarning motivatsiyasini, ishtirokini va mavzuga oid ko'nikmalarini sezilarli darajada oshirishi mumkin.. Xususiy maqsadlar uchun ingliz tili (ESP) darslarida internetga asoslangan ilovalar va grafik planshetlardan foydalanish o'rganish jarayonini yanada boyitadi.

*Natijalar ushbu innovatsion o'qitish usullari qanday qilib qishloq xo'jaligi talabalarini kelajakdagi kasbiy faoliyat talablariga javob berishga tayyorlayotganini ko'rsatadi.*

**Kalit so'zlar:** *professional muloqot, interaktiv usullar, innovatsion, qishloq xo'jaligi talabalari, nutq ko'nikmalari, CLIL, ESP.*

## **INTRODUCTION**

In today's globalized world, professional communication skills are essential for agricultural specialists. These skills enable professionals to effectively communicate in international and local contexts, exchange knowledge, adopt innovative technologies, and build professional relationships. Republic of Uzbekistan, as an agricultural country with growing international trade in agricultural products, increasingly requires specialists proficient in English. However, traditional teaching methods in our country often fail to adequately address the specific needs of agricultural students, particularly in developing their speaking and professional communication skills. Interactive teaching methods have emerged as a solution to this challenge by actively engaging students in the learning process. These methods transform students from passive recipients of knowledge into active participants, enabling them to develop speaking skills through real-life, professionally relevant scenarios.

## **LITERATURE REVIEW**

Interactive methods such as problem-based learning and professionally-oriented situations have been shown to significantly enhance the motivation and engagement of agricultural students learning English. These methods involve the use of real-life scenarios and case studies that are relevant to the students' future professional activities. For instance, students are divided into subgroups to tackle tasks through discussions, class activities, and presentations, which not only improve their language skills but also their subject-specific knowledge [1]. The CLIL approach integrates the teaching of content and language, allowing students to simultaneously develop their professional competencies and foreign language skills. This method is based on several principles, including authenticity, intensive language proficiency, and the development of higher-level thinking skills. By focusing on relevant professional content, CLIL helps students in agricultural programs to better understand and use English in their specific fields [2]. The use of interactive technologies, such as role-playing games and joint problem-solving activities,

has been found to significantly boost students' motivation and engagement. These methods transform students from passive recipients of information into active participants in the learning process. For example, modeling life situations and using role-playing games help students acquire knowledge through their own activities, making the learning process more dynamic and effective [3].

Incorporating internet-based applications like Padlet and Wordwall into the teaching process has also proven effective. These tools facilitate interactive learning and formative assessment, making the learning experience more engaging and accessible. Students have responded positively to these applications, finding them easy to use and helpful in understanding the material [4].

The use of graphics tablets in English for Specific Purposes (ESP) lessons has been highlighted as a beneficial tool for enhancing interactive learning. These devices support various language tools and facilitate communication in specific professional contexts, thereby preparing students to be competitive specialists in their fields [5].

## **DISCUSSION**

The use of interactive methods in teaching agricultural students has been shown to be effective in enhancing their speaking skills and professional communication abilities. The study highlights the importance of integrating problem-based and professionally-oriented situations, Content and Language Integrated Learning (CLIL), and interactive technologies in the teaching process. These methods have been found to improve students' motivation, engagement, and subject-specific competencies. One of the key benefits of interactive methods is that they transform students from passive recipients of knowledge to active participants in the learning process. By using real-life scenarios and case studies, students are able to develop their language skills and subject-specific knowledge in a more engaging and effective way. The CLIL approach, which integrates the teaching of content and language, has also been shown to be effective in developing students' professional competencies and foreign language skills. The use of interactive learning technologies, such as role-playing games

and joint problem-solving activities, has also been found to be effective in boosting students' motivation and engagement. Additionally, internet-based applications like Padlet and Wordwall have been shown to facilitate interactive learning and formative assessment, making the learning experience more engaging and accessible. The use of graphics tablets in ESP lessons has also been highlighted as a beneficial tool for enhancing interactive learning. These devices support various language tools and facilitate communication in specific professional contexts, thereby preparing students to be competitive specialists in their fields.

## RESULTS

The article highlights effective strategies for agricultural students in developing professional communication and speaking skills through innovative interactive methods. Traditional methods inadequately prepare students for real-world demands, resulting in low motivation, engagement, and limited readiness for professional contexts. Interactive methods, integrated with innovative tools, emerge as a robust solution. For this include significant improvements in students' confidence, motivation, and practical communication skills. Problem-based and professionally-oriented scenarios, such as group discussions, case studies, and role-playing, enable students to actively practice language in meaningful, agriculture-specific contexts. These approaches transform students from passive learners into engaged participants, fostering practical skill development. CLIL further bridges the gap between language acquisition and professional competencies by combining subject-specific content with language instruction. This dual approach ensures students master technical terminology while honing their English proficiency, better preparing them for global agricultural markets [6]. The use of modern tools, such as **Padlet**, **Wordwall**, and graphics tablets, enriches the learning process. These technologies enhance collaboration, facilitate interactive activities, and make technical topics more accessible. Graphics tablets, in particular, help students visually communicate ideas, preparing them for professional tasks like presentations or international negotiations.

Overall, the integration of interactive methods and technology has demonstrated significant qualitative outcomes: improved speaking skills, higher student engagement, and enhanced readiness for

professional demands. These methods ensure agricultural students in our country are equipped to thrive in international trade and professional communication, addressing both educational and industry needs effectively.

## CONCLUSION

In conclusion, the use of interactive methods in teaching agricultural students has been shown to be effective in enhancing their speaking skills and professional communication abilities. The study highlights the importance of integrating problem-based and professionally-oriented situations, CLIL, and interactive technologies in the teaching process. The results of the study suggest that these methods can improve students' motivation, engagement, and subject-specific competencies. Therefore, educators should consider incorporating these methods into their teaching practices to prepare agricultural students for their future professional activities.

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