

DEVELOPING COMMUNICATIVE CULTURE IN TEACHING FOREIGN LANGUAGES AT TECHNICAL UNIVERSITIES

Jizzakh Polytecnic institute “Uzbek and
foreign language department.

Assistant teacher:Dildora Alikulova

Abstract In the era of globalization and rapid technological advancement, technical specialists are increasingly required to participate in international professional environments. For students of technical universities, foreign language proficiency is not limited to grammar and vocabulary acquisition; it also involves the development of communicative culture. Communicative culture encompasses linguistic competence, intercultural awareness, professional etiquette, and the ability to engage in respectful and effective dialogue. This article explores theoretical and methodological foundations for forming communicative culture in foreign language instruction at technical higher education institutions. It analyzes the role of communicative language teaching (CLT), English for Specific Purposes (ESP), project-based learning, and digital technologies in shaping students' professional interaction skills. The paper argues that integrating authentic materials, collaborative tasks, intercultural training, and technology-enhanced learning environments significantly contributes to the development of communicative competence. The study concludes that fostering communicative culture in technical universities enhances graduates' competitiveness and prepares them for active participation in the global engineering community.

Keywords: communicative culture, technical universities, foreign language teaching, ESP, intercultural competence, professional communication, digital learning, engineering education.

Technical higher education institutions traditionally focus on developing students' professional and scientific competencies. However, in contemporary society, engineers and technical specialists must also communicate effectively in international contexts. Scientific conferences, multinational projects, academic mobility programs, and globalized labor markets require future engineers to possess strong foreign language skills combined with communicative culture.

Communicative culture refers to a complex system of knowledge, skills, values, and behavioral norms that enable effective interaction in various social and professional contexts. In foreign language education, it includes linguistic accuracy, pragmatic awareness, intercultural sensitivity, and ethical communication. Therefore, the formation of communicative culture should become one of the central objectives of foreign language teaching in technical universities.

The concept of communicative competence was introduced by Dell Hymes and later developed within communicative language teaching methodology. It emphasizes not only grammatical correctness but also sociolinguistic and pragmatic appropriateness. In technical universities, communicative culture must be adapted to professional contexts such as technical reporting, project discussions, negotiations, and academic presentations.

English for Specific Purposes (ESP) provides a methodological framework for aligning language instruction with students' professional needs. Engineering students require mastery of technical terminology, the ability to interpret diagrams and manuals, and competence in writing research papers and project documentation. However, these technical skills must be accompanied by interpersonal communication abilities such as teamwork, leadership dialogue, and intercultural cooperation

In multicultural professional environments, engineers collaborate with colleagues from diverse linguistic and cultural backgrounds. Misunderstandings may arise not because of linguistic errors, but due to differences in communication styles, politeness strategies, or professional etiquette.

Therefore, foreign language courses in technical universities should incorporate intercultural training. Students need to understand cultural norms, communication conventions, and behavioral expectations in international settings. Case studies, role-playing activities, and analysis of real-life professional situations can help learners develop tolerance, empathy, and adaptability.

Intercultural competence strengthens communicative culture by promoting respect and mutual understanding. It prepares future engineers to function effectively in multinational teams and cross-border collaborations

To foster communicative culture, traditional lecture-based instruction must be replaced or supplemented with interactive methodologies. Communicative Language Teaching (CLT) emphasizes meaningful interaction, authentic communication tasks, and learner-centered instruction.

Project-based learning is particularly effective in technical universities. Students can design engineering projects, prepare technical presentations, or simulate professional meetings in a foreign language. Such tasks integrate language practice with professional problem-solving.

Debates, group discussions, and collaborative assignments encourage active participation and develop argumentation skills. These activities help students express technical ideas clearly, defend their viewpoints, and engage in constructive dialogue

Modern digital technologies significantly enhance the formation of communicative culture. Online conferencing tools allow students to interact with international peers and participate in virtual exchange programs. Learning management systems facilitate collaborative writing, peer feedback, and discussion forums.

Artificial intelligence-based tools can provide pronunciation feedback and simulate conversational scenarios. Virtual environments enable students to practice professional communication in simulated technical settings, such as laboratory briefings or project negotiations.

Digital communication platforms also expose students to authentic professional discourse, including webinars, online workshops, and international engineering forums. Such experiences bridge the gap between classroom learning and real-world communication.

The instructor plays a crucial role in guiding students toward communicative maturity. Teachers must create a supportive and respectful learning atmosphere where students feel confident expressing their ideas. Feedback should focus not only on linguistic accuracy but also on clarity, politeness, coherence, and professional tone.

Moreover, teachers themselves need continuous professional development to integrate innovative methodologies and digital tools effectively. Pedagogical competence combined with technological literacy ensures successful implementation of communicative-oriented instruction

Despite its importance, developing communicative culture in technical universities faces several challenges. Large class sizes may limit opportunities for individual speaking practice. Students often prioritize technical subjects over language courses, underestimating the importance of communication skills. Limited contact hours may restrict interactive activities.

Additionally, unequal access to digital technologies can create disparities in learning outcomes. Addressing these challenges requires institutional support, curriculum reform, and recognition of foreign language education as a strategic component of engineering training

Conclusion

The formation of communicative culture in foreign language teaching at technical universities is a multidimensional and strategic task. It involves integrating linguistic competence, intercultural awareness, professional etiquette, and digital literacy. By applying communicative methodologies, project-based learning, intercultural training, and technology-enhanced instruction, higher education

institutions can prepare future engineers for effective participation in the global professional community.

In modern engineering practice, technical expertise alone is insufficient. Successful specialists must articulate ideas clearly, collaborate respectfully, and navigate multicultural environments confidently. Therefore, fostering communicative culture through foreign language education is not an auxiliary objective but a fundamental requirement of contemporary technical higher education.

References

- 1 Bax, S. (2011). Normalisation revisited: The effective use of technology in language education. *International Journal of Computer-Assisted Language Learning and Teaching*, 1(2), 1–15.
- 2 Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- 3 Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1–47.
- 4Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge University Press.
- 5 Dushabayev, A. M. *Improving the Digital Education System in the Integration of Modern Education*. (PDF source).
- 6 Dushabayev, A. M. *Implementation of Digital Technologies in Education and Their Role in Increasing Educational Efficiency*. (PDF source).
- 7 Dushabayev, A. M. *Principles of Using Electronic Learning Courses in the Process of Learning a Foreign Language in Higher Educational Institutions*. (PDF source).