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INNOVATIVE METHODS OF TEACHING ENGLISH IN HIGHER TECHNICAL UNIVERSITIES SUMMARY

In the rapidly evolving landscape of higher education, particularly in technical universities, traditional methods of teaching English as a Foreign Language (EFL) often fail to meet the dynamic needs of students preparing for globalized, interdisciplinary careers. To bridge this gap, educators are increasingly adopting innovative methodologies that integrate language learning with real-world contexts, technological advancements, and student-centered approaches. This summary explores several effective techniques that have proven instrumental in enhancing language proficiency, engagement, and practical communication skills among technical students. In the context of higher technical education, English proficiency is essential for accessing global knowledge, engaging in international research, and participating in the global workforce. Traditional language teaching methods often fall short in meeting the specific needs of technical students. This paper explores innovative approaches to teaching English as a foreign language in higher technical universities, focusing on methods that enhance engagement, practical application, and integration with technical disciplines. Teaching English as a Foreign Language in higher technical universities presents unique challenges and opportunities. Students in these institutions often focus heavily on technical subjects, which can limit their engagement with traditional language learning methods. Therefore, innovative teaching approaches tailored to their specific needs and contexts are essential for effective English language acquisition. Innovative methods of teaching English in higher technical universities emphasize the integration of technology, contextualized learning through technical content, collaborative and interactive techniques, and real-world application. These approaches not only enhance language proficiency but also prepare students for successful global careers in science, technology, engineering, and mathematics (STEM) fields. Innovative methods of teaching English as a Foreign Language in higher technical universities represent a critical evolution toward more effective, practical, and engaging language education. By aligning language instruction with technical disciplines and leveraging modern technology, these approaches significantly enhance students' communicative abilities,

academic success, and professional readiness. Embracing such innovations ultimately contributes to the development of globally competent technical professionals capable of thriving in increasingly interconnected and English-mediated environments.

Key words: innovative methods , teaching process, effective techniques, approach, task.

1. Task-Based Language Teaching (TBLT) is a communicative approach to language instruction that emphasizes the use of authentic language tasks as the central unit of planning and instruction. Unlike traditional language teaching methods that focus on isolated grammar points or vocabulary lists, TBLT encourages students to engage in meaningful communication through real-world tasks that mirror how language is used outside the classroom. It is at the forefront of communicative language approaches. It emphasizes the completion of meaningful tasks, such as designing a presentation or solving technical problems in English, thereby promoting language use in context rather than rote memorization of grammar rules. This method aligns well with the problem-solving nature of technical disciplines, making language acquisition more relevant and practical. Key features of TBLT are: Task-Centered Learning: At the heart of TBLT are tasks - goal-oriented activities where language is used as a tool to achieve an outcome. These might include solving a problem, planning a trip, conducting an interview, or writing a report. The task is not about practicing a particular grammatical structure but about using language to complete a meaningful objective. Focus on Meaning Before Form: TBLT prioritizes fluency and communication. While accuracy is important, learners first use language freely and are later guided to notice and correct errors. This promotes deeper language acquisition through use, not just rule memorization. Authenticity: Tasks in TBLT are designed to reflect real-life language use. The emphasis on authentic, contextualized communication prepares learners for real-world situations more effectively than decontextualized drills or rote learning. Learner-Centered Instruction: Students are encouraged to take an active role in their learning. Tasks often involve collaboration, negotiation, and problem-solving, making learning more dynamic and student-driven. [1, 344.] A typical TBLT lesson follows a three-phase model: In Pre-task the teacher introduces the topic and task, often activating prior knowledge, modeling useful language, or providing input that will help with the task. Task Cycle includes task, planning and report. Students perform the task, usually in pairs or groups, focusing on meaning. Learners prepare to present their results and consider how to express their ideas clearly. Groups share their findings or solutions with the class, using language in a formal or semi-formal way. Language Focus on analysis and practice. The teacher highlights and analyzes interesting or problematic language that emerged during the task. Students may practice specific forms or structures that were needed during the task, reinforcing correct usage. Benefits of TBLT are Improved Communicative Competence: TBLT emphasizes interaction and communication, which are essential for language fluency. Motivation and Engagement: Because tasks are often relevant and

practical, students find them more engaging. Contextualized Grammar Learning: Grammar is learned in context, often making it more meaningful and memorable. Development of Soft Skills: Collaboration, negotiation, critical thinking, and problem-solving are integrated into language learning. Task-Based Language Teaching offers a dynamic and effective approach to language instruction, shifting the focus from language as an abstract system to language as a tool for communication. By prioritizing meaningful interaction and learner autonomy, TBLT helps students develop not only linguistic competence but also the confidence and ability to use language in real-world contexts.

2. Content and Language Integrated Learning (CLIL) involves teaching subject content through a foreign language, allowing students to learn both the subject matter and the language simultaneously. In technical universities, CLIL can be applied by delivering courses in subjects like computer science, engineering, or biotechnology in English. This method not only enhances language proficiency but also deepens understanding of technical content, making learning more relevant and integrated. Core principles of CLIL is built on four key principles, often referred to as the 4 Cs Framework [2, 84-102]. Content – Progression in knowledge, skills, and understanding of the subject matter. Communication – Using language to learn and mediate knowledge. Cognition – Developing thinking skills that link concept formation and understanding. Culture – Exposure to alternative perspectives and deeper cultural awareness. These elements ensure that learners not only acquire subject knowledge but also develop language proficiency in an integrated manner. Research indicates several benefits of CLIL. Improved language skills: Students develop both receptive and productive language skills more effectively than in traditional language classes [3, 182-204.]. Enhanced cognitive skills: CLIL fosters problem-solving, critical thinking, and creativity. Greater motivation: Students often find CLIL more engaging and relevant, increasing motivation to learn both language and subject content. Global competence: Exposure to other cultures and languages helps students develop intercultural understanding. Content and Language Integrated Learning represents a forward-thinking approach to education that aligns with the needs of a globalized world. By combining language and subject learning, CLIL helps prepare students not just academically but also linguistically and culturally for international environments.

3. Project-Based Learning (PBL) engages students in complex, real-world projects that require the application of language skills. In a technical setting, students might work on projects such as designing a prototype, conducting research, or developing software solutions, all while using English for communication and documentation. PBL fosters collaboration, critical thinking, and practical language use, aligning closely with the demands of technical professions. Key features of PBL include: A driving question or problem that guides the project, student choice and voice in decision-making, inquiry and innovation through research and exploration, real-world relevance and application,

reflection, critique, and revision, a public product or presentation. PBL promotes a wide array of academic and personal skills: Deeper Learning: Students engage more meaningfully with the content, leading to better retention and understanding Collaboration: Teamwork in PBL projects mirrors real-world work environments and teaches communication and leadership skills. Critical Thinking and Problem Solving: PBL requires students to tackle real-life problems, encouraging higher-order thinking [4, 39-43.]. Engagement and Motivation: The autonomy and relevance of projects enhance student motivation and interest. Effective implementation of PBL requires careful planning and facilitation by teachers. Teachers shift from direct instruction to coaching and guiding students. Projects can be multidisciplinary, incorporating elements of science, math, language arts, and social studies. Assessment in PBL goes beyond traditional tests, often including rubrics, self-assessments, peer evaluations, and public presentations. Project-Based Learning is a powerful educational approach that prepares students for the demands of the 21st century. When implemented effectively, PBL transforms classrooms into dynamic environments where students engage deeply with content, collaborate meaningfully, and develop essential life skills.

4. Gamification refers to the application of game design elements and principles in non-game contexts to enhance user engagement, motivation, and overall experience. Over the past decade, gamification has gained widespread attention in fields such as education, marketing, health, and corporate training, primarily due to its potential to influence behavior and increase user participation. For technical students, gamified scenarios might include simulations of technical problem-solving tasks, where language use is integral to success. At its core, gamification involves incorporating elements typically found in games, such as points, badges, leaderboards, challenges, levels, and feedback loops into systems or activities that are not inherently game-like. The objective is to leverage the motivational power of games to drive real-world actions. These elements tap into intrinsic and extrinsic motivators, encouraging users to adopt desired behaviors while also maintaining sustained interest. Gamification represents a powerful tool for enhancing engagement across various domains by integrating game design elements into non-game settings. When designed thoughtfully, it can motivate users, improve learning, and influence positive behavioral changes. However, its success depends heavily on context, design quality, and alignment with user needs and goals. [5, 14–31].

5. Virtual Reality (VR) and Augmented Reality (AR) technologies offer immersive environments for language learning. Virtual Reality is a fully immersive technology that simulates a computer-generated environment. Unlike VR, Augmented Reality overlays digital information onto the real world. AR does not replace the real environment but enhances it by adding digital elements such as images, animations, or data. This can be experienced through smartphones, tablets and so on. In technical education, VR and AR can simulate real-world technical scenarios, such as virtual

laboratories or engineering workshops, where students practice English communication in context. These technologies cater to various learning styles and provide experiential learning opportunities that enhance language acquisition. In the rapidly evolving landscape of digital technology, VR and AR are two of the most transformative innovations. Both technologies offer immersive experiences that are reshaping how we interact with digital content, and they hold promise across a variety of industries including gaming, healthcare, education, and retail. [6, 212]

6. The flipped classroom model reverses traditional teaching by having students engage with instructional content outside of class, such as through online videos or readings, and using class time for interactive activities. In EFL instruction, this approach allows for more personalized language practice, such as discussions, debates, or peer reviews, which are particularly beneficial for developing speaking and listening skills in a technical context. The flipped classroom is a pedagogical model that has significantly transformed traditional teaching methods, especially in the context of foreign language learning. In a flipped classroom, the typical lecture and homework elements of a course are reversed. Students are first exposed to new material outside of class, typically via video lectures, readings, or other digital resources, and then class time is used to engage in interactive activities that reinforce learning through practice and application. One of the key advantages of using the flipped classroom model in foreign language education is the increased opportunity for students to engage in communicative tasks during class. Language acquisition thrives in environments where learners actively use the language, and flipping the classroom allows for more time dedicated to speaking, listening, and collaboration. According to this model creates a student-centered learning environment that fosters deeper understanding and long-term retention. Additionally, the flipped model supports differentiated learning. Students can control the pace at which they absorb instructional content outside of class, revisiting complex grammar explanations or vocabulary as needed. This flexibility is especially beneficial for language learners who come from diverse linguistic backgrounds and may struggle with comprehension. Effective implementation of the flipped classroom in foreign language instruction includes providing multimodal input—such as videos, podcasts, and interactive quizzes—that caters to various learning styles. During class, instructors should focus on communicative activities, such as role plays, debates, and group projects, to maximize student interaction. emphasize the importance of transforming class time into a dynamic space for collaboration and practical application. Assessment should also be adapted to this model, incorporating both formative and summative evaluations that measure language skills in context. [7, 205–209. <https://doi.org/10.1016/j.sbspro.2015.10.006>]

7. Authentic materials refer to texts, videos, audio recordings, and other materials that are created by native speakers for real-life communication, rather than for pedagogical purposes. These materials include newspapers, magazines, radio broadcasts, television shows, films, menus, brochures, websites, and social media posts. The use of

authentic materials in foreign language teaching has been widely recognized as a valuable tool in promoting language acquisition and cultural competence. Using authentic materials, such as technical manuals, research articles, industry reports, and professional correspondence exposes students to the language used in their specific fields. This approach helps bridge the gap between classroom learning and professional practice, ensuring that students acquire language skills that are directly applicable to their future careers. Authentic materials expose learners to how the language is naturally used, including idiomatic expressions, colloquialisms, slang, and varied grammatical structures. This helps students move beyond the often sanitized and overly simplistic language found in textbooks. Authentic materials provide insights into the values, customs, and everyday life of native speakers, fostering intercultural competence and a deeper appreciation of the target culture. Because authentic materials are real and relevant, they can be more engaging than traditional resources. Learners are often more motivated to understand a real-world video clip or news article than a fictional dialogue in a textbook. Listening to native-speaker audio or watching videos with natural pacing and accent variation helps learners develop real-world listening comprehension. Similarly, reading newspapers or websites helps learners encounter varied vocabulary and complex sentence structures in context. Authentic materials provide rich contexts that allow learners to infer meaning and usage from the surrounding text. This contextual learning helps retention and improves language proficiency. Integrating authentic materials supports task-based learning, where students use the language to accomplish real-world tasks, such as planning a trip using brochures or writing a response to a blog post. Incorporating authentic materials into foreign language instruction enhances linguistic competence and cultural understanding. [8, 97–118.]

8. Role-playing and simulation stand out as effective techniques for engaging students in authentic language use. These strategies not only help learners practice vocabulary and grammar but also develop their social, pragmatic, and intercultural communication skills. Role-playing and simulation activities allow students to practice language use in realistic scenarios. In technical education, students might simulate job interviews, client meetings, or collaborative project discussions, all conducted in English. These activities build confidence and fluency, as students navigate professional interactions in a controlled environment. Role-playing and simulations encourage the use of target language in realistic, context-rich situations. This helps students move beyond rote memorization and fosters meaningful communication. These activities promote spontaneous speech, which builds fluency and increases learners' confidence in speaking. Simulating real-world social and cultural contexts allows students to explore cultural nuances and appropriate language use, thereby enhancing their intercultural sensitivity. These strategies are inherently fun and immersive. They shift the focus from passive learning to active participation, which is particularly beneficial for younger learners and those who thrive in experiential settings. Many simulations involve tasks or

problems that need to be solved collaboratively, fostering both language use and cognitive skills. Role-playing and simulation are invaluable tools in the foreign language classroom. They bring the target language to life, facilitate the development of communicative competence, and prepare learners for real-world interactions. [9, 95-138]

9. Self-Access Language Learning Centers (SALCs) are dedicated spaces designed to promote autonomous language learning by providing learners with resources and opportunities to practice languages independently or collaboratively. These centers have gained popularity in educational institutions worldwide as an innovative approach to language acquisition, fostering learner autonomy, motivation, and individualized learning strategies. SALCs serve as physical or virtual environments where learners can access a variety of language learning materials and tools without constant supervision from instructors. The core philosophy behind SALCs is to encourage learners to take responsibility for their own learning process, making decisions about what, when, and how to study. This aligns with contemporary views on learner autonomy, which emphasizes the importance of self-directed learning in language education. The main purpose of SALCs is to complement traditional classroom instruction by providing additional support that caters to diverse learning styles and paces. SALCs enable students to practice speaking, listening, reading, and writing skills through multimedia resources, interactive software, books, and sometimes peer interaction or tutor guidance on a voluntary basis. SALCs promote independent learning strategies, empowering learners to set goals, monitor progress, and reflect on their learning. Learners can select materials and activities that suit their interests, proficiency level, and learning pace. [10, 126-142]

10. Mobile-Assisted Language Learning (MALL) refers to the use of mobile devices, such as smartphones, tablets, and portable media players—to support and enhance the process of learning languages. With the widespread availability of mobile technology, MALL has emerged as a significant subfield of Computer-Assisted Language Learning (CALL). MALL leverages the portability, connectivity, and multimedia capabilities of mobile devices to offer flexible, context-aware, and personalized language learning opportunities anytime and anywhere. MALL allows learners to access language learning resources on-the-go, breaking free from the traditional classroom or desktop computer settings. Learners can practice speaking, listening, reading, and writing skills anywhere, such as during commutes or breaks. Mobile devices can use GPS, cameras, and sensors to facilitate situational learning experiences. For example, learners can use language apps that incorporate real-world objects and environments, enhancing vocabulary acquisition through contextual clues. Mobile devices support text, audio, video, and interactive content, providing diverse language input and practice methods. Features like voice recognition enable speaking practice and immediate feedback. Many MALL applications integrate social networking

tools that enable interaction with peers and native speakers, facilitating communicative competence and cultural exchange. Mobile platforms can track learner progress and adapt content accordingly, offering personalized learning paths and pacing suited to individual needs. Studies have generally shown that MALL can improve vocabulary retention, listening comprehension, pronunciation, and learner motivation. [11, 93-107.]

The teaching of English as a Foreign Language (EFL) in higher technical universities is undergoing a transformative shift, propelled by the increasing demand for effective communication skills in globalized scientific and technical fields. Traditional methods of language instruction, often focused on rote memorization and passive learning, are no longer sufficient to meet the dynamic needs of today's technical students. Innovative teaching approaches have thus emerged as vital tools for enhancing learners' engagement, motivation, and overall language proficiency. Innovative methods, such as technology-enhanced learning, task-based language teaching, blended learning, flipped classrooms, and the integration of authentic materials, offer more interactive, learner-centered, and contextualized language experiences. For technical students, these methods provide opportunities not only to acquire general English skills but also to develop the specific vocabulary, reading comprehension, and communication strategies required in scientific and engineering contexts. For example, the use of simulation software, virtual labs, and industry-relevant case studies facilitates the practical application of English in real-world scenarios, fostering both linguistic competence and technical literacy. Moreover, the incorporation of digital tools, such as language learning apps, online collaboration platforms, and multimedia resources allow students to practice English flexibly, accommodating diverse learning styles and schedules typical of higher education environments. Flipped classrooms encourage active participation by shifting foundational knowledge acquisition outside the classroom, enabling in-class time to focus on discussion, problem-solving, and peer interaction. This active engagement is particularly crucial for technical students who benefit from collaborative learning and critical thinking exercises aligned with their future professional tasks. Furthermore, innovative teaching methods promote cultural awareness and global communication skills by exposing students to varied English dialects and intercultural communication practices. This holistic approach prepares technical graduates not only to excel in academic and professional settings but also to navigate the multicultural and multilingual nature of modern workplaces. However, the successful implementation of these methods requires addressing challenges such as faculty training, infrastructure availability, and curriculum redesign. Educators must be equipped with both linguistic and technological competencies to harness these innovations effectively. Institutions should invest in continuous professional development and provide necessary resources to support these pedagogical shifts.

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РАХИМА МАМЕДОВА

АЙБЕНИЗ ДАДАШОВА

ИННОВАЦИОННЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ В ВЫСШИХ ТЕХНИЧЕСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

РЕЗЮМЕ

В условиях стремительно развивающегося ландшафта высшего образования, особенно в технических университетах, традиционные методы преподавания английского как иностранного языка зачастую не соответствуют динамичным потребностям студентов, готовящихся к глобализированным, междисциплинарным карьерным траекториям. Чтобы преодолеть этот разрыв, преподаватели всё чаще обращаются к инновационным методикам, интегрирующим изучение языка с реальными контекстами, технологическими достижениями и ориентированными на студента подходами. В данном резюме

рассматриваются несколько эффективных подходов, доказавших свою результативность в повышении языковой грамотности, вовлечённости студентов и развития практических коммуникативных навыков у студентов технических направлений. В контексте высшего технического образования владение английским языком имеет ключевое значение для доступа к глобальным знаниям, участия в международных исследованиях и включения в мировое профессиональное сообщество. Традиционные методы преподавания языка часто не удовлетворяют специфические потребности технических студентов. В данной статье рассматриваются инновационные подходы к преподаванию английского как иностранного языка в высших технических учебных заведениях с акцентом на методы, способствующие вовлечённости, практическому применению знаний и интеграции с техническими дисциплинами. Преподавание английского языка как иностранного в высших технических университетах представляет собой как уникальные вызовы, так и возможности. Студенты таких вузов, как правило, сосредоточены на изучении технических предметов, что может ограничивать их вовлечённость в традиционное обучение языку. Поэтому для эффективного усвоения английского языка необходимы инновационные подходы, адаптированные к их конкретным потребностям и условиям. Инновационные методы преподавания английского языка в высших технических учебных заведениях акцентируют внимание на интеграции технологий, контекстуализированном обучении через технический контент, использовании совместных и интерактивных методов, а также на практическом применении языка. Эти подходы не только повышают уровень владения английским языком, но и подготавливают студентов к успешной международной карьере в области науки, технологий, инженерии и математики. Инновационные методы преподавания английского языка как иностранного в высших технических университетах представляют собой важный этап в развитии более эффективного, практико-ориентированного и увлекательного языкового образования. Совмещение языковой подготовки с техническими дисциплинами и использование современных технологий значительно повышают коммуникативные способности студентов, их академическую успешность и профессиональную готовность. Принятие таких инноваций в конечном итоге способствует формированию глобально компетентных технических специалистов, способных успешно работать в всё более взаимосвязанной и англоязычной среде.

Ключевые слова: инновационные методы, учебный процесс, эффективные методы, подход, задание.

**RƏHİMƏ MƏMMƏDOVA
AYBƏNİZ DADAŞOVA**
**ALİ TEXNİKİ UNIVERSİTETLƏRDƏ İNGİLİS DİLİNİN TƏDRİSİNDƏ
İNNOVATİV METODLAR**
XÜLASƏ

Texniki universitetlərdə ali təhsilin sürətlə inkişaf etdiyi şəraitində, ingilis dili xarici dil kimi ənənəvi tədris üsulları, qloballaşan və fənlərarası karyeralara hazırlaşan tələbələrin dəyişən ehtiyaclarını qarşılamada tez-tez kifayət etmir. Bu boşluğu aradan qaldırmaq üçün müəllimlər getdikcə daha çox, dil öyrənməni real dünya kontekstləri, texnoloji inkişaf və tələbəyönümlü yanaşmalarla birləşdirən innovativ metodlardan istifadə edirlər. Bu xülasədə, texniki tələbələr arasında dil biliklərini, marağı və praktik ünsiyyət bacarıqlarını artırmaqda səmərəli olduğu sübut olunmuş bir neçə effektiv metod araşdırılır. Ali texniki təhsil kontekstində ingilis dili biliyi qlobal biliklərə çıxış, beynəlxalq tədqiqatlarda iştirak və qlobal əmək bazarına qoşulmaq üçün önəmlidir. Ənənəvi dil tədrisi üsulları, tələbələrin xüsusi ehtiyaclarını qarşılamaq baxımından tez-tez yetərli olmur. Bu məqalədə, tələbələrin marağını artıran, praktiki tətbiqə yönələn və texniki fənlərlə inteqrasiya olunan innovativ ingilis dili tədris üsul və yanaşmaları araşdırılır. Ali texniki universitetlərdə ingilis dili xarici dil kimi tədris olunarkən özünəməxsus çətinliklər və imkanlarla qarşılaşılır. Bu universitetlərin tələbələri adətən texniki fənlərə daha çox diqqət yetirirlər ki, bu da onların ənənəvi dil öyrənmə metodlarına marağını azalda bilər. Buna görə də, onların xüsusi ehtiyac və maraqlarına uyğunlaşdırılmış innovativ tədris yanaşmaları, ingilis dili biliklərinin səmərəli qazanılması üçün vacibdir. Ali texniki universitetlərdə ingilis dilinin tədrisində innovativ metodlar, texnologiyanın inteqrasiyası, texniki məzmun vasitəsilə kontekstləşdirilmiş öyrənmə, əməkdaşlıq və interaktiv üsullar, eləcə də real həyat tətbiqini vurğulayır. Bu yanaşmalar təkcə dil biliklərini artırmır, həm də tələbələri elm, texnologiya, mühəndislik və riyaziyyat sahələrində uğurlu qlobal karyeraya hazırlayır. Ali texniki universitetlərdə ingilis dili xarici dil kimi tədrisində innovativ metodlar, daha səmərəli, praktik və maraqlı dil tədrisinə doğru mühüm bir inkişafı təmsil edir. Bu yanaşmalar, dil tədrisini texniki fənlərlə uzlaşdırmaqla və müasir texnologiyadan istifadə etməklə, tələbələrin ünsiyyət bacarıqlarını, akademik uğurlarını və peşəkar hazırlıqlarını əhəmiyyətli dərəcədə artırır. Belə innovasiyaların mənimsənilməsi, nəticədə, getdikcə daha çox bir-birinə bağlı və ingilis dili vasitəsilə idarə olunan sahələrdə uğur qazana bilən qlobal səviyyədə kompetent texniki mütəxəssislərin yetişməsinə töhfə verir.

Açar sözlər: innovativ metodlar, tədris prosesi, effektiv texnikalar, yanaşma, tapşırıq

Rəyçi: filologiya elmləri namizədi, dosent Əhmədova Gülnarə Baba qızı
tərəfindən çapa tövsiyə olunmuşdur.