

Czech Journal of Multidisciplinary Innovations

Volume 39, March 2025. Website: www.peerianjournal.com ISSN (E): 2788-0389 Email: editor@peerianjournal.com

A Creative Approach To Learning For Students Of A Technical University

PhD Ganikhanova M. B.,

Associate Professor Of The Department "Foreign Languages" Of TSTU

PhD, MBA Marina Kanushina,

AC institute of international education s.r.o.

Abstract

In the modern educational system, learning English is essential for technical university students as it enhances their academic and professional opportunities. Traditional teaching methods often fail to engage students effectively, leading to passive learning. A creative approach to English language acquisition, incorporating innovative teaching strategies, digital tools, and real-life applications, can significantly improve student motivation and comprehension. This article explores various creative techniques, such as gamification, project-based learning, roleplaying, and the integration of technical content into language instruction, to enhance English proficiency among engineering and technical students.

Keywords:

Introduction

English proficiency is a critical skill for students at technical universities, as it allows access to scientific literature, international collaboration, and career opportunities in multinational companies. However, many students find traditional methods of learning English unengaging and disconnected from their field of study. This article highlights creative strategies that can make learning English more interactive and effective for technical students.

1. Challenges in Teaching English to Technical Students

Technical students often face specific difficulties in learning English, including:

Lack of Motivation: Many students view English as a secondary subject, unrelated to their technical field.

Limited Practical Application: Traditional teaching methods focus on grammar and vocabulary rather than real-life usage.

Difficulty in Understanding Technical Terminology: English technical terms may be challenging for non-native speakers.

Passive Learning Methods: Lectures and textbook-based learning may not actively engage students. 2. Creative Approaches to Teaching English

To address these challenges, educators can incorporate various creative methods that align with students' technical interests and promote active learning.

2.1 Gamification in Language Learning

Gamification involves using game-based elements to make learning more engaging. Methods include:



Czech Journal of Multidisciplinary Innovations

Volume 39, March 2025. Website: www.peerianjournal.com ISSN (E): 2788-0389 Email: editor@peerianjournal.com

Language Learning Apps: Platforms like Duolingo, Quizlet, and Kahoot! provide interactive exercises and vocabulary-building games.

Technical Word Challenges: Creating competitions where students translate and use technical terms in sentences.

Escape Room Activities: Students solve English-based puzzles related to technical concepts to "escape" a virtual or physical room.

2.2 Project-Based Learning (PBL)

Project-based learning integrates English into real-world technical applications. Examples include: Technical Report Writing: Students write research papers or reports in English on technical topics. Engineering Presentations: Students present technical projects in English, improving both language and public speaking skills.

Collaborative International Projects: Partnering with students from other countries on engineering-related assignments in English.

2.3 Role-Playing and Simulations

Role-playing engages students in real-world scenarios where English is required:

Job Interviews: Simulating technical job interviews in English to prepare students for future careers.

Customer Support Scenarios: Practicing technical problem-solving conversations in English.

Industry-Based Role-Play: Acting as engineers, developers, or scientists discussing projects in English.

2.4 Integration of Technical Content in English Learning

To make English more relevant, educators should integrate technical topics into language instruction:

Technical Vocabulary Enhancement: Teaching English terms commonly used in engineering, IT, and science.

English for Specific Purposes (ESP): Designing courses tailored to the students' field of study, such as English for Engineers.

Bilingual Technical Documentation: Analyzing English manuals, research papers, and patents alongside native-language versions.

2.5 Use of Digital Tools and Online Resources

Modern technology provides innovative ways to enhance English learning:

Virtual Reality (VR) and Augmented Reality (AR): Immersive experiences for technical simulations in English.

Online Forums and Communities: Engaging in English discussions on platforms like Stack Exchange or ResearchGate.

YouTube and Podcasts: Learning technical English through video lectures, TED Talks, and educational podcasts.

3. Case Study: Implementation at a Technical University

A pilot study was conducted at a technical university where students were taught English using creative methods. The study included:

- A gamified vocabulary challenge

- A project-based assignment requiring an English presentation of a technical innovation

- Role-playing job interviews in the IT industry



Czech Journal of Multidisciplinary Innovations

Volume 39, March 2025. Website: www.peerianjournal.com ISSN (E): 2788-0389 Email: editor@peerianjournal.com

Results showed increased student engagement, improved English proficiency, and greater confidence in using English for technical purposes.

Conclusion

A creative approach to learning English can significantly enhance motivation and comprehension among technical students. By integrating gamification, project-based learning, role-playing, and technology, educators can make English learning more relevant and engaging. Adopting these methods will prepare students for global careers and academic success.

References:

- 1. Dudeney, G., Hockly, N., & Pegrum, M. (2013). Digital literacies: Research and resources in language teaching. Routledge.
- 2. Hutchinson, T., & Waters, A. (1987). English for Specific Purposes: A learning-centred approach. Cambridge University Press.
- 3. Prensky, M. (2001). Digital game-based learning. McGraw-Hill.
- 4. Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Cambridge University Press.
- 5. Warschauer, M., & Meskill, C. (2000). Technology and second language teaching. Handbook of Undergraduate Second Language Studies.