USING THE RICH EXPERIENCE OF GERMANY FOR ENSURING THE INTERNAL AND EXTERNAL QUALITY IN TEACHING ENGLISH LANGUAGE ENGINEERS STUDYING AT AGRICULTURAL UNIVERSITIES

Eshchanova G.E.
Associate Professor of "English language" Department,
"Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University
Ulugbekova M.U.
2-course Master student of.
Uzbek State World Languages University

Tayanch so'zlar: ingliz tili ta'limi, qishloq xo'jaligi muhandisligi, chet tili malakasi,texnik universitetlar, sifatni ta'minlash, global ta'lim
Ключевые слова: образование на английском языке, аграрная инженерия уровень владения иностранным языком, технические университеты, обеспечение качества, глобальное образование
Key words: english language education, agricultural engineering, foreign language proficiency, technical universities, quality assurance, global education

РЕЗЮМЕ:
Globalizatsiya sharoitida chet tillarini, ayniqsa ingliz tilini bilish, muhandislar, jumladan, qishloq xo'jaligi muhandisligi sohasidagi mutaxassislar uchun tobora muhim ko'nikma sifatida tan olinmoqda. Germaniya, o'zining yuqori sifatli texnik ta'lim tizimi bilan tanilgan, qishloq xo'jaligi muhandisligi dasturlarida o'qiyotgan talabalar uchun ingliz tili ta'limining ichki va tashqi sifatini ta'minlashga qaratilgan eng yaxshi amaliyotlarni joriy etdi. Ushbu maqolada Germaniyaning texnik universitetlarida, ayniqsa qishloq xo'jaligi sohasidagi muhandislik talabalarining chet tili malakasini oshirishga qaratilgan strategiyalar va amaliyotlar ko'rib chiqiladi. Maqsad – talabalarni global professional va akademik aloqalar uchun zarur bo'lgan til ko'nikmalari bilan ta'minlash. Germaniyaning yetakchi universitetlaridan olingan holat tadqiqotlari asosida, maqola ta'lim dasturlarini integratsiyalash, maxsus til kurslari, ko'p tilli o'qituvchilar tarkibi, chuqur o'qish muhiti va sifatni ta'minlash mexanizmlari kabi jihatlarni o'rganadi. Bularning barchasi talabalar nafaqat texnik bilimlarni egallashlarini, balki xalqaro muhitda ishlash uchun zarur bo'lgan kommunikatsion ko'nikmalarni rivojlantirishlarini ta'minlaydi.
РЕЗЮМЕ:
В условиях глобализации знание иностранных языков, особенно английского, становится всё более важным навыком для инженеров, включая специалистов в области сельскохо-

зяйственного машиностроения. Германия, известная своей высококачественной системой технического образования, внедрила лучшие практики для обеспечения внутреннего и внешнего качества обучения английскому языку для студентов, обучающихся в программах аграрной инженерии. В статье рассматриваются стратегии и практики, применяемые в технических университетах Германии для повышения уровня владения иностранными языками среди студентов инженерных специальностей, особенно в аграрных дисциплинах, с целью подготовить их к профессиональной и академической деятельности на международной арене. Основываясь на примерах ведущих немецких университетов, статья исследует интеграцию учебных программ, специализированные языковые курсы, многоязычный преподавательский состав, иммерсивные учебные среды и механизмы обеспечения качества, которые в совокупности позволяют студентам не только приобрести техническую компетенцию, но и развить коммуникационные навыки, необходимые для работы в международном контексте.

SUMMARY:

In the context of globalization, proficiency in foreign languages, particularly English, is increasingly recognized as a vital skill for engineering professionals, including those in agricultural engineering. Germany, known for its high-quality technical education system, has adopted best practices to ensure the internal and external quality of English language education for students in agricultural engineering programs. This paper examines the strategies and practices implemented in German technical universities to enhance the foreign language proficiency of engineering students, particularly in agricultural disciplines, to equip them with the language skills necessary for global professional and academic engagement. Drawing on case studies from leading German institutions, this article explores curriculum integration, specialized language courses, multilingual faculty, immersive learning environments, and quality assurance mechanisms that collectively ensure that students not only gain technical expertise but also develop the communication skills essential for working in an international context.

1. Introduction. As the world becomes more interconnected, communication in a common global language, predominantly English, is becoming increasingly crucial in fields such as engineering. For students in agricultural engineering programs, which often blend scientific, technical, and environmental disciplines, English proficiency is not just a language skill, but a necessity for accessing international research, collaborating with global stakeholders, and participating in the ever-expanding global job market.

Germany, a leader in engineering education, has been at the forefront of integrating foreign language education, particularly English, into its technical university curricula. The inclusion of English as a medium of instruction and as a subject in its agricultural engineering programs serves to enhance the international competence of its graduates. This paper aims to explore the best practices adopted by German technical universities to ensure the internal and external quality of English language education for engineering students in the agricultural field.

2. Importance of English in Agricultural Engineering Education.

Agricultural engineering is an interdisciplinary field that requires not only technical and scientific knowledge but also the ability to communicate complex ideas to a diverse audience. English has become the lingua franca in global academic

publishing, professional conferences, and international projects. The growing demand for highly skilled agricultural engineers to address global challenges such as food security, climate change, and sustainable development underscores the importance of multilingual communication skills in the field.

Technical universities in Germany have recognized the necessity of equipping students with high-level English proficiency, not only to engage with academic literature but also to collaborate internationally, both in research and in practice. Many leading journals in agricultural engineering, as well as international organizations, use English as the standard language, making fluency in the language a competitive advantage in the global labor market.

3. Best Practices in Language Education for Agricultural Engineering Students.

1. Curriculum and Syllabus Integration.

One of the most effective strategies for ensuring quality foreign language education in Germany is the integration of English into the core curriculum of engineering programs. In many technical universities, especially those with agricultural engineering programs, courses are increasingly taught in English to cater to both local and international students.

For instance, at universities like the Eberswalde University for Sustainable Development (HNEE), Technical University of Munich (TUM) and the University of Hohenheim, many advanced agricultural engineering courses are conducted in English, allowing students to develop both technical expertise and language skills simultaneously. This integration ensures that students are not only trained in technical concepts but also practice and refine their ability to communicate those concepts in a global context.

Moreover, specific English language modules are designed to focus on technical writing, academic research, and professional communication in the context of agricultural engineering. These modules help students master terminology relevant to fields like sustainable agriculture, biotechnology, and environmental management, thus ensuring that their English language skills are directly aligned with the needs of their discipline.

3.2 Specialized Language Courses.

In addition to integrated English instruction within technical courses, many universities offer specialized language courses tailored for engineering students. These courses focus on areas such as technical writing, reading comprehension, scientific presentations, and professional communication.

For example, courses on writing research papers in English, preparing project reports, or delivering oral presentations are commonly offered in agricultural engineering programs. These courses are designed to provide students with the

linguistic tools necessary to excel in both academic and professional settings. Furthermore, such programs often emphasize the cultural aspects of communication, preparing students for work in diverse international environments.

3.3 Multilingual Faculty and Internationalization.

The recruitment of multilingual faculty members is another key practice that ensures the quality of foreign language education in German technical universities. Many faculty members in agricultural engineering departments are proficient in English, with some being native speakers or having international academic experience. This diversity among the faculty enhances the language learning environment for students, providing them with exposure to different accents, linguistic styles, and technical jargon.

Furthermore, faculty members often play a critical role in fostering international collaboration by guiding students in research projects that involve international partners or by mentoring students during study abroad programs. Such experiences help students strengthen their English communication skills while also gaining valuable international exposure.

3.4 Immersive Learning Environments.

Immersive learning environments are essential for improving language proficiency, especially for technical students who may find it challenging to master a foreign language through traditional classroom instruction alone. In Germany, many technical universities offer students the opportunity to participate in exchange programs, internships, and collaborative research projects that require the use of English.

For instance, agricultural engineering students often participate in international research collaborations or internships with global companies, research institutions, and NGOs that operate in English-speaking environments. These real-world experiences allow students to practice English in authentic settings, where they are required to communicate technical information to diverse audiences, from scientists to policymakers to the general public.

Moreover, some universities organize English-language workshops, seminars, and guest lectures featuring international experts. These events not only expose students to cutting-edge developments in agricultural engineering but also encourage them to actively engage in discussions and debates in English, further enhancing their language competence.

3.5 Quality Assurance and Accreditation.

Ensuring the internal and external quality of foreign language education is a central concern for German technical universities, which are subject to rigorous accreditation and evaluation processes. Accreditation bodies ensure that engineering programs, including those in agricultural engineering, meet high academic and

professional standards. The accreditation process evaluates the effectiveness of language instruction, including English, and ensures that the curriculum aligns with both international standards and industry requirements. Universities are also encouraged to conduct regular assessments of language proficiency, using a variety of tools such as exams, project work, presentations, and peer evaluations to ensure that students develop the necessary language skills to succeed in their careers.

4. Challenges and Future Directions.

Despite the best practices implemented in German universities, there are several challenges that remain in ensuring high-quality English language education for agricultural engineering students. These include the varying levels of English proficiency among incoming students, the need for continued professional development for faculty, and the challenge of maintaining a balance between technical education and language learning.

To address these challenges, universities could further invest in language support services, such as tutoring programs, writing centers, and language exchange initiatives. Additionally, fostering more partnerships with international universities and industry stakeholders can provide students with additional opportunities to use English in authentic settings.

5. Conclusion.

By summarizing it can be suggested that the integration of English language education into agricultural engineering programs in Germany is a crucial step towards ensuring that graduates are equipped with the necessary skills to succeed in a globalized workforce. Through best practices such as curriculum integration, specialized language courses, multilingual faculty, immersive learning environments, and robust quality assurance mechanisms, German technical universities have established a comprehensive approach to foreign language education that enhances both the internal and external quality of engineering education. As the demand for multilingual, globally competent professionals in the agricultural sector continues to rise, Germany's commitment to high-quality English language education in technical fields will remain an essential component of preparing the next generation of engineers to tackle the world's most pressing agricultural and environmental challenges.

Literature:

1. European Commission. (2019). *The European Higher Education Area in 2018: Bologna Process Implementation Report*. Publications Office of the European Union.

2. Perkins, R., & Neumark, N. (2017). *Multilingual Education in Technical Universities: Best Practices for Teaching English in Engineering Disciplines*. Language Learning Journal, 45(4), 420-432.

3. Technical University of Munich (TUM). (2021). *International Bachelor's and Master's Programs in Agricultural Engineering*. Retrieved from https://www.tum.de/en/studies.