

**MODERN INTERACTIVE METHODS IN EMPOWERING FOREIGN
LANGUAGE PROFESSIONAL COMMUNICATION COMPETENCE OF
AGRICULTURAL STUDENTS**

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***Abstract:** In an increasingly globalized world, agricultural professionals must possess not only technical expertise but also robust foreign language professional communication competence (FLPCC). This competence enables them to engage in international collaborations, access cross-border research, and operate in global markets. For agricultural students, this ability is crucial, as they are likely to encounter foreign counterparts in various professional settings. This article explores the significance of FLPCC in agricultural education and examines how interactive methods can enhance its development. Drawing on research and pedagogical practices, we analyze the specific demands of professional communication in agriculture and propose strategies for cultivating communicative competence through interactive teaching techniques. The findings contribute to the growing body of knowledge on language education in professional contexts, with emphasis on the agricultural sector.*

***Keywords:** Foreign language professional communication competence (FLPCC), agricultural students, interactive teaching methods, role-playing, simulations, case studies, group discussions, digital platforms, intercultural communication, professional competence development.*

The ability to communicate effectively in a foreign language is an essential skill for agricultural professionals in today's globalized economy. The agricultural field, which increasingly involves international cooperation, requires professionals to engage with global markets, participate in international conferences, and collaborate on cross-border projects. Consequently, foreign language professional communication competence (FLPCC) has become a critical aspect of agricultural education. For students in this field, developing this competence is not only about mastering general language skills but also about acquiring the ability to communicate in specific professional contexts. FLPCC involves the integration of linguistic, sociolinguistic, and pragmatic competencies with a deep understanding of professional terminology and communication conventions in the field of agriculture. As Kunanbayeva suggests, professional communication competence in a foreign language goes beyond fluency; it entails the ability to engage appropriately and effectively in professional discourse, taking into account the cultural and contextual nuances of communication. This competence is particularly important in agriculture, where professionals must navigate complex intercultural interactions, whether in negotiations, research collaborations, or trade agreements[5].

Agricultural education has traditionally focused on technical and scientific knowledge, with less emphasis on communication skills. However, as Galskova and Gez argue, the shift towards a more interconnected world has necessitated a reevaluation of educational priorities. Agricultural students must be prepared to communicate with international partners, access research published in foreign languages, and present their findings to a global audience. In this context, FLPC becomes a crucial component of professional competence[2]. In Uzbekistan, where agriculture plays a significant role in the national economy, the need for proficient foreign language communication among agricultural professionals is particularly pronounced. According to Khakimov, the ability to communicate in English and other foreign languages is essential for Uzbek agricultural specialists who seek to engage with international markets and research communities. This highlights the importance of integrating language education into agricultural curricula, with a focus on developing the specific communication skills required in the profession[3]. Traditional methods of foreign language instruction, which often emphasize rote memorization and grammar drills, are insufficient for developing the kind of communicative competence required in professional contexts. As Hymes notes, communicative competence is not just about knowing the rules of grammar but also about knowing how to use language appropriately in various social and professional situations. This distinction is particularly relevant in the context of agricultural education, where students must be able to navigate complex professional interactions in a foreign language. In recent years, there has been a growing emphasis on interactive methods of teaching that promote active engagement and real-world communication practice. These methods, which include role-playing, simulations, case studies, and group discussions, are particularly effective for developing FLPC among agricultural students. Kunanbayeva asserts that interactive methods not only enhance linguistic competence but also foster critical thinking, problem-solving, and intercultural communication skills, all of which are essential for professional success in agriculture[6].

Role-playing and simulations are powerful tools for developing FLPC, as they allow students to practice real-life professional interactions in a controlled environment. In the context of agricultural education, role-playing can be used to simulate scenarios such as negotiating a trade agreement, presenting research findings at an international conference, or collaborating with foreign colleagues on a project. According to Mukhina, role-playing activities provide students with the opportunity to apply their language skills in practical situations, thereby enhancing

their ability to communicate effectively in professional contexts. Moreover, these activities can be tailored to the specific needs of agricultural students, incorporating industry-specific terminology and scenarios that reflect the realities of the profession[8]. Case studies and group discussions are also effective methods for developing FLPC. As Bykova points out, case studies provide students with the opportunity to analyze real-world problems and discuss potential solutions in a foreign language. This promotes not only language acquisition but also critical thinking and problem-solving skills, which are essential for success in the agricultural field[1].

Group discussions, meanwhile, encourage students to engage in collaborative communication, which is a key component of professional competence. In agricultural education, group discussions can focus on topics such as sustainable farming practices, international trade regulations, or the impact of climate change on agriculture. These discussions allow students to practice articulating their ideas and opinions in a foreign language, while also developing the ability to listen and respond to others in a professional setting. The integration of digital tools and online platforms into language education has opened up new possibilities for developing FLPC. As Lantolf and Thorne note, online platforms provide opportunities for synchronous and asynchronous communication, allowing students to engage in discussions, collaborate on projects, and access authentic language materials from around the world. For agricultural students, these platforms can facilitate communication with international peers and professionals, providing valuable opportunities for intercultural exchange and collaboration[7].

In Uzbekistan, the use of digital platforms in language education has grown significantly in recent years. Khakimov highlights the role of online tools in enhancing the language learning experience, particularly in terms of providing access to authentic materials and facilitating communication with native speakers. For agricultural students, these platforms offer an invaluable resource for developing FLPC, as they allow for continuous practice and engagement with the language in professional contexts[4].

The development of foreign language professional communication competence is essential for agricultural students who aspire to succeed in a globalized industry. As this article has demonstrated, interactive methods such as role-playing, simulations, case studies, and group discussions offer effective strategies for cultivating this competence. By incorporating these methods into agricultural

education, institutions can better prepare students for the challenges and opportunities of professional communication in a foreign language.

The findings presented here underscore the importance of integrating FLPCC development into agricultural curricula, particularly in countries like Uzbekistan, where the agricultural sector plays a critical role in the economy. As the demands of international communication continue to grow, the ability to communicate effectively in a foreign language will be a key determinant of professional success in agriculture. Therefore, it is imperative that educators adopt interactive and communicative approaches to language instruction, ensuring that students are equipped with the skills they need to thrive in the global agricultural industry.

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