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Using Information Technologies In Studying Professionally Oriented English

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Abstract

This article investigates the role of information technologies in studying professionally oriented English and analyzes how digital tools improve students' language competence, professional vocabulary, communicative skills, and independent learning abilities. The study is based on qualitative observation, analysis of teaching practices, and review of relevant scholarly literature.

Keywords: professionally oriented English, information technologies, ESP, digital learning, higher education, English language teaching, professional communication.

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Introduction

In the modern globalized world, English has become one of the main means of professional communication. Specialists in economics, business, engineering, medicine, tourism, information technology, and many other fields need English not only for everyday interaction but also for reading professional literature, participating in conferences, preparing

reports, writing emails, negotiating with foreign partners, and using international digital resources. For this reason, professionally oriented English has become an important component of higher education.

Professionally oriented English is closely connected with English for Specific Purposes (ESP). According to Hutchinson and Waters (1987), ESP is based on learners' needs and focuses on language that is relevant to their academic or professional field. Dudley-Evans and St John (1998) also emphasize that ESP courses should be designed according to the specific communicative situations in which learners will use English. Therefore, teaching professionally oriented English requires not only grammar and general vocabulary instruction but also the development of professional terminology, discourse competence, intercultural communication, and problem-solving skills. In recent years, information technologies have created new opportunities for improving professionally oriented English instruction. Digital platforms allow teachers to use authentic texts, videos, presentations, interactive exercises, online tests, professional simulations, and collaborative projects. Students can access electronic dictionaries, corpora, translation tools, professional websites, online lectures, and AI-based writing assistants. These resources make the learning process more flexible, individualized, and practice-oriented.

However, the use of information technologies in language education should be pedagogically justified. Technology itself does not guarantee successful learning. Its effectiveness depends on the teacher's methodological competence, the appropriateness of selected tools, students' digital literacy, and the connection between digital tasks and professional learning outcomes. Therefore, this article aims to examine how information technologies can be effectively used in studying professionally oriented English and what advantages and challenges they bring to the teaching process.

Methods

The study uses a qualitative research design. The research is based on three main methods: literature review, pedagogical observation, and analysis of classroom practices in teaching professionally oriented English.

First, scholarly literature on ESP, technology-enhanced language learning, and digital education was analyzed. The theoretical foundation of the study includes works on ESP methodology, communicative

language teaching, digital literacy, and the integration of ICT in English language education.

Second, pedagogical observation was used to examine how students respond to digital tasks in professionally oriented English lessons. Particular attention was paid to students' participation, motivation, vocabulary acquisition, speaking performance, and ability to work independently with digital resources.

Third, several types of classroom activities were analyzed. These included online vocabulary exercises, professional video discussions, digital presentations, electronic dictionary tasks, collaborative Google Docs writing, online reading activities, and the use of AI tools for drafting and editing professional texts. The activities were selected according to the professional needs of students and were mainly related to economics and business English.

The study focused on the following indicators:

- students' ability to understand and use professional terminology;
- improvement of speaking and writing skills in professional contexts;
- level of engagement during digital tasks;
- ability to use online resources independently;
- effectiveness of authentic digital materials;
- challenges faced by students and teachers in using information technologies.

The research did not rely on large-scale statistical measurement. Instead, it aimed to provide a methodological and practical analysis of the role of information technologies in professionally oriented English learning.

Results

The analysis showed that information technologies can significantly improve the process of studying professionally oriented English when they are used systematically and purposefully. The main results can be grouped into several categories.

1. Development of professional vocabulary

Digital tools help students learn professional terminology more effectively. Online dictionaries, electronic glossaries, terminology databases, and corpus-based tools allow students to see how professional words are used in real contexts. For example, economics students can study words such as inflation, investment, taxation, supply and demand, market

competition, budget deficit, monetary policy, and economic growth through authentic articles, videos, and business reports.

Unlike traditional vocabulary lists, digital resources show pronunciation, collocations, example sentences, synonyms, and field-specific usage. This helps students not only memorize words but also understand their communicative function. Corpus tools are especially useful because they show frequent word combinations such as make an investment, reduce inflation, increase demand, regulate the market, and attract foreign capital.

2. Improvement of communicative competence

Professionally oriented English requires the ability to communicate in real or simulated professional situations. Information technologies support this process through video conferencing, online discussions, role-play platforms, and digital presentation tools. Students can participate in simulated business meetings, job interviews, negotiations, academic discussions, and project presentations.

For example, students may prepare a digital presentation on “The Role of Small Businesses in the Economy” or participate in an online debate on “Advantages and Disadvantages of Artificial Intelligence in Business.” Such activities develop speaking fluency, professional argumentation, critical thinking, and confidence.

Video materials also play an important role. Authentic interviews, business news, TED Talks, company presentations, and professional lectures expose students to real pronunciation, intonation, terminology, and discourse patterns. As a result, students become more familiar with professional communication styles.

3. Growth of learner autonomy

Information technologies encourage independent learning. Students can study professional English outside the classroom by using mobile applications, online courses, podcasts, e-books, and interactive exercises. They can repeat difficult materials, check pronunciation, complete quizzes, and receive instant feedback.

This is especially important in higher education, where students are expected to become independent learners. Professionally oriented English requires continuous self-development because professional vocabulary and communication formats change rapidly. Digital resources make this process more accessible and flexible.

4. Increased motivation and engagement

The use of multimedia materials makes lessons more interesting and dynamic. Students usually respond positively to tasks that include videos, infographics, online quizzes, digital games, interactive boards, and collaborative platforms. These tools reduce monotony and create a more student-centered learning environment.

Motivation increases when students see a clear connection between English and their future profession. For example, when economics students analyze real market graphs, read business news, prepare financial reports, or discuss international organizations in English, they understand the practical value of language learning.

5. Improvement of writing skills

Digital technologies are also effective in developing professional writing. Students can write business emails, CVs, cover letters, reports, summaries, abstracts, and project proposals using collaborative writing platforms. Teachers can give comments directly on students' drafts, while students can revise their texts step by step.

AI-based writing tools may help students improve grammar, vocabulary choice, coherence, and style. However, these tools should be used responsibly. Students should not simply copy automatically generated texts. Instead, they should learn how to evaluate, edit, and improve digital suggestions critically.

6. Challenges in using information technologies

Despite many advantages, several challenges were also identified. First, not all students have the same level of digital literacy. Some students may have difficulty using online platforms, electronic corpora, or academic databases. Second, technical problems such as weak internet connection, lack of devices, or platform errors may interrupt the learning process. Third, excessive dependence on translation tools can reduce students' own thinking and language production. Fourth, teachers need methodological training to integrate technology effectively.

Therefore, successful digital language learning requires balance. Technology should be used as a means of achieving professional and communicative goals, not as an aim in itself.

Discussion

The results of the study confirm that information technologies can make professionally oriented English learning more effective, practical,

and learner-centered. This finding corresponds with the general principles of ESP, which emphasize learners' needs, authentic materials, and real-life communicative situations. Since professionally oriented English is connected with future workplace communication, digital tools are particularly valuable because they provide access to authentic professional discourse.

One of the most important advantages of technology is authenticity. In traditional language teaching, students often work with simplified texts that do not fully reflect real professional communication. Digital resources, however, allow teachers to bring real materials into the classroom. Business reports, economic forecasts, professional interviews, online conferences, academic articles, and company websites help students understand how English functions in their field.

Another important aspect is interactivity. Professionally oriented English should not be limited to reading and translation. Students need to speak, write, discuss, solve problems, and present ideas. Digital tools support active learning by creating opportunities for collaboration and immediate feedback. For example, online platforms can be used for group projects, peer review, vocabulary quizzes, and professional simulations. The findings also show that technology supports differentiated instruction. Students have different language levels, learning styles, and professional interests. Some students need more listening practice, while others need vocabulary or writing support. Digital tools allow teachers to provide additional materials and individualized tasks. This is especially useful in mixed-ability groups.

At the same time, the teacher's role remains central. In technology-enhanced professionally oriented English lessons, the teacher acts as a facilitator, organizer, consultant, and evaluator. The teacher selects appropriate digital resources, designs meaningful tasks, explains professional language use, monitors students' progress, and teaches them how to use technologies critically. It is also important to develop students' digital literacy. In professional life, students will need to evaluate online information, use digital communication tools, prepare electronic documents, and participate in virtual collaboration. Therefore, professionally oriented English lessons should combine language learning with digital competence. For example, students can learn how to write a professional email, prepare a LinkedIn profile, analyze an online

job advertisement, create a business presentation, or summarize an academic article using digital tools. However, the uncontrolled use of technology may create problems. Students may become passive users of ready-made answers, especially when using machine translation or AI tools. To avoid this, teachers should design tasks that require analysis, comparison, reflection, and personal contribution. For instance, instead of asking students only to translate a text, the teacher may ask them to compare two translations, identify terminology, explain the meaning of key concepts, and prepare their own professional summary.

Thus, information technologies are most effective when they are integrated with communicative, task-based, and profession-oriented methodology.

Conclusion

Information technologies play an important role in studying professionally oriented English. They provide access to authentic materials, improve professional vocabulary acquisition, develop communicative competence, increase motivation, and support independent learning. Digital platforms, online dictionaries, multimedia resources, electronic corpora, mobile applications, and AI-based tools can make the learning process more flexible, interactive, and professionally relevant. The study shows that technology is especially useful when it is connected with students' future professional needs. For economics students, for example, English lessons should include business news, financial vocabulary, market analysis, graphs, reports, presentations, negotiations, and workplace communication tasks. In this way, students learn English not as an isolated academic subject but as a practical instrument for their future career. At the same time, technology should be used carefully and methodologically. The teacher must select reliable resources, design meaningful activities, develop students' digital literacy, and prevent mechanical dependence on online tools. Information technologies should support communication, creativity, critical thinking, and professional competence.

In conclusion, the integration of information technologies into professionally oriented English teaching is not only a modern requirement but also an effective pedagogical strategy. When used appropriately, digital tools help prepare students for real professional communication in the global academic and business environment.

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