



ESP EDUCATION AND THE LINGUODIDACTIC POTENTIAL OF INTERACTIVE PLATFORMS: THE CASE OF FUTURE ARCHITECTS

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Abstract: This article examines the linguodidactic potential of interactive platforms in English for Specific Purposes (ESP) education, with particular attention to the development of future architects' professional and communicative competence. The integration of digital technologies into higher education creates new opportunities for organizing learner-centered, interactive, and professionally oriented language instruction. Interactive platforms can provide authentic communication contexts, facilitate vocabulary and grammar development, support listening and speaking practice, and promote collaborative and project-based learning. The article analyzes the pedagogical and linguodidactic functions of interactive platforms in ESP education and identifies their potential for addressing the specific communicative needs of architecture students. Particular attention is given to professionally oriented tasks such as architectural presentations, project discussions, client–architect communication, teamwork, description of architectural designs, and professional correspondence. The study argues that systematic integration of interactive platforms into ESP instruction can increase students' motivation, autonomy, digital literacy, and ability to use English effectively in professional contexts. The findings suggest that interactive platforms should not be regarded merely as technological tools but as components of an integrated linguodidactic environment aimed at developing professional communicative competence.

Keywords: English for Specific Purposes, ESP education, interactive platforms, linguodidactics, future architects, communicative competence, professional communication, digital education, language learning, higher education.

The rapid development of digital technologies has significantly transformed the organization and content of higher education. In contemporary educational environments, digital and interactive technologies are increasingly used to create flexible, learner-centered, and communication-oriented learning experiences. Foreign language education is one of the areas in which these transformations are particularly visible. The traditional model of language instruction, which often emphasizes the transmission of linguistic knowledge and reproductive exercises, is gradually being supplemented by interactive, collaborative, and professionally oriented approaches. This transformation is especially important in English for Specific Purposes (ESP) education. ESP is designed to address the specific linguistic and communicative needs of learners in relation to their academic,





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professional, or occupational fields. Therefore, ESP instruction for architecture students should extend beyond general English and focus on the language, terminology, communicative situations, and professional activities characteristic of architectural practice.

The professional activity of an architect requires extensive communication with clients, engineers, designers, contractors, urban planners, colleagues, and other specialists. Architects are expected to explain design concepts, present projects, discuss technical solutions, justify decisions, negotiate with clients, participate in professional meetings, and prepare written documentation. Consequently, the ability to communicate effectively in English may become an important component of their professional competence, particularly in an increasingly international architectural and construction environment. Within this context, interactive platforms have considerable potential for ESP education. They allow teachers to combine multimedia resources, authentic professional materials, interactive exercises, communication tasks, collaborative projects, and formative assessment within a single digital learning environment. Their systematic use can create conditions for students to apply English not only as an academic subject but also as a practical instrument of professional communication.

The purpose of this article is to examine the linguodidactic potential of interactive platforms in ESP education and to determine their pedagogical relevance for developing the professional communicative competence of future architects. The concept of ESP emerged from the growing recognition that language learners have different communicative needs depending on their academic and professional fields. Unlike General English, which focuses on broadly applicable language skills, ESP is characterized by needs analysis, relevance to specific disciplines, and the integration of professional contexts into language instruction. For architecture students, ESP instruction should therefore reflect the communicative situations they are likely to encounter in their future professional activities. These situations may include presenting an architectural project, describing a building plan, discussing materials and construction technologies, communicating with clients, participating in interdisciplinary meetings, writing project descriptions, and discussing environmental and urban development issues.

The ESP approach requires a close relationship between language learning and professional content. Students should acquire not only specialized vocabulary but also the ability to use this vocabulary appropriately in professional discourse. For example, learning terms such as *floor plan*, *elevation*, *façade*, *structural system*, *sustainable design*, *building materials*, and *urban planning* is insufficient if students cannot use them to explain a design, defend a project proposal, or participate in a professional discussion. Consequently, ESP education should integrate linguistic, communicative, professional, and cognitive dimensions. This integration creates a need for instructional technologies capable of presenting professional information and simultaneously engaging students in meaningful communication. Interactive platforms can be defined as digital learning environments that





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enable learners and teachers to interact with educational content, multimedia resources, tasks, assessment tools, and other participants. Their principal pedagogical value lies in their capacity to transform learners from passive recipients of information into active participants in the educational process.

From a linguodidactic perspective, interactive platforms perform several important functions. First, they provide opportunities for individualized learning. Students can complete activities at their own pace, repeat difficult materials, and receive immediate feedback. Second, interactive platforms support multimodal learning by combining text, audio, video, images, animations, and interactive exercises. Third, they facilitate communication and collaboration through discussion forums, video conferencing, group tasks, shared documents, and project-based activities.

In ESP education, these functions become particularly valuable because professional language learning requires contextualized and authentic communication. Interactive platforms can provide students with virtual professional situations in which language is used to achieve a specific professional objective.

For future architects, for example, students can be asked to prepare a digital presentation of an architectural project, record an oral explanation of a building design, participate in a simulated client meeting, or collaboratively develop a proposal for a sustainable building. Such activities create a direct relationship between language learning and future professional practice.

From the perspective of language education, interactive platforms can be classified according to their dominant pedagogical functions.

The first group includes **learning management platforms**, which organize educational content, assignments, communication, and assessment. They provide a structured environment in which teachers can distribute ESP materials and monitor student progress.

The second group consists of **language-learning platforms**, which are particularly useful for vocabulary, grammar, pronunciation, listening, and reading development. Their interactive exercises allow students to practice language structures and receive immediate feedback.

The third group includes **communication and collaboration platforms**. These platforms support synchronous and asynchronous communication and are particularly relevant to the development of speaking and writing skills. Students can participate in professional discussions, group projects, presentations, and peer feedback activities.

The fourth group comprises **multimedia and presentation platforms**, which enable learners to create and present professional content. For architecture students, these tools can be used to develop project presentations, visual descriptions, portfolios, and architectural concepts in English.





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The fifth group includes **assessment and feedback platforms**, which provide opportunities for formative assessment, self-assessment, quizzes, interactive tests, and peer evaluation.

The sixth group consists of **AI-supported educational platforms**. These tools can provide individualized language practice, generate professional communication scenarios, support vocabulary development, and provide automated feedback. Their potential is particularly significant for developing students' ability to communicate in realistic professional situations.

Such a classification demonstrates that interactive platforms should not be understood as a homogeneous category. Their linguodidactic value depends on their pedagogical functions and on how effectively they are integrated into the objectives and content of ESP instruction. The use of interactive platforms in teaching English to architecture students should be based on professionally oriented communicative objectives. The primary objective is not simply to increase students' technological engagement but to create meaningful opportunities for professional language use.

For future architects, the main advantage of interactive ESP instruction is the possibility of integrating professional knowledge and language development. Students can work with authentic architectural content while simultaneously developing vocabulary, grammar, speaking, listening, reading, and writing skills.

Another important advantage is the possibility of creating a safe environment for communication. Students who may hesitate to speak English in traditional classroom settings can rehearse presentations, participate in digital discussions, and receive feedback before performing in real professional situations.

Interactive platforms also support differentiated instruction. Students with different levels of English proficiency can receive tasks of varying complexity. Advanced students can complete more complex professional communication tasks, while less proficient learners can receive additional vocabulary and language support.

At the same time, the use of interactive platforms presents several challenges. Excessive dependence on technology may lead to superficial interaction if activities are not pedagogically structured. Technical problems, unequal digital competence, insufficient teacher training, and the potential distraction caused by multimedia resources may also reduce instructional effectiveness. Therefore, technology should serve pedagogical objectives rather than replace sound methodological principles.

Interactive platforms possess significant linguodidactic potential for ESP education, particularly in the professional preparation of future architects. Their value lies in their ability to combine language learning with authentic professional contexts, multimedia resources, collaboration, communication, assessment, and individualized learning.

For architecture students, interactive platforms can facilitate the development of professional vocabulary, speaking, listening, reading, and writing skills while creating opportunities to simulate authentic professional situations. Project presentations, client–





architect dialogues, professional discussions, collaborative design tasks, and digital portfolios can establish a direct connection between English language learning and future professional activity.

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