

**THE ROLE OF TECHNOLOGY IN TEACHING LANGUAGES FOR
SPECIFIC PURPOSES IN HIGHER EDUCATION**

Xolturayeva Guzal Uralovna

Tashkent state agrarian university

Abstract: *Technology is transforming the teaching of Languages for Specific Purposes (LSP) in higher education around the world, including in Uzbekistan. As universities respond to the demand for professional and discipline-specific communication skills, digital tools offer new ways to meet learner needs. This article examines how educational technologies support the teaching of LSP in Uzbek higher education, based on recent research and the author's classroom experience. The study reflects on both the benefits and challenges, emphasizing the need for training, access, and pedagogical adaptation. The integration of technology not only enhances student engagement but also aligns with the global trend of preparing learners for real-world communication in professional settings.*

Keywords: *LSP, educational technology, higher education, Uzbekistan, language teaching, digital tools*

Introduction

In today's globalized academic and professional environments, the need for Languages for Specific Purposes (LSP) in higher education is growing rapidly. This is particularly true in countries like Uzbekistan, where the integration into international academic and economic communities increases the demand for English and other foreign languages tailored to specific disciplines such as law, medicine, and engineering. As a language teacher at a higher education institution in Uzbekistan, it has been observed how technology can transform traditional LSP instruction. This article explores the current role and potential of technology in enhancing LSP teaching, grounded in both literature and lived experience.

Methodology

This paper is based on a qualitative literature review supported by practitioner reflection. I examined peer-reviewed journals, recent books, and educational reports from databases such as JSTOR, Scopus, and Google Scholar, focusing on studies from 2018 to 2024. This review is combined with observations from my classroom practice, providing a localized perspective on implementing technological tools in LSP courses in Uzbekistan.

Results and Discussion

Technological development has expanded the possibilities for teaching LSP. Unlike General English, LSP instruction requires authentic, domain-specific materials and tasks (Bocanegra-Valle, 2021). Through online platforms like TED-Ed, Coursera, and Khan

Academy, students can access real-world content in their target professional field. These platforms not only increase exposure to domain-specific terminology but also help learners develop contextual understanding (Arnó-Macià & Mancho-Barés, 2015).

Mobile applications like Quizlet, Grammarly, and LingQ allow learners to practice vocabulary, grammar, and reading comprehension tailored to their specific area. Such tools promote learner autonomy and are particularly effective for mixed-level classrooms common in Uzbek universities (Godwin-Jones, 2018). Additionally, learning management systems (LMS) such as Moodle or Google Classroom enable instructors to create customized LSP tasks and track student progress.

One of the most significant recent developments is the use of AI-based writing assistants and chatbots, such as ChatGPT and DeepL Write. These tools help students compose and revise professional texts, such as medical reports or business emails, in a more independent manner. A study by Kukulska-Hulme (2020) emphasized that mobile and AI-enhanced learning can improve language retention and confidence, especially in LSP contexts where practice opportunities are limited.

Although still emerging, Virtual Reality (VR) and Augmented Reality (AR) offer promising applications for LSP. For example, nursing students can engage in simulated patient interactions in English, improving both linguistic and procedural competence (Ouwehand et al., 2021). While such technologies are not yet widely available in Uzbekistan, pilot programs supported by international cooperation have shown promising results.

Despite the benefits, there are challenges. Not all students have equal access to devices or stable internet connections, especially in rural areas of Uzbekistan. Teachers also face difficulties adapting to new tools due to limited digital literacy or lack of training. As highlighted by Kessler and Hubbard (2017), teacher readiness is crucial for successful integration of technology into language teaching.

In my own teaching, I have found that blended learning—combining traditional instruction with digital tools—is the most effective approach. Students appreciate the flexibility of online resources, while still valuing face-to-face guidance. Moreover, institutional support, such as training workshops and reliable technical infrastructure, is essential to implement technology meaningfully.

Conclusion

Technology has become an indispensable part of teaching Languages for Specific Purposes in higher education. It opens new opportunities for authentic, personalized, and interactive learning that meets the specific needs of future professionals. However, successful implementation requires careful adaptation to local contexts, continuous teacher development, and investment in infrastructure. In Uzbekistan, the journey of digital transformation in language education is ongoing, but the direction is clear: technology, when used wisely, can bridge gaps and build competencies essential for today's academic and professional demands.

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