A Methodological Model For Integrating Professional English Within A Dual Higher Education Framework

Shakhida Yusupova
docent, Bukhara State Technical University

Abstract
The article deals with the optimization of vocational language training for engineering and technical students within a dual education system. The author analyzes the structural challenges of aligning English for Specific Purposes (ESP) with hands-on enterprise training. To bridge the gap between academic theory and corporate application, a hybrid pedagogical model based on Content and Language Integrated Learning (CLIL) and the Bloom-Anderson taxonomy is proposed. The study demonstrates that the immediate pragmatic application of technical vocabulary within real-world corporate workflows significantly reduces the linguistic "forgetting curve" and enhances the international employability of graduates.
Keywords: Dual education, Professional English, ESP, CLIL methodology, Bloom's Taxonomy, communicative competence, work-integrated learning.

The contemporary globalized labor market demands that higher education graduates possess immediate operational readiness alongside fundamental theoretical knowledge. Within engineering and high-tech industries, proficiency in English for Specific Purposes (ESP) has transitioned from a supplementary skill to a critical tool for technology transfer, safety compliance, and cross-border corporate collaboration.

However, traditional academic models often isolate language acquisition from the professional environment, leading to a disconnect between classroom vocabulary and active workplace workflows. The dual education system - which splits student time between university lectures (theory) and partner enterprises (practice)—offers an ideal environment to remedy this. Yet, a systematic methodological framework for integrating professional language training into dual structures remains underdeveloped.

The objective of this article is to conceptualize and evaluate an integrated pedagogical model that transforms Professional English into an active tool for workplace problem-solving.

The research design synthesizes three distinct educational frameworks to structure language acquisition within a dual tract:

- Dual Education Principles: Structuring learning cycles around synchronized university and enterprise schedules.
- CLIL Technology: Using professional engineering and technical content as the vehicle for language production.
- Bloom-Anderson Taxonomy: Structuring language tasks sequentially, guiding students from lower-order thinking skills (memorizing technical terms) to higher-order production (authoring engineering reports).

Learning Environment	Primary Pedagogical Focus	Key Tools & Methods
University (Academic Track)	Cognitive processing, technical syntax, terminology acquisition	Case studies, reading technical manuals, glossarries, simulated presentations
Enterprise (Practical Track)	Pragmatic application, functional communication, reporting	Cross-functional team interaction, navigating software UI, workflow logs

The implementation of this integrated approach yields a three-dimensional model “The Smart-Dual English (S-DE) Model”, that restructures how professional language is consumed and evaluated.

Language modules at the university are directly mapped to the student’s concurrent rotation schedule at the enterprise. When a student is assigned to automated quality control on the factory floor, the corresponding university English module shifts away from general business grammar to focus exclusively on the specific nomenclature, diagnostic logs, and troubleshooting manuals of those automated systems.

To ensure cognitive processing deepens alongside technical familiarity, assignments are engineered using progressive cognitive tiers:

Linguistic evaluation is shifted out of the isolated classroom. Under this framework, oral and written deliverables are co-evaluated using a dual matrix: the university language instructor assesses formal linguistic precision, while the enterprise technical mentor measures functional efficacy and technical alignment within actual workplace operations.

The empirical integration of the S-DE model indicates prominent advantages over isolated ESP curricula:

- **Mitigation of the Forgetting Curve:** Because students actively apply classroom vocabulary to real-world software, manuals, and client communications within 24 to 48 hours, retention rates show exponential growth compared to standard semantic memorization.
- **Reduction of the Affective Filter:** Operating within the enterprise environment shifts the student's psychological focus from linguistic perfectionism ("how can I speak without mistakes?") to functional utility ("how do I solve this technical bottleneck?"). This drastically lowers the performance anxiety typically associated with foreign language production.

However, system maintenance requires ongoing resource allocation. High teacher-to-student coaching ratios, the continuous need to update reading materials to match fast-evolving industry tech stacks, and ensuring basic English capacity among workplace mentors remain critical obstacles.

Integrating Professional English into dual higher education converts language learning from a passive academic requirement into a dynamic operational asset. By synchronizing academic

CLIL strategies with localized enterprise demands, higher education institutions can effectively graduate highly specialized professionals capable of stepping immediately into international engineering and technical roles. Future research will explore the deployment of automated, AI-driven micro-learning platforms to deliver real-time vocabulary prompts directly to students via mobile devices while on the factory floor.

REFERENCES:

Bechelaghem, K. (2024). Globalization and the challenges of teaching English for Specific Purposes in higher education. Journal of Humanity and Society, 20(1), 12–25.

Bonces, J. R. (2012). Content and Language Integrated Learning (CLIL): Considerations in the Colombian context. Latin American Journal of Content & Language Integrated Learning, 6(1), 45–66.

Yusupova, S. (2022). The importance of english and technical thinking for students of technical universities. Berlin Studies Transnational Journal of Science and Humanities, 2(1.5), 88-92.

Yusupova, S., & Marvarbek, K. (2023). ECONOMIC TERMS IN ENGLISH LESSONS IN NON-LINGUISTIC UNIVERSITIES. INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036, 12, 89-90.

Yusupova, S. (2025, April). NEW PEDAGOGICAL TECHNOLOGIES IN ENGLISH LESSONS IN DUAL EDUCATION. In CONFERENCE OF MODERN SCIENCE & PEDAGOGY (Vol. 1, No. 1, pp. 74-76).

Yusupova, S. (2021). Pedagogical Technologies and Students' technical Thinking. TJE-Tematics journal of Education ISSN, 2249-9822.

Yusupova, S. (2019). Technical thinking in English classes as a psychological and methodological problem. European Journal of Research and Reflection in Educational Sciences Vol, 7(9).

Yusupova, S. (2019). Some features of problem of formation and development of students' technical thinking in English classes. In science and practice: a new level of integration in the modern world (pp. 64-68).