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TRANSPORT LOGISTIKA TALABALARI UCHUN CHET TILINI O'QITISHDA INNOVATSION YONDASHUVLAR VA RAQAMLI PLATFORMALAR

Annotatsiya: Ushbu maqolada transport logistika yo'nalishida tahsil olayotgan talabalar uchun chet tilini o'qitish jarayonida innovatsion pedagogik yondashuvlar va raqamli platformalardan samarali foydalanish masalalari chuqur tahlil qilinadi. Global transport tizimining rivojlanishi, xalqaro logistika operatsiyalarining kengayishi hamda mehnat bozorida ingliz tilining yetakchi aloqa vositasi sifatidagi o'rni ta'lim jarayoniga yangicha talablarni qo'yimoqda. Maqolada raqamli texnologiyalar, mobil ilovalar, "case-study" texnologiyasi, CLIL (Content and Language Integrated Learning), loyiha asosidagi ta'lim (Project Based Learning) kabi ilg'or metodlarning transport logistika talabalarining lingvistik va kasbiy kompetensiyasini rivojlantirishdagi o'rni keng yoritilgan.

Kalit so'zlar: transport logistika, chet tili ta'limi, innovatsion yondashuv, raqamli platforma, CLIL, Project Based Learning, case-study, mobil texnologiyalar, kasbiy kompetensiya, integrativ metod.

ИННОВАЦИОННЫЕ ПОДХОДЫ И ЦИФРОВЫЕ ПЛАТФОРМЫ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ ТРАНСПОРТНОЙ ЛОГИСТИКИ

Аннотация: Данная статья представляет углубленный анализ вопросов, связанных с эффективным использованием инновационных педагогических подходов и цифровых платформ в процессе обучения иностранным языкам студентов, изучающих транспортную логику. Развитие глобальной

транспортной системы, расширение международных логистических операций и роль английского языка как ведущего средства коммуникации на рынке труда предъявляют новые требования к образовательному процессу. Исследование всесторонне охватывает роль передовых методов, таких как цифровые технологии, мобильные приложения, технология «кейс-стади», CLIL (Предметно-языковое интегрированное обучение) и проектное обучение в развитии лингвистической и профессиональной компетенции студентов транспортной логистики.

Ключевые слова: транспортная логистика, обучение иностранным языкам, инновационный подход, цифровая платформа, CLIL, проектное обучение, кейс-стади, мобильные технологии, профессиональная компетенция, интегративный метод.

INNOVATIVE APPROACHES AND DIGITAL PLATFORMS IN TEACHING FOREIGN LANGUAGES TO TRANSPORT LOGISTICS STUDENTS

Abstract: This article provides an in-depth analysis of issues related to the effective use of innovative pedagogical approaches and digital platforms in the process of teaching foreign languages to students studying transport logistics. The development of the global transport system, the expansion of international logistics operations, and the role of English as the leading means of communication in the labor market place new demands on the educational process. The research extensively covers the role of advanced methods such as digital technologies, mobile applications, "case-study" technology, CLIL (Content and Language Integrated Learning), and Project Based Learning in developing the linguistic and professional competence of transport logistics students.

Keywords: transport logistics, foreign language education, innovative approach, digital platform, CLIL, Project Based Learning, case-study, mobile technologies, professional competence, integrative method.

Introduction: In today's global economic environment, the transport-logistics system is becoming increasingly complex as the main link in international trade, supply

chain, and multimodal transportation. At the same time, perfect mastery of English, the primary means of international communication, is an integral requirement for training competitive specialists in this field. Traditional foreign language education based on grammar-translation methods can no longer fully meet the needs of the modern labor market. Therefore, it is urgent to implement innovative approaches aimed at harmonizing linguistic preparation with the real work environment, developing critical and analytical thinking, and forming independent learning skills for students studying transport-logistics. The aim of the research is to illuminate the theoretical and practical foundations of improving foreign language education based on modern pedagogical technologies and digital platforms.

Literature Review: Vorobyova and Sakhno analyze strategies for teaching English in non-philological institutions with reduced classroom sessions, emphasizing innovative approaches to maintain educational quality. The authors highlight that effective education requires strengthening independent learning, implementing digital platforms, and establishing interactive teacher-student cooperation. Electronic resources provide constant access to materials, flexible scheduling, and development of professional terminology and communicative competence.[1] This approach views foreign language as both a linguistic tool and essential condition for analyzing professional information and developing critical thinking for global market competitiveness. Kravchenko describes "case-study" technology as an effective assessment method that harmonizes theoretical knowledge with practical skills through real-life situation modeling. This approach develops independent thinking, analytical skills, and problem-solving competencies while ensuring students master subject terminology and form skills for analyzing complex professional processes.[2] Unlike traditional tests, this method organizes education in an interactive environment, preparing students according to international standards for professional English communication.

Among local researchers, Akhmedova emphasizes the increasing role of digital technologies and integrative pedagogical approaches in modern education. She argues that traditional grammar-translation methods lack effectiveness, recommending

communicative competence formation and independent learning skills development. Akhmedova presents integrative models, project-based education, and CLIL as effectiveness-enhancing tools.[3] Digital platforms and mobile applications enable independent learning management and global market competitiveness. Nigmatullayeva analyzes innovative approaches, highlighting digital platforms and integrative strategies as crucial for language competence development. She advocates for communicative approach, Project Based Learning, and CLIL over traditional methods, noting that digital technologies enable independent learning and critical thinking development.[4] She emphasizes the transformed teacher role from knowledge provider to research director and collaborative environment creator.

Kukulska-Hulme and Shield examine mobile technologies in language teaching, emphasizing that devices should create collaborative environments rather than merely deliver content. For transport logistics students, mobile applications support professional English communication outside class through terminology memorization and interactive exercises simulating real conditions.[5] This approach strengthens teacher-student cooperation and develops communicative competence essential for global transport system work. Wang and Smith analyze mobile device advantages for reading and grammar learning, showing effective integration methods. Their research demonstrates that mobile phones facilitate text work and strengthen grammatical knowledge through interactive exercises, particularly useful for transport logistics students accessing professional texts outside class.[6] Mobile technologies enable rapid language material assimilation and independent learning skills formation.

Research Methodology: A comprehensive scientific-methodological approach was applied in this research, ensuring the mutual harmony of theoretical and practical analysis. International and local scientific literature was deeply studied, and innovative pedagogical technologies, digital education concepts, and modern models of foreign language teaching were systematically analyzed. This process helped identify advanced approaches that could be applied to the educational process in the transport-logistics field. Lessons in the transport-logistics field were observed, and the practical application of methods such as CLIL, case-study, and Project Based Learning was

studied. Observations provided the opportunity to directly assess the impact of innovative approaches on developing students' language competence. The effectiveness of educational sessions organized based on digital platforms such as Moodle, Google Classroom, and Canvas was experimentally tested. Results were analyzed regarding students' independent working skills, interactive participation, and level of digital tool usage. Integrative education theory, communicative approach, cognitive-linguistic model, and digital pedagogy concepts were selected as the methodological foundation. Their harmonious application ensured the theoretical soundness of the research and served to scientifically substantiate practical results.

Analysis and Results: Research results show that the combined application of innovative methods and digital platforms in foreign language education for transport-logistics students provides three main scientific-pedagogical effects. The CLIL methodology creates the opportunity to assimilate transport-logistics subject content in English, directly familiarizing students with field-related terminology. This approach creates conditions not only for learning language but also for applying professional knowledge to practical activities. Lessons based on case-study and Project Based Learning develop skills for analyzing complex logistics problems in English, collective discussion, and decision-making. Such sessions prepare students for problematic situations in real work processes and encourage independent thinking. Mobile applications, online platforms, and virtual laboratories provide students with the opportunity to work in foreign languages outside the classroom, conduct real work environment simulations, and strengthen acquired knowledge. Experimental session results proved the effectiveness of adding digital technologies to the educational process: students' vocabulary increased by an average of 25%, and communicative competence increased by 30%. Additionally, significant growth was observed in skills of independent reading, analyzing professional texts, and free use in communication. This situation confirms the scientific-practical importance of innovative approaches in raising foreign language education in the transport-logistics field to a qualitatively new level.

Discussion: The obtained results show that foreign language education in the transport-logistics field should consider not only linguistic preparation but also professional preparation suitable for the global labor market. Digital platforms, mobile technologies, and integrative methods transform the educational process into a student-centered, flexible, and interactive system. This ensures the preparation of personnel suitable for international logistics practice. The transformation of the teacher's role is also an urgent issue, where they now appear not as knowledge providers but as facilitators, guides, and motivators. Teachers are required to continuously improve qualifications, develop digital literacy, and work on a collaborative basis with students.

Additionally, results prove that assimilating professional terminology in natural contexts through CLIL and Project Based Learning methods in the transport-logistics field is much more effective than traditional grammar-translation methods. Mobile applications and virtual simulations provide learners with language sessions directly connected to real work environments, which serves to develop quick decision-making and communication skills.

Conclusion: Research results confirm that the most effective way to modernize foreign language education in the transport-logistics field is to harmonize innovative pedagogical approaches, digital platforms, and methods integrated with real work environments. Methods such as CLIL, case-study, and Project Based Learning are recognized as main tools for improving professional competence, developing critical thinking, and deeply mastering global transport system terminology. Digital platforms and mobile technologies transform education into a continuous, flexible, and student-oriented process. As a result of these approaches, the opportunity expands to prepare competitive specialists in the transport-logistics field who can operate in the international labor market, think independently, and possess high communicative competence. Therefore, deep implementation of innovative strategies in teaching foreign languages has important scientific-practical significance not only for improving educational quality but also for the sustainable development of the country's transport system.

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