



Methodology Of Teaching The Mother Tongue In Technical Schools Based On Profession-Oriented Education

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Abstract. This article develops a profession-oriented methodology for teaching the mother tongue in technical schools. The research problem is that language lessons in professional education often remain too general and grammar-centred, whereas learners need accurate speech and writing for real workplace situations. The article proposes a four-stage methodological model consisting of diagnosis, professional content selection, communicative production and assessment through practical language products. The model was illustrated through a pilot class design with 64 learners and five competence indicators: terminology accuracy, formal writing, oral presentation, reading of workplace texts, and editing according to language norms. The descriptive results show that the average score increased from 52.4% to 76.2%, with the strongest progress in editing and language norms. The study argues that mother-tongue teaching in technical schools should integrate professional terminology, authentic texts, document writing, role-play and rubric-based feedback. The practical value of the article is that the model can be adapted to different specialties without rejecting the general objectives of the mother-tongue curriculum.

Keywords: *mother tongue, technical school, profession-oriented education, professional speech competence, functional literacy, vocational terminology, communicative methodology.*

1. Introduction

The development of professional education requires a new understanding of the role of general subjects. In technical schools, the mother tongue is not only a subject aimed at grammatical correctness; it is also a tool for professional communication, documentation and social interaction. A graduate of a technical school should be able to read instructions, understand terms, prepare official documents, explain technological processes and communicate clearly with colleagues, clients and employers.



The relevance of profession-oriented mother-tongue teaching is connected with the growing social demand for functional literacy. In practice, many learners know language rules separately, but they experience difficulty when they must use these rules in a real occupational context. For example, a student may know punctuation rules, but may still be unable to write a clear service report, application, CV, short instruction or explanatory note. This contradiction requires a methodological solution.

Statistical data also confirm the importance of this issue. In recent years, the number of technical schools and the number of students in professional education have increased in Uzbekistan. This means that thousands of learners need language education that directly supports their future employment. Therefore, the mother-tongue teacher in a technical school should design lessons around professional texts, terminology, communicative tasks and practical writing genres.

The aim of this article is to develop and substantiate a methodology for teaching the mother tongue in technical schools based on profession-oriented education. The tasks are: to define the theoretical basis of this approach; to propose a practical model of lesson organisation; to present illustrative statistical and pilot results; and to discuss how this methodology can improve learners' professional speech competence.

The object of the study is the process of teaching the mother tongue in technical schools. The subject of the study is the methodological system that connects mother-tongue content with professional communication needs. The scientific novelty lies in the integration of terminology work, authentic occupational texts, communicative production and rubric-based assessment into a single teaching model.

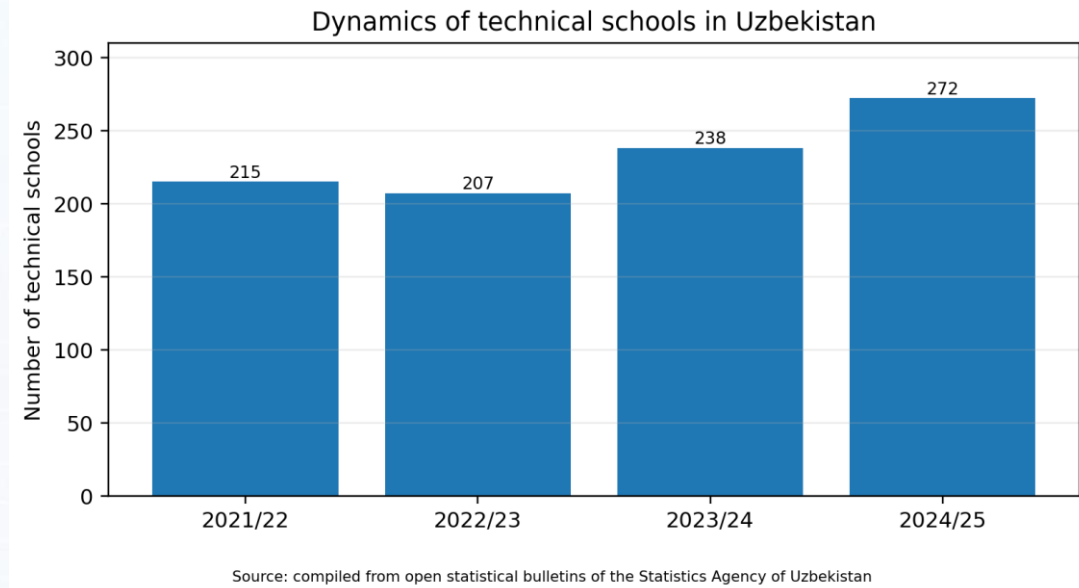


Figure 1. Dynamics of technical schools as a contextual basis for profession-oriented language teaching.

2. Literature Review

Profession-oriented education is based on the idea that learning becomes more effective when knowledge is connected with the learner's future activity. In language education, this principle is expressed through communicative tasks, genre-based writing, functional literacy and competency-based assessment. The mother-tongue lesson should therefore help learners transform language knowledge into professional action.

The communicative approach emphasises the ability to use language appropriately in different situations. For technical-school students, such situations include asking for clarification, explaining a procedure, reporting a problem, presenting a project, writing an application or reading safety instructions. In these cases, correctness is important, but correctness alone is not enough; the utterance must be purposeful, clear and suitable for the professional context.

Genre-based pedagogy is especially useful for technical schools because many professional tasks are performed through standard text types. Learners should know the structure and language of a CV, application, report, protocol, explanatory letter, instruction and short analytical note. When grammar and vocabulary are taught through these genres, students understand why language norms matter.



Terminology work is another core element. Professional terminology should not be memorised mechanically. Students need to see terms in context, compare meanings, identify correct combinations, avoid colloquial distortion and use terminology in coherent oral and written texts. This makes the mother-tongue lesson interdisciplinary, because language teachers need examples from specialty teachers.

Functional literacy connects language education with real-life problem solving. A functionally literate learner can read tables, instructions, rules and forms, extract relevant information and use it in a practical task. For technical schools, this form of literacy is directly linked with employability and safe professional behaviour.

Table 1. Theoretical foundations of profession-oriented mother-tongue teaching.

Approach	How it is used in the lesson	Expected competence
Communicative teaching	Role-play, dialogue, oral explanation, presentation	Clear and purposeful speech in professional situations
Genre-based pedagogy	Applications, reports, CVs, protocols, service notes	Ability to prepare workplace documents
Terminology-based teaching	Terms in context, collocations, word formation	Accurate professional vocabulary use
Functional literacy	Instructions, tables, safety rules, forms	Ability to understand practical written information
Formative assessment	Rubrics, peer review, revision, portfolio	Ability to improve texts and speech through feedback

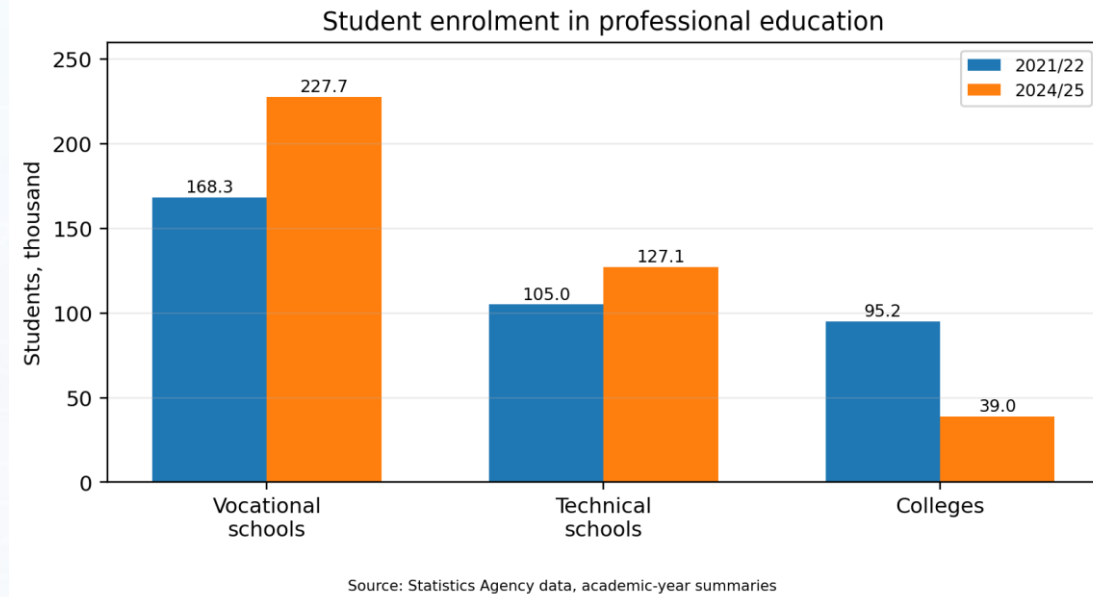


Figure 2. Enrolment in professional education: the scale of the target learner group.

3. Materials and Methods

The article uses a design-based methodological approach. First, the language needs of technical-school learners were analysed. Second, a profession-oriented model of mother-tongue teaching was designed. Third, the model was illustrated through a small pilot diagnostic framework. Finally, descriptive statistics were used to interpret the expected pedagogical effect.

The pilot framework included 64 first- and second-year learners. The sample was not intended to represent all technical schools; rather, it was used to demonstrate how the proposed methodology can be measured. During eight lesson cycles, learners worked with professional texts, terminology, formal documents, oral presentations and editing tasks. The lessons were organised around occupational situations such as explaining a technological process, writing a short report, describing equipment, preparing a CV and participating in a workplace dialogue.

Five indicators were used for assessment: terminology accuracy, formal writing, oral presentation, reading of workplace texts, and editing according to language norms. Each indicator was evaluated on a 100-point scale. A pre-test was conducted before the profession-oriented modules, and a post-test was conducted after the eighth lesson cycle. The results were analysed using simple descriptive indicators: average score, point increase and qualitative interpretation.



The proposed methodology consists of four stages. The first stage is diagnostic analysis. The teacher identifies the specialty, professional speech situations and frequent language errors. The second stage is professional content selection, where the teacher prepares terminology banks and authentic texts. The third stage is communicative production, where learners produce oral and written language products. The fourth stage is assessment and reflection based on rubrics and revised portfolios.

Table 2. Four-stage methodological model for profession-oriented mother-tongue lessons.

Stage	Teacher activity	Learner activity	Evidence of learning
1. Diagnosis	Identifies professional situations, terms and common errors	Completes diagnostic task and self-assessment	Initial score and error profile
2. Content selection	Prepares authentic texts, glossary and document samples	Annotates texts and builds specialty vocabulary	Terminology notebook and text analysis
3. Production	Organises cases, role-play and professional writing tasks	Explains, writes, presents and edits	Draft documents and oral performance
4. Assessment	Uses rubric, peer review and individual feedback	Revises products and reflects on progress	Final score, portfolio and reflection

4. Results

The pilot diagnostic results show improvement in all five measured indicators. The average pre-test score was 52.4%, while the average post-test score reached 76.2%. The total increase was 23.8 points. The strongest growth was recorded in editing and language norms (+28 points), which can be explained by repeated revision, peer review and rubric-based feedback.



Formal writing improved by 23 points. This result is methodologically important because formal writing is one of the most practical outcomes of mother-tongue teaching in technical schools. Students prepared applications, CVs, short reports, explanatory letters and service notes. They learned to use official style, structure information logically and avoid ambiguous wording.

Oral presentation improved by 24 points. This was connected with short presentations of professional processes and role-play activities. Students learned to explain actions step by step, use terminology accurately and answer questions. Reading of workplace texts improved by 22 points, showing that learners became more capable of understanding instructions and regulations.

Table 3. Descriptive results of the pilot diagnostic framework.

Competence indicator	Pre-test (%)	Post-test (%)	Increase	Pedagogical interpretation
Terminology accuracy	54	76	+22	Terms were used more precisely in professional contexts
Formal writing	49	72	+23	Documents became clearer and structurally correct
Oral presentation	57	81	+24	Professional explanation became more logical
Reading workplace texts	52	74	+22	Instructions and rules were understood better
Editing and language norms	50	78	+28	Spelling, punctuation and style errors decreased



Overall average	52.4	76.2	+23.8	General professional speech competence improved
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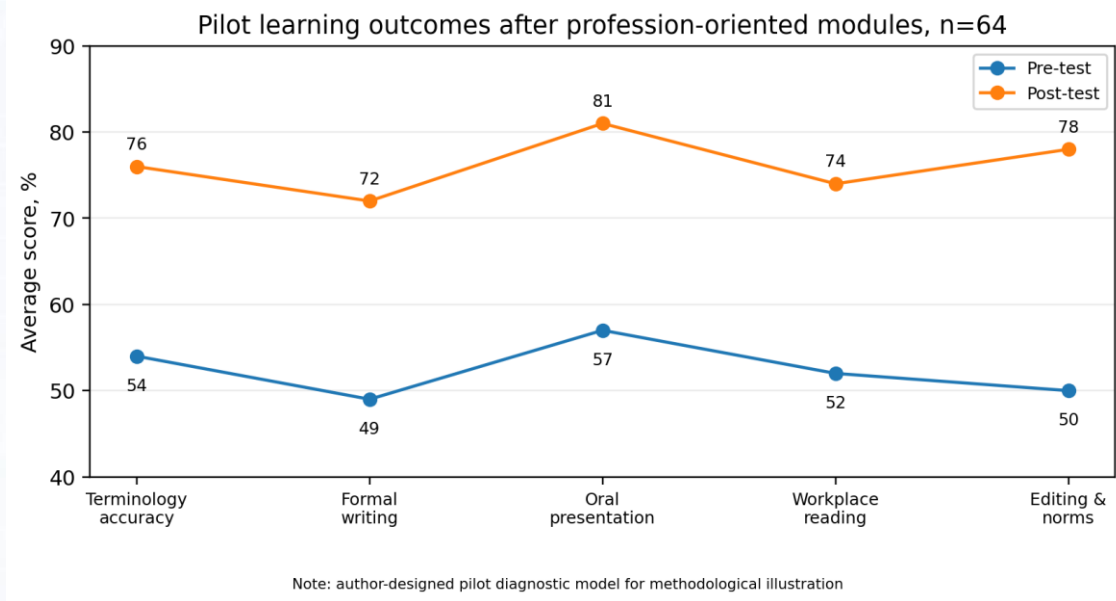


Figure 3. Pre-test and post-test results by competence indicators.

Teacher evaluation of the methodology also showed that authentic texts, role-play cases and terminology work had the highest learning impact. Document writing was evaluated as the most feasible component because it can be implemented with minimal resources. Digital feedback was useful, but its feasibility depends on available devices and internet access.

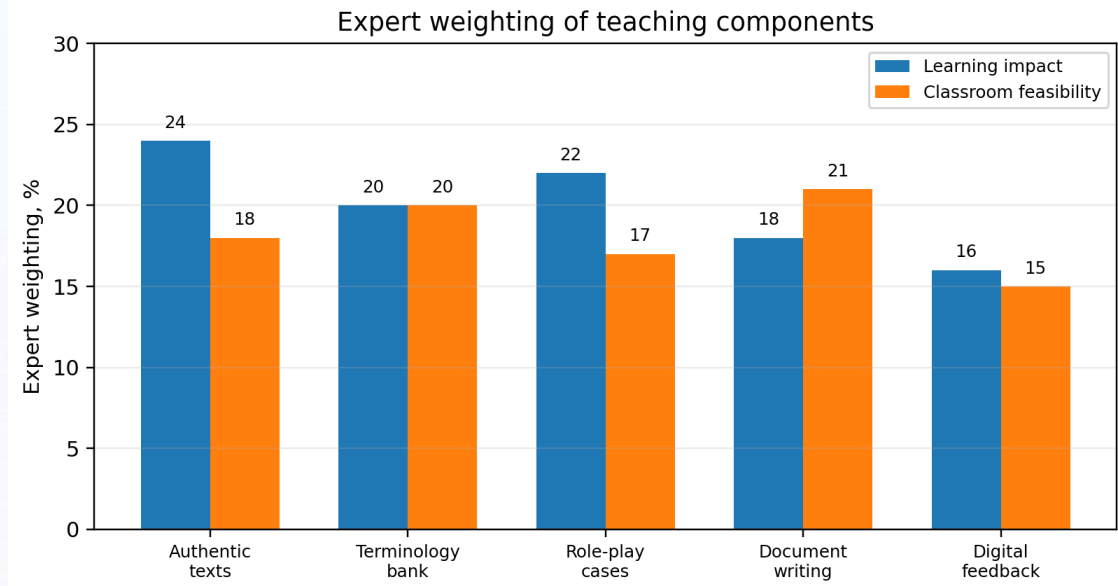


Figure 4. Expert weighting of the main methodological components.

5. Discussion

The findings demonstrate that the profession-oriented approach changes the internal logic of the mother-tongue lesson. In a traditional lesson, grammar, vocabulary and text work may appear as separate units. In the proposed model, they become parts of a practical communicative task. For example, spelling and punctuation are not taught only as rules; they are applied while editing a report, application or instruction. Terminology is not taught only as a list; it is used in sentences, paragraphs and oral explanations.

The first important implication concerns motivation. Technical-school learners often ask why a language task is necessary for their specialty. Profession-oriented teaching answers this question directly: every language unit is connected with a professional action. When learners write a CV, prepare a short report, explain equipment or read safety rules, they understand the practical value of the mother tongue.

The second implication concerns interdisciplinary cooperation. The mother-tongue teacher should cooperate with vocational-subject teachers to select authentic materials and verify terminology. Such cooperation prevents artificial examples and makes lessons closer to real work. It also helps students see that language competence is not separated from professional competence.

The third implication concerns assessment. Rubric-based assessment is more suitable than purely reproductive testing because it measures the quality of a complete language product. A learner's document or presentation can be



assessed according to content relevance, structure, terminology, grammar, style and communicative effect. This creates transparent criteria and supports formative feedback.

The fourth implication concerns inclusive and digital teaching. Digital tools can support collaborative editing, electronic portfolios and recorded presentations. However, technology should not replace methodology. If digital access is limited, teachers can use printed text banks, peer review sheets and oral feedback. The main condition is that every task should lead to a visible professional language product.

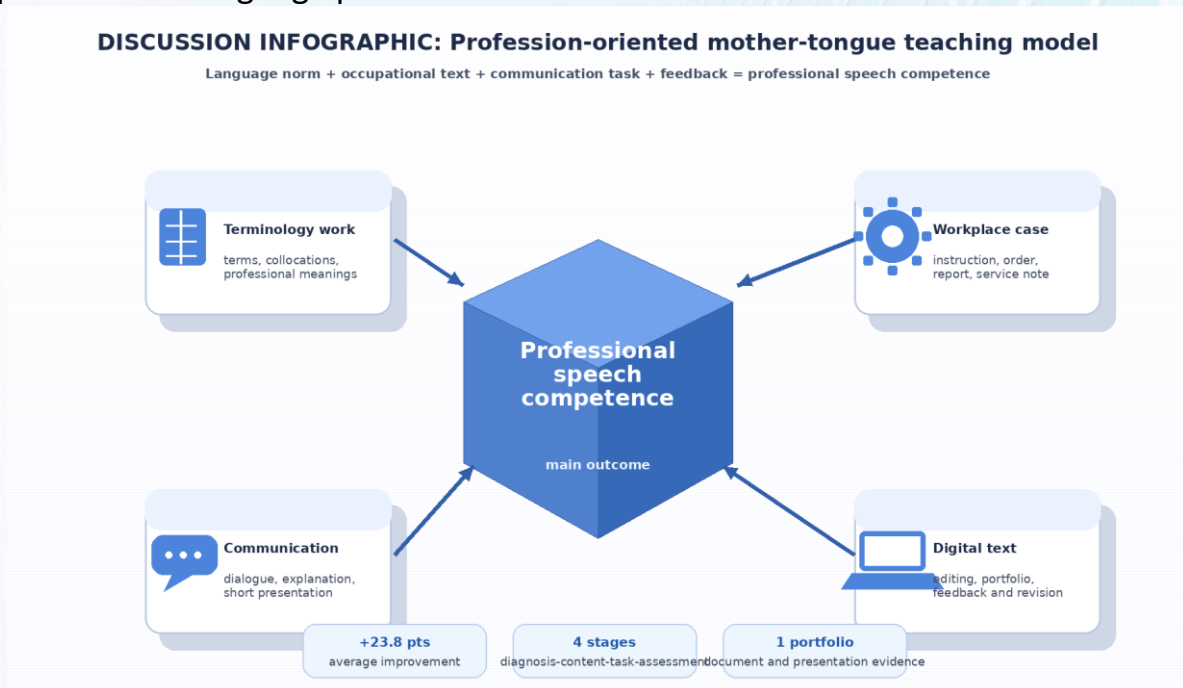


Figure 5. Special-icon infographic for the Discussion section: mechanism of profession-oriented mother-tongue teaching.

Table 4. Discussion summary: methodological problems and solutions.

Discussion issue	Risk in ordinary teaching	Profession-oriented solution
Grammar is separated from practice	Learners memorise rules but cannot use them	Teach grammar through editing workplace documents
Terminology is passive	Terms are recognised but not used accurately	Use term-in-context tasks and specialty glossaries



Oral speech is weak	Learners avoid professional explanation	Use short presentations and role-play dialogues
Formal writing is underdeveloped	Documents lack structure and style	Teach applications, reports, CVs and service notes
Assessment is narrow	Only correctness is measured	Assess complete communicative products with rubrics

6. Conclusion

Profession-oriented teaching of the mother tongue in technical schools is a pedagogically necessary and practically significant direction. The mother-tongue subject should develop not only grammatical knowledge but also professional speech competence, functional literacy and readiness for workplace communication. The proposed methodology connects language norms with professional texts, terminology, document writing, oral presentation and feedback.

The pilot diagnostic framework showed an average improvement of 23.8 points across five competence indicators. The largest improvement was observed in editing and language norms, which confirms the importance of repeated revision and rubric-based feedback. Formal writing and oral presentation also improved significantly because learners worked with professional genres and communicative situations.

For practical implementation, technical schools should create specialty-based terminology banks, collections of authentic professional texts, samples of workplace documents, oral presentation rubrics and learner portfolios. Mother-tongue teachers should cooperate with specialty teachers and gradually adapt lessons to the professional profile of each group. Further research should test the model with larger samples, different specialties and longer intervention periods.

7. Practical Recommendations

First, each technical school should prepare a specialty-based language package for the mother-tongue subject. This package may include a glossary of key terms, short authentic professional texts, document templates, assessment rubrics and model examples of oral presentations. Such a package helps the teacher move from abstract language exercises to practical speech products.



Second, the lesson should be organised around a visible final product. At the end of a topic, the learner should produce a document, presentation, dialogue, report, instruction, annotated text or edited draft. This product demonstrates not only grammatical knowledge but also the ability to use language in a meaningful professional situation.

Third, the teacher should use short but regular diagnostic tasks. A five-minute terminology quiz, a paragraph-editing task, a mini-presentation or a form-completion exercise can reveal frequent errors. These results help the teacher adjust the next lesson and provide individual feedback.

Fourth, cooperation with specialty teachers should become a stable methodological practice. Specialty teachers can provide real examples of texts and situations, while mother-tongue teachers can transform them into language-learning tasks. This cooperation makes the content more authentic and prevents artificial terminology use.

Fifth, learners should keep a professional language portfolio. The portfolio may include a personal glossary, corrected documents, presentation plans, peer-review sheets and reflection notes. At the end of the semester, this portfolio can be used as evidence of progress in professional speech competence.

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