



THE PRACTICAL SIGNIFICANCE AND FUNCTIONAL ROLE OF FOREIGN LANGUAGE IN TRANSPORT-LOGISTICS EDUCATION

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Abstract: This article analyzes the practical significance and functional role of foreign language in the transport-logistics education system. Within the framework of the research, the role of foreign language in professional communication, terminological precision, and the formation of professional competencies is highlighted. Based on the English for Specific Purposes (ESP) approach, the integrative functions of foreign language in the transport-logistics field are identified, and its effectiveness in the professional education process is theoretically substantiated. The research results demonstrate that organizing foreign language instruction adapted to transport-logistics education increases specialists' competitiveness in the international labor market.

Keywords: transport-logistics education, foreign language, ESP, professional communication, functional role, terminological competence, professional discourse.

Introduction: In the context of globalization and international economic integration, specialists in the transport-logistics field are required to possess not only high-level professional training but also the ability to communicate effectively in a foreign language. In international freight transportation, logistics chain management, document processing, and conducting relations with foreign partners, foreign language manifests itself as an important communicative tool. Therefore, the scientific study of the practical significance and functional role of foreign language in transport-logistics education is one of the urgent issues. In this article, the role of foreign language in transport-logistics education is examined within the framework of the ESP approach, and its functional tasks in forming professional competencies are determined. The research is aimed at substantiating the integrative and practical significance of foreign language in the transport-logistics field.

Literature Review: In recent years, the practical and functional significance of foreign language in the professional education system, particularly in the transport-logistics field, has been extensively studied in linguistics and methodology. Research conducted within the framework of the English for Specific Purposes (ESP) concept substantiates that foreign language is not merely a collection of linguistic knowledge, but a communicative tool that ensures professional activity. Studies emphasize the leading role of communicative competence in the foreign language acquisition process, showing that language materials oriented toward real professional situations serve to develop students' professional speech activity [1]. The effectiveness of foreign language use in professional fields is closely connected with the organization of the educational process in accordance with needs. In research conducted within ESP education, the problems encountered by teachers as well as strategies to overcome them are analyzed, and the harmony of sectoral terminology and



communicative tasks is shown as an important factor [2]. This approach serves to strengthen the functional role of foreign language in transport-logistics education.

The importance of listening comprehension competence in mastering foreign language in a professional context is also specifically noted. Modern pedagogical innovations, including the use of digital audio materials and podcasts, are scientifically substantiated to increase language learners' readiness for professional communication [3]. Such an approach further enhances the practical significance of foreign language in oral instructions, international communication, and professional information exchange in the logistics field. Within the framework of the ESP approach, the functional role of foreign language is shown to manifest through educational content adapted to students' needs. In studies, professionally oriented language material and terminological precision are interpreted as important factors in forming students' professional competencies [4]. This situation determines the role of foreign language as a means of mastering professional discourse in transport-logistics education.

The conceptual foundations of ESP theory and the functions of foreign language in various professional fields are systematically covered in fundamental research. In these sources, the functions of foreign language in professional communication, document processing, and professional information exchange are analyzed on a scientific basis [5]. These perspectives create an important theoretical foundation for interpreting the practical significance of foreign language in transport-logistics education. The ESP approach based on needs analysis allows for identifying the mechanisms of foreign language application in real professional environments. Studies note that aligning curricula with professional activity requirements increases the functional effectiveness of foreign language [6]. This principle allows for viewing foreign language as an integrative component in transport-logistics education.

In scientific works analyzing the historical development of ESP research, the role of foreign language in professional communication is shown to have formed gradually [7]. This historical approach serves as an important methodological basis for understanding the contemporary significance of foreign language in the transport-logistics field. In research conducted on the basis of the communicative approach, the pragmatic functions of foreign language in real professional discourse are highlighted, and the functional application of linguistic units in professional communication is substantiated [8]. These perspectives maintain their relevance in determining the practical and functional role of foreign language in transport-logistics education.

Research Methodology: In the research process, general scientific and special linguistic methods were used in a comprehensive manner. Specifically, through methods of analyzing and generalizing scientific literature, existing theoretical perspectives on the role of foreign language in the professional education system, its practical significance, and functional tasks were systematized, and their development trends were identified. Using the comparative-analytical method, the functional aspects that foreign language performs in various professional fields, including the transport-logistics field, within the framework of English for Specific Purposes (ESP) were compared, and their common and distinctive features were determined.

Additionally, through the descriptive method, the practical functions of foreign language in transport-logistics education, its role in ensuring professional communication, and the specific aspects of the process of mastering sectoral terminology were clarified. During the research, the application of linguistic units in professional discourse, their communicative



effectiveness, and functional capabilities were analyzed. The obtained results were generalized on the basis of scientific logical analysis and a systematic approach, and conclusions substantiating the practical and functional role of foreign language in transport-logistics education were formed.

Analysis Results: The research results show that in transport-logistics education, foreign language manifests itself primarily as an important tool ensuring professional communication. In the process of foreign language acquisition, students master not only general language skills but also professional terminology specific to the transport and logistics field. In this process, skills in working with documents conforming to international standards, understanding and producing written and oral texts describing logistics processes are formed. As a result, the communication effectiveness and professional adaptability of students in their future professional activities increase significantly. In the analysis process, it was determined that the functional role of foreign language is directly connected with understanding and creating professional discourse specific to the transport-logistics field. Specifically, the acquisition of professional terms, standard expressions, and communication models through foreign language facilitates specialists' activities in international cooperation. Language education organized on the basis of the ESP approach develops in students the abilities to communicate in real professional situations, effectively receive information, and transmit it accurately. The research results showed that mastering foreign language in a practically oriented manner serves to comprehensively form the professional competence of transport-logistics specialists and to harmonize their theoretical knowledge with practical activity.

Conclusion: In conclusion, it was scientifically confirmed that the practical significance and functional role of foreign language in transport-logistics education is at a high level. Foreign language in this field manifests itself not merely as a collection of linguistic knowledge, but as a means of professional communication, terminological precision, and mastering professional discourse. Foreign language education organized on the basis of the ESP approach increases the professional training of transport-logistics specialists and ensures their adaptability to international activities. The research results demonstrate that foreign language has integrative and strategic significance in the transport-logistics education system.

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