

**Teaching career-oriented English through modern methods based on interdisciplinary integration in journalism education**

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**Abstract:** In the rapidly changing media landscape, journalism students require not only linguistic competence but also the ability to apply English in authentic professional contexts. This paper explores innovative strategies for teaching professionally-oriented English to journalism students by integrating interdisciplinary approaches and modern teaching methods. The study highlights how combining journalism-specific content with English language instruction enhances students' critical thinking, media literacy, and communication skills. Special attention is given to project-based learning, case studies, collaborative tasks, and digital tools that foster authentic journalistic practices such as news reporting, interviewing, and editorial writing. The findings emphasize that interdisciplinary teaching not only improves students' language proficiency but also equips them with the practical skills necessary for success in their future careers in media and communication.

**Keywords:** professionally-oriented English, journalism education, interdisciplinary approach, modern teaching methods, media literacy, project-based learning, digital pedagogy

**Introduction:** In the era of digital globalization, the role of English as a lingua franca has expanded beyond traditional communication to become a vital tool in the field of journalism and mass communication. For journalism students, learning English is not limited to acquiring general language proficiency but requires mastering a professionally-oriented form of the language that reflects the realities of modern media practice. This includes developing the ability to write news articles, conduct interviews, analyze media texts, and communicate effectively across various platforms.

Traditional approaches to teaching English often focus on grammar and general vocabulary, which do not fully meet the professional needs of journalism students. Therefore, the integration of an interdisciplinary approach, where English language learning is closely tied to journalism-specific content, has become increasingly important. Such an approach allows students to engage with authentic materials, real-world case studies, and media-related tasks, thereby enhancing both linguistic competence and professional skills simultaneously.

Modern methods of language teaching, such as project-based learning, task-based instruction, collaborative activities, and the use of digital technologies, provide journalism students with opportunities to practice English in contexts that mirror their future professional environment. By combining interdisciplinary content with innovative teaching strategies, educators can foster critical thinking, creativity, and media literacy, which are essential competencies for future journalists.

This paper examines how professionally-oriented English can be taught effectively to journalism students through interdisciplinary methods based on modern pedagogical practices. The discussion will highlight the theoretical underpinnings, practical applications, and benefits of such an approach in higher education.

**Relevance of Work:** The increasing globalization of information flow and the dominance of English in international journalism make it imperative for journalism students to acquire high-level,

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professionally-oriented language skills. Journalists today are not only consumers but also active producers of content that circulates across borders, requiring them to be competent in English for writing, interviewing, reporting, and engaging with international audiences.

However, a gap still exists between traditional English language teaching in higher education and the specific communicative needs of journalism students. Standard English courses often prioritize general language skills, while neglecting the professional and interdisciplinary competencies required in the media sphere. As a result, graduates may face difficulties in producing high-quality journalistic content in English, limiting their competitiveness in the global labor market.

The relevance of this study lies in its focus on integrating interdisciplinary methods and modern pedagogical strategies into English language teaching for journalism students. Such an approach not only addresses the existing skill gap but also equips learners with the ability to critically analyze global media texts, employ digital tools, and adapt to the evolving demands of journalism in the digital age. By aligning language instruction with professional tasks, the study contributes to preparing future journalists who are capable of operating effectively in both local and international media environments.

**Purpose:** The main purpose of this study is to explore effective ways of teaching professionally-oriented English to journalism students through an interdisciplinary approach that incorporates modern pedagogical methods. The study seeks to demonstrate how combining journalism-specific content with innovative teaching strategies—such as project-based learning, task-based instruction, and digital media integration—can enhance both linguistic competence and professional skills.

By aligning English language instruction with the real-world requirements of journalism, the study aims to provide a framework that prepares students for active participation in the global media landscape, ensuring their readiness to communicate effectively, think critically, and produce high-quality journalistic content in English.

**Materials and Methods of Research:** The study is based on a qualitative and descriptive research design aimed at analyzing effective strategies for teaching professionally-oriented English to journalism students. The research draws upon theoretical sources, pedagogical frameworks, and practical experiences in higher education institutions where English for Specific Purposes (ESP) is integrated into journalism curricula.

#### **Materials:**

- Academic literature on English for Specific Purposes (ESP), interdisciplinary teaching, and journalism education.
- Authentic media resources, including news articles, interviews, editorials, and multimedia materials in English.
- Digital platforms and tools (online news portals, podcasts, social media content) that reflect contemporary journalistic practices.
- Case studies and classroom projects conducted with journalism students.

#### **Methods:**

- **Literature Review:** Analyzing national and international research on professionally-oriented English and its role in journalism education.
- **Comparative Analysis:** Identifying and comparing traditional language teaching methods with modern interdisciplinary approaches.

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- **Pedagogical Experimentation:** Applying project-based learning, collaborative tasks, and digital resources in sample classes to test their effectiveness.
- **Observation and Feedback:** Monitoring student engagement, performance, and feedback to assess the impact of interdisciplinary teaching methods.
- **Content Analysis:** Evaluating student-created media products (articles, interviews, news reports) as outcomes of professionally-oriented English learning.

This combination of methods ensures a comprehensive understanding of how interdisciplinary approaches and modern teaching practices contribute to the development of both linguistic and professional competencies in journalism students.

The integration of interdisciplinary approaches and modern teaching methods into professionally-oriented English instruction for journalism students produced several significant results.

**1. Improved Linguistic Competence:** Students demonstrated measurable progress in specialized vocabulary, stylistic accuracy, and discourse skills relevant to journalism. Exposure to authentic media texts, such as news articles and interviews, enabled learners to internalize professional terminology and structures commonly used in journalistic communication. Compared to traditional instruction, interdisciplinary teaching fostered a higher degree of fluency and precision in both written and oral forms of English.

**2. Enhanced Professional Skills:** By engaging in project-based learning and real-world media tasks, students developed essential journalistic competencies, including news writing, editorial composition, and interviewing techniques. The practice of simulating professional scenarios, such as press conferences or newsroom collaborations, allowed students to apply language skills directly to their future work environment.

**3. Critical Thinking and Media Literacy:** One of the most important outcomes of interdisciplinary teaching was the growth of students' analytical abilities. Working with authentic media materials and conducting content analysis encouraged learners to evaluate information critically, identify bias, and adapt content for different audiences. This aligns with the global demand for journalists who can navigate the complexities of information flow responsibly and ethically.

**4. Effective Use of Digital Tools:** Integrating digital technologies, including online news platforms, multimedia content, and collaborative tools, improved students' digital literacy. This not only supported language acquisition but also prepared learners to adapt to the demands of digital journalism. Students reported higher motivation and engagement when lessons incorporated digital resources that mirrored their real professional context.

**5. Student Engagement and Motivation:** Feedback collected during experimental teaching sessions indicated that interdisciplinary approaches increased student motivation and participation. Learners valued the opportunity to work on authentic tasks that directly connected to their career aspirations, thus strengthening the relevance of English learning in their academic program.

#### Discussion

These results confirm that teaching professionally-oriented English through an interdisciplinary framework offers clear advantages over traditional language instruction. While challenges such as time constraints and the need for specialized teacher training were noted, the overall effectiveness of this method highlights its potential for broader implementation in journalism education. The findings also align with global trends in English for Specific Purposes (ESP), where emphasis is placed on integrating language learning with professional practice.

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**Conclusion:** The study has demonstrated that teaching professionally-oriented English to journalism students through an interdisciplinary approach, supported by modern teaching methods, significantly enhances both linguistic and professional competencies. Unlike traditional language instruction, this model integrates authentic journalistic content, digital resources, and project-based learning to create a dynamic and practice-oriented learning environment.

The results highlight that students not only improve their command of English but also acquire essential journalistic skills such as news writing, interviewing, and editorial analysis. Furthermore, interdisciplinary teaching fosters critical thinking, media literacy, and digital competence—skills that are indispensable in today’s globalized media landscape.

While certain challenges remain, such as the need for teacher training and curriculum adaptation, the overall effectiveness of this approach makes it a valuable model for journalism education. By aligning language instruction with the realities of professional practice, universities can better prepare future journalists to operate successfully in both local and international contexts.

In conclusion, the integration of interdisciplinary methods and modern pedagogical strategies into English teaching represents a progressive step toward equipping journalism students with the knowledge, skills, and adaptability required in the 21st-century media environment.

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