

Ingliz Tili Darslarida Mutaxassislikka Oid Terminlarni Qo'llanilishi

Использование Терминов Специализации На Уроках Английского Языка

The Use of Specific Terminology in The English Language Classes

**Senior Lecturer, English language teacher
Xasan Abdinazarov Shaymanovich
Department of Foreign languages
Karshi Engineering-Economics institute**

Annotatsiya

Hozirgi kunda yer yuzidagi ko'plab insonlar ingliz tilini o'rganishmoqda, chunki mazkur til muhim aloqa vositasi bo'lib, insonlarni bir maqsadda birlashtiradi va ma'lum bir tarmoqni rivojlanishiga hissa qo'shishga undaydi. Ingliz tili o'rganivchilarga o'zining mutaxassisligini o'rganishi va egallashi uchun yangi ma'lumot bilan ta'minlaydi. Maxsus fanlar uchun ingliz tili kursi orqali o'rganuvchilar kelajakda o'z mutaxassislik ishi uchun kerakli bo'lgan yangi materillarni o'zlashtiraoladi. Mutaxassislik uchun ingliz tilini o'rganishda ko'plab uslublar mavjud, ayniqsa, neft va gaz sanoati. Mazkur darslarda o'rganuvchilar notanish, hamda talaffuz qilishga qiyin bo'lgan neft va gaz sanoati terminlarini tushunishlari va o'zlashtirishlari mumkin. Mazkur maqolada ingliz o'zbek tillarida neft va gaz sanoati terminlarini chog'ishtirib o'rganilganligi yoritilgan.

Kalit so'zlar: terminologiya, neft va gaz sanoati, mutaxassislik fani.

Аннотация

В настоящее время многие люди на земле изучают английский язык, поскольку этот язык является важным средством общения, объединяющим людей с определенной целью и побуждающим их вносить свой вклад в развитие определенных отраслей. Английский язык предоставляет изучающим новую информацию, чтобы они могли изучать и осваивать свою специальность. Благодаря курсу английского языка для специальных предметов учащиеся смогут усвоить новый материал, необходимый им для работы по специальности в будущем. Существует множество стилей изучения английского языка для специальных дисциплин, особенно для нефтегазовой промышленности. На этих уроках учащиеся могут понять и усвоить незнакомые и труднопроизносимые термины нефтяной и газовой промышленности. В данной статье показано сопоставление терминов нефтяной и газовой промышленности на английском и узбекском языках.

Ключевые слова: терминология, нефтегазовая отрасль, предмет исследования.

Abstract

At present time, a lot of population of the globe focused on learning English because it is the center of communication, and connecting people in one aim to make a progress in one branch of the field. English language provides new data on specialty which a learner intends to study and acquire. Through ESP, a learner is able to obtain new materials on profession which will be helpful in the workplaces in the future. There are many methods of learning English for specific purposes, especially, English for oil and gas industry. In that class learners may be able to acquire, comprehend unrecognizable, unpronounceable terminology in the area of oil and gas industry. This paper highlights some terminology in the area of oil and gas industry by comparing between the English and Uzbek languages.

Key words: terminology, oil and gas industry, subject matter.

Introduction

In acquisition terminology of oil and gas industry, learners have to know how to pronounce them, their meaning and function in the area of learning. Due to vast changes in that area, some terms borrowed from Latin, Greek, German, Russian languages. They seem unrecognizable and unpronounceable for learners to study and translate in L1. While English is integrating with subject matter in ESP classes, we can see that it may be complex for the learners to realize every term pronouncing. However, the students are able to get meaning of them. Each used term in ESP classes describe the details, process, and instruments in the area of oil and gas industry. We decided to present in the table 1: unrecognizable, unpronounceable terminology which are very difficult for them to reveal. There are a lot of methods in interpreting the terms or words but transliteration, descriptive, phonetic and transcription methods are the ones which help the learners to find the exact meaning of the terms and words in that sphere of learning. Due to difficulty of comprehending the terminology oil and gas industry, the adult learners need to have prior experience or background knowledge in L1.

Literature Review

Kh. Abdinazarov (2018) stated that CLIL (Content and Language Integrated Learning) as an approach in FLT where curriculum subject is taught in non-native language (often English) has many merits among which the crucial one is that integration of learning and thinking skills give learners absolutely different experience in comparison with traditional ways of teaching English. ESP courses need different techniques to motivate students learning technical English and involving CLIL into teaching ESP can become a vehicle for specialist subject content learning. Additionally, CLIL approach plays important role in ESP classes because in CLIL approach learners require knowledge of the content-obligatory

language. The term includes the subject specific vocabulary, grammatical structures and functional expressions needed for gaining knowledge of a curricular subject and communicating ideas. Olga Vavelyuk (2015) claimed that in CLIL approach teachers as well as their learners require knowledge of the content-obligatory language. The term includes the subject-oriented terminology, grammatical structures and functional expressions needed for gaining knowledge of a curricular subject and communicating ideas (Bentley, 2010). Proper defined content-obligatory language helps develop linguistic abilities of students. To build up a corpus for oil and gas industry we had to analyze written and oral texts drawn from real lectures and seminars on that area of expertise and to record language of interaction in native-language classes on the subject. Developing language through use is challenging: functional and notional levels of difficulty should prevail over grammatical levels of difficulty. For example, to operate successfully a science student should be able to describe a laboratory experiment or write a report (Vavelyuk, 2012). What's more, a language consists of a variety of branches of science, that include transportation, technology, and instrumentation and devices. In particular, in English system of petroleum engineering there are a lot of terminology denoting different means of objects, for instance, terms relating to transportation of oil and gas, terminology regarding technology, and tools, devices which engineers deploy in their workplaces (Kh. Abdinazarov. 2023). Linguist R. Doniyorov stated that technical terminology is the center of communication for experts in the technical industry such as oil and gas, transportation, mechanical engineering. Additionally, a terminology of each field of study or learning has a specific meaning which characterizes the specialization in particular. Additionally, terminology can provide a learner with a full realization of the specialty. Authentic contexts enhance learners' knowledge, equipping them with needful instruction and views towards issues concerning their fields of expertise. Moreover, types and tokens occurring in technical texts of oil and gas engineering may be able to extend the horizons of adult learners.

Research methods

In studying the issues concerning the research analysis, we decided to employ descriptive, transliteration, and phonetic, transcription nominative methods for comprehending the terms in the English, and comparing the terms indicated in the table 1 in the English and Uzbek language. We carried out a survey with the adult learners at the faculty of oil and gas, Karshi Engineering-Economics institute, Karshi, Uzbekistan. They are introduced to the course book on oil and gas industry in the English with full details of that area of study. That book focused on acquisition of terminology which are unknown and difficult to pronounce and translate for the FL learners. They were given 5 contexts which are full of terms on oil and gas industry to read and translate. We decided to give them a time to choose most unknown and difficult to pronounce terms stated in those written texts. They discussed and have showed their choices of terminology which are indicated in the table 1.

Analysis and Results

According to the collected data and analysis the students feel a failure in reading and translating, even pronouncing those chosen terms displayed in the given table below. They decided to use some methods which allowed them to comprehend and read the misunderstood and unpronounceable terms. Those are transliteration, descriptive, phonetic which enable them to tackle the problem they encounter. Besides, they also used e-dictionaries in order to find out the meaning of those terms in L1. What's more, we let them to contact with professor-teachers at the technical department to better know the meaning of the terms.

Table 1

Unrecognizable and unpronounceable terms in the oil and gas industry

In English	In Uzbek
Delayed cooking unit	Neftni qayta ishlash bo'limi
Catalytic	Katalik
Hydrotreating unit	Suv bilan ta'minlash bo'limi
Dewaxing unit	Mumga ajratish bo'limi
Hydrocracking	Suvni ajratib olish bo'limi
Desulphurization	Oltingugurt ajratish bo'limi
Blending	Aralstirgich
Polypropylene	Polipropilen
Well-drainage	Quduqni suvzislantirish
Pipeline	Quvur yo'li
Hydrodynamic	Gidrodinamik
Downstream	Quyi oqim
Isomerization	Izomerlash
Drilling tower	Burg'ilash minorasi
Monkeyboard	Boshqaruv platformasi (burg'ilash minorasining qismi)
Toolpusher	Mashinist
Drilling collar	Kolonna
Roustabouts	Turli malakadagi muhandislar
A dentist	Sementlovchi
Christmas tree	Favvorali armatura

The results showed that a learner may use descriptive, transliteration, phonetic, and transcription methods in order to understand the meaning and their changing forms in the Uzbek language. Those methods are applicable and suitable for comprehending terminology in the English and Uzbek languages in the comparative-typological way. Moreover, they were successful in figuring out the meaning of those terms by looking through e-dictionaries and paper based ones. However, the experts were also considered as experienced ones in the area of

learning and were aware of issues concerning oil and gas industry. The survey indicated that a number of adult students are in need of those methods of term interpretation in order to avoid inevitable issues they face in the classes for English for oil and gas industry.

Conclusion

CLIL requires the teacher not let the language teaching take over, but to use effective teaching practice together with introduction of key language items at relevant moments. Mounting evidence suggests that this kind of approach has a number of positive effects on learning, including increased motivation, an improvement in language skills and a deep processing of the subject matter or both the subject matter and language skills. The students learn indirectly both from the material proposed and from the input on the part of the lecturer. We stated many terminology describing the process of oil and gas industry in details in the table 1. Learners in the classes of English for oil and gas industry may able to acquire terminology of that sphere of study by different following methods: descriptive, transliteration, phonetic and transcription. However, most applicable is transliteration, descriptive methods which help the adult learners to comprehend the terms and make a progress in science in the English and Uzbek languages. There are lots of terms not studied yet. For that reason, the learners should do more analysis in comprehending the terms in L1. They need to look through e-dictionaries and paper-based ones in order to better be aware of the meaning of the terms and their transcription. The experiment with the students showed that they are thirsty for such above-mentioned methods in interpreting the terminology in that sphere.

References

1. Olga Vavelyuk. To integrate successfully: language and subject studies in ESP teaching. *Procedia*. 44-49 pp.
2. Abdinazarov Kh. Sh. CLIL approach in acquisition of technical vocabulary. Foreign languages in Uzbekistan. Methodical-scientific journal. www.journal.fledu.uz 2018. №1.
3. Abdinazarov Kh. Sh. Terminology characterizing a wide range of objects. *International journal on integrated education*. 2023. 200 p.
4. Doniyorov R. *Uzbek tili tekhnika terminologiyasining airm masalalari* (Problems of Technical Terminology of the Uzbek Language), Tashkent: Fan, 1977, 157 p.
5. Bentley, K. (2010). *The TKT course: CLIL module*. Cambridge: Cambridge University Press.
6. Cabre. M.T. *Terminology, Theory, Methods, and Applications*, Barcelona: Benjamin. 1992.-248 p.
7. V.M. Leychik. Терминовидения; Предмет, Методы, Структура. Москва. 2009. -256 с.
8. Булатов А.И. Англо-русский и русско-английский нефтегазопромысловый словарь. – Москва: Северо-Кавказское отделение инж. Академии, 1999. – 837 с.

9. Sattorov M.O., Yamaletdinova A.A., Sharipov Q.Q. Neft va gaz ishi atamalarining izohli lug'ati. – Buxoro: Durdona, 2020. – 162 b.