TEACHING ENGLISH IN A TECHNICAL UNIVERSITY: APPROACHES FOR STUDENTS OF THE GEOLOGICAL FACULTY

Niyozova Yulduz Tashmuratovna
Senior teacher of "Foreign languages" department of Karshi state technical university, Uzbekistan

Abstract: *The globalization of science and industry has significantly increased the importance of English language proficiency among specialists in technical fields. For students of geological faculties, English plays a crucial role in accessing international research, communicating with global partners, and participating in multinational projects. This article examines the specific features of teaching English to geology students in technical universities. The study discusses methodological approaches, the integration of professional vocabulary, and the use of communicative and task-based learning techniques. Particular attention is given to the role of English for Specific Purposes (ESP) in developing professional communicative competence. The article concludes that an interdisciplinary and professionally oriented approach enhances students' motivation and improves their ability to use English in academic and professional contexts.*

Keywords: *English for Specific Purposes, technical education, geology students, professional vocabulary, communicative competence, language teaching methodology.*

INTRODUCTION

In the modern scientific and technological environment, English has become the primary language of international communication. Specialists in technical fields increasingly require English proficiency to access scientific publications, collaborate with international colleagues, and participate in professional conferences. This is especially relevant for students studying geology, as geological research and exploration projects often involve multinational teams and access to international databases.

Teaching English in technical universities differs from teaching general English because the educational process must integrate language learning with professional knowledge. Students of geological faculties need to master not only general language skills but also specialized terminology related to mineralogy, stratigraphy, geophysics, and petroleum geology.

The purpose of this article is to analyze the methodological principles of teaching English to geology students and to identify effective approaches that support the development of professional communicative competence.

Discussions and terminology

1. Theoretical background

Modern language education increasingly emphasizes the concept of English for Specific Purposes (ESP). ESP focuses on teaching language skills that are directly related to learners' professional or academic needs.

Researchers in language pedagogy highlight several key characteristics of ESP instruction:

- Orientation toward professional communication.
- Integration of subject-specific vocabulary and discourse.
- Use of authentic materials from professional contexts.
- Emphasis on practical language skills.

In technical universities, the ESP approach helps students develop the ability to read scientific literature, write reports, and participate in professional discussions. For geology students, this includes understanding geological maps, interpreting research articles, and presenting fieldwork results in English.

2. Specific challenges in teaching English to geology students

Teaching English to students of geological faculties presents several pedagogical challenges.

2.1 Specialized terminology

Geology contains a large number of technical terms such as sedimentary rocks, tectonic plates, igneous formations, and seismic activity. Students must learn both the meaning and correct usage of these terms in professional communication.

2.2 Integration of language and professional content

Language instruction must be closely connected with students' major subjects. Without such integration, students may perceive English as unrelated to their future careers.

2.3 Motivation

Students in technical fields sometimes prioritize scientific subjects over language learning. Therefore, teaching methods should demonstrate the practical relevance of English for their professional development.

3. Methodological approaches

3.1 Communicative language teaching

Communicative methods focus on developing practical language skills through interaction. In the context of geology education, this may include:

- discussions about geological processes;
- role-playing professional situations;
- presentations of geological research.

Such activities help students develop fluency and confidence in professional communication.

3.2 Task-based learning

Task-based learning involves completing meaningful tasks that simulate real professional activities. Examples include:

- analyzing geological case studies;

- interpreting geological charts and maps;
- preparing reports on mineral resources.

These tasks combine language practice with subject-specific knowledge.

3.3 Use of authentic materials

Authentic materials from scientific journals, geological surveys, and research reports help students familiarize themselves with real professional language. Reading such materials improves both vocabulary and academic reading skills.

3.4 Project-based learning

Project-based learning encourages students to conduct small research projects related to geology and present their findings in English. For example, students may prepare a presentation on the geological structure of a specific region or analyze environmental issues related to mining.

4. Development of professional vocabulary

Vocabulary acquisition is central to ESP instruction. Teachers can use several techniques to help geology students master terminology:

- thematic vocabulary lists;
- visual materials such as diagrams and geological maps;
- contextual learning through scientific texts;
- vocabulary exercises integrated with fieldwork descriptions.

Regular practice in speaking and writing helps students internalize technical vocabulary.

5. The Role of technology in ESP teaching

Digital technologies offer new opportunities for teaching English in technical universities. Online platforms, virtual simulations, and interactive learning tools can enhance student engagement.

Examples include:

- online geological databases;
- virtual field trips;
- multimedia presentations of geological processes.

These tools allow students to combine language learning with professional exploration.

Conclusion

Teaching English to students of geological faculties requires a specialized methodological approach that integrates language learning with professional content. The use of ESP principles, communicative methods, authentic materials, and project-based learning can significantly improve students' professional communicative competence.

By connecting English instruction with geological topics and real-world professional tasks, educators can increase student motivation and prepare future geologists for participation in the global scientific community.

REFERENCES:

1. Hutchinson, T., & Waters, A. English for Specific Purposes: A Learning-Centered Approach. Cambridge University Press.

2. Dudley-Evans, T., & St John, M. Developments in English for Specific Purposes. Cambridge University Press.

3. Harmer, J. How to Teach English. Longman. Richards, J., & Rodgers, T. Approaches and Methods in Language Teaching. Cambridge University Press.

4. Niyazova Yulduz Tashmuradovna. (2023). Gamification In Teaching A Foreign Language In A Non-Linguistic University. International Journal of Education, Social Science & Humanities. Fars Publishers, 11(2), 912–917. Https://Doi.Org/10.5281/Zenodo.7689661.

5. Niyazova Yu. T. Comprehend Simple Grammatical Errors And Effective Ways Of Teaching Grammar / Yu. T. Niyazova // Міжнародний Науковий Журнал "Інтернаука‖. - 2017. - № 5. - С. 43-44. - Режим Доступу: Http://Nbuv.Gov.Ua/Ujrn/Mnj_2017_

6. Badalova L.X. Some features of teaching speaking in English as a foreign language. International Journal of Education, Social Science & Humanities. FARS Publishers.2023

7. Badalova L.X. Professional stability of a foreign language teacher in higher education. International Journal of Education, Social Science & Humanities. International Journal of Education, Social Science & Humanities.2023