

# THE PROBLEMS OF TEACHING OIL AND GAZ TERMINOLOGY TO ESP STUDENTS

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**Abstract.** The present article is dedicated to problems of ESP teaching. The author of the article analyzes the current situation of teaching ESP, oil and gas terminologies in particular and gives her conclusions based on several surveys that she carried out among the teachers and students of Tashkent chemical-technological institute. The structure of oil and gas terms, the problems of their teaching and translation are also discussed in the article. Moreover she also discusses some issues that can be helpful in overcoming the problems of teaching oil and gas terminology.

**Key words:** ESP, oil and gas terms, engineering, science, word formation, borrowed words, terminological combinations, four skills of learning, communicative method, selecting and presenting the material.

After gaining our independence the government of our country managed to develop all the spheres which were not given enough attention before. One of these spheres is oil and gas coining. As we know, our republic is rich in natural resources, and it is natural that the government decided to improve this sphere. But at the same time there arose another problem-the terminology used in this field. Here we do not only mean the creation of these terms, but also the preparation of trained personnel who could solve these problems. In our article we are going to discuss the main problems of teaching ESP in the field of oil and gas terminology.

The decree of the first president of the Republic of Uzbekistan Islam Karimov "On measures for further improvement of foreign languages learning" of December 10, 2012 is an important factor in improving the teaching of foreign languages. After its release the whole system of teaching foreign languages, teaching ESP in particular, was put on a higher level which meets world standards. Today foreign languages are taught using communicative methods which allow the learners to get more attention to develop their speaking skills.

In the early 90's of the XX century Uzbekistan became an independent republic and it was "the biggest spring" to the world economic and educational environment that caused the large increase in the number of students studying engineering-economy and other subjects in economic field and science. Especially after making all our oil wells governmental and independent, the number of specialists who wanted to increase their knowledge in this sphere went up steadily. At the same time the number of students, who wanted to devote their lives in this field, has increased. Since, most part of the documents and information used in this field are taken from foreign languages (a lot of technologies are coming from foreign countries and we have a lot of cooperation projects with different overseas companies), the role of a teacher of the English language, who helps students to master the language of specialization, became very important.

The problem, of course books and special dictionaries dedicated to oil and gas terminology was somehow solved with the publishing of Z.S. Ibragimov's dictionary of "Russian-Uzbek, Uzbek-Russian polytechnical dictionary" [1]. But at the same time we should say that the problem was only solved to some extent in the system of terminology, but not teaching ESP to students whose majors are oil and gas.

In the first part of our article we would like to discuss the essential features of oil and gas terminology in both English and Uzbek languages. Terminology formation in the sphere of oil and gas in England has very deep roots; it started from the V century. Whereas, the development of oil and gas terminology in Central Asia can be studied from the late 1870s, when the first oil and gas well resources had been found in Fergana valley. So, it is possible to see that oil and gas terminology creation has got shorter history in the Uzbek language than the English.

English and Uzbek oil and gas terminology formation is quite different. Appearance of oil and gas terminology in the English language was originally carried out by borrowing words from Latin, Greek, Old French languages and sometimes from German. The Uzbek language actively begins to implement international terms from the English and Russian languages most often by tracing the corresponding multi-component syntactic terms, the development of international lexical fund from the English language through the Russian language. In the terminological science, there is the widespread method of word formation as borrowing of the word and this phenomenon has contributed significantly to the internationalization of the language of science.

Contemporary words can be formed in different ways, but the most widespread in the both English and Uzbek languages is the combination of words. A complex internal relatedness of modern science and technology advances in both English and Uzbek languages are a traditional way of term formation with the help of combinations of different types that is a syntactic method of contributing to the formation of compound terms, terms and terminological units.

While comparing oil and gas terminology in the English and Uzbek languages, one can find inconsistencies in the structure, especially, in the English model of the form Adj+N+N: *Conditioned petroleum product (kondensatlangan neft mahsuloti), used petroleum product (ishlatilayotgan neft mahsulotlari)*, whereas in the Uzbek language model form of "sifat+ot+ot": *yuzaki aktiv modda (surface-active substance), yer ustunining geometriyasi (geometry of deposits)*. The model (ot+fe'l+ot) is also one of the common terminological structures in the Uzbek language: *neftni qayta ishlash zavodi (refinery), neft saqlash ombori (storage for oil and gas)*. In English, these types of models of oil and gas terminological units have not been identified.

It is noticeable that words from English into Uzbek can be translated in three ways. The first way is based on international linguistics development; here we can

see that many international words have a direct translation from one language into another. As an example, some words from various types of dictionaries and glossaries can be given: *Aliphatic-alifatik*; *Barrel-barel*; *Vacuum- vakum*; *Inert-inert*; *Optimum-optimum* and other terms of this type.

The second way of oil and gas terminology translation is based on word-for-word translation. It is a widespread tool not only in Uzbek, but also in Russian and other technologically developed languages. For example: *Drill-parma*; *Anhydrous – suvsiz*; *Drilling mu – burg'ilash eritmasi*; *Hard water – qattiq suv*; *Acid – kislota*. The terms like “*horse power – ot kuchi*” and others of this type can be directly translated from one language into another.

And the last way of translating the oil and gas terms from one language to another is a dictionary based translation method. It is well-known that some words have a special meaning in one language and a specific meaning in another language. These words can be different informal slangs, idioms and phrases. These words are very popular and during translation and teaching process, they can cause a lot of inconveniences, since, most of them have been created recently and have not been included in the old oil and gas terminology dictionaries or cannot be used as wide as literal terminology. It is possible to see some examples of oil and gas terms from different dictionaries and modern oil and gas industry glossaries: *Christmas tree (blowout preventer) – otqin qotirgich*; *Doghhouse – bitovka (ishchilar shamoldan va yomg'irdan qochuvchi joy)*; *Motorman – burg'ulash brigadasining boshlig'i*; *Latch on – trubani ushlamoq*. We see, that these and some other types of oil and gas terms cannot be translated directly.

One of the most interesting sides of English oil and gas terms is that it is possible to shorten some of them. However, Uzbek terminology does not meet these requirements in word formation. Below are some examples of word shortening: *Hyd – hydraulic (gidravlik)*; *Lin ft – linear foot (chiziqli fut)*; *Lm – lime (ohak)*; *Seis – seismic (seismik)*; *Refg – refining (tozalash)*.

The analysis of the terms in oil and gas industry led to the following conclusions: in the English language among the oil and gas industry terms there is the smallest group of terminological combinations in which the first part consists of a native word, and the second-is borrowed in the Uzbek language. Sometimes both parts of the terms may consist of borrowed words. The largest group in the English language is termed, the first part of which consists of borrowed words, and the second is from the native language. In the Uzbek language the majority of terms are terminological combinations consisting of native words, most of which are formed by tracing.

When discussing the process of teaching, we decided to analyze the current situation by interviewing both teachers and students. It was done in a survey style.

We asked the teachers about the essential problems they are faced at their lessons. After doing a survey, it was recognized that our foreign language teachers, especially ESP teachers usually faced two main problems in the teaching process. These problems were created into questions and they looked this way. “*What to teach?*” and “*How to teach?*”

The first aspect that teachers came across was methodological. Today oil and gas terminology is presented to students primarily in the classroom for the purpose of reading, using materials in their major subjects. As a matter of fact, it was considered as the best way of teaching oil and gas terminology at universities. However, it was found out that using reading related material is not considered as the best way of oil and gas terminology teaching. In order to improve the learners’ all four skills of the English language and also to raise the knowledge in the sphere of oil and gas terms, we must use as many different activities as possible. Also, as it has been mentioned above, a lot of learners and teachers at the same time suffer because of lack of material. As the result of it our further research should be based on improvement of modern ESP teaching books and Uzbek-English oil and gas terminology dictionaries.

To our mind, in order to achieve the goals in the linguistic and terminology of the Uzbek language a teacher should have knowledge about the specific features of the material (oil and gas terms), using which s/he will teach learners: it is not enough to use traditional methods of applying new terms using only the method of translation, because “neither the pragmatic nor the semantic aspects will be fully realized, when students of a foreign language have no idea about the variations of linguistic background (that is, the semantic differences between equivalent words, due to differentiation in reality), connotative language peculiarities, which coincide with the conceptual meaning” [2, 79].

One more interesting fact that was noticed during the research work was the methods that have been used during the teaching process. Teachers of ESP were asked some simple questions and as a result it was found out that basically almost all teachers are using grammar translation method. By this answer it is possible to see that students’ reading abilities as well as understanding skills can be very good. However, some essential skills such as listening, writing and speaking skills are quite poor. A smaller number of students need more listening or grammar exercises.

We also decided to ask the students about what kind of suggestions they can give in order to improve ESP teaching process (the students surveyed are from the group 27–15 of Tashkent chemical-technological institute; the number of students surveyed–12). The following answers have been given:

- A) Special books should be created – 12 students;
- B) All the materials should be based on oil and gas terminology –10 students;
- C) More hours should be given to English lessons – 8 students;

D) No changes – 2 students.

Thus the analysis proves that the effective teaching of terms at ESP lessons is special attention to special English since it develops students' abilities, required for successful communication in their occupational settings. Facilitation of this process goes hand in hand with the understanding of what ESP actually represents and what various roles ESP practitioners need to adopt in order to ensure success of the ESP teaching. Successful learning is possible only when terms "are not taught as a subject separated from students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners" [3, 17].

One of the problems that most ESP teachers are faced with is the method they use in their classes. It is well known that teaching General English and ESP differs not only with the materials used, but also with the methods that teachers use during their lessons. At some universities the students are mainly taught to become General English teachers [4, 59]. As a result, when they start working as ESP teachers, they have the problem of choosing the right method to be used in their lessons.

Considering this factor, to our mind, there should be opened new courses, where the students will be introduced with the major methods of teaching ESP. Moreover, as there are different fields, the students can be divided into several groups where they will be taught how to teach English for business purposes, for medical students etc. This problem can also be solved by training of teachers, but it is senseless, to our mind, to send all the young specialists to teacher training; this would frustrate them. Moreover by covering special courses during their study, we can save some amount of money, which can be spent for the teacher training.

Unfortunately, it becomes evident that ESP teachers often feel isolated both from professionals in their students' specializations and their colleagues in other institutions. They also have difficulty in getting or exchanging information in the field. Though there appeared several teachers training centers for ESP teachers, there still exist various problems for them. Taking into consideration my own practice I can say that it is very useful for young ESP teachers to contact their skilled colleagues to have more ideas to solve their problems. But to my mind it is not enough for young ESP teachers, as it is not always possible to contact with skilled colleagues all the time and everywhere.

Industrialization and technological innovation are major aspects of national prosperity in many developing countries all over the world, so educators are expected to cope with the changing needs of industry and society. Therefore, in many countries students are increasingly expected to participate in English-medium classrooms for at least some of their academic or professional careers. At a minimum, students may need to read some academic texts in English, though they may discuss or write about them in their primary language. This situation entails both the planning of new

courses and the preparation of materials. And most importantly, as our research findings have shown, this situation requires language teacher training specifically designed to meet the new language requirements of those who will be engaged in science, technology and industry.

Today the usage of modern technologies has already become an inseparable part of teaching. As an example we can state the role of Internet in the process of teaching. Considering this fact we can also use the Internet in the solution of the problems of ESP teachers. We suggest that there should be created special internet site for Uzbekistan ESP teachers, where they can talk to other colleagues and ask for an advice in the solution of the problems that they are faced in their lessons. Using this site they can write letters to their colleagues stating the content of the problem that they are faced and the skilled teachers can help their young colleagues and at the same time to help themselves to develop professionally.

Thus, we can conclude, therefore, that together with teacher training centers it is actual to form special internet site for ESP teachers where they can contact each other and find out solutions for the problems that they are faced together with their colleagues and get professionally developed.

According to the results of our research work, learning oil and gas terms using communicative approach to teaching can directly improve the knowledge of students and help them to achieve high standards in their job and this situation can be the best way of helping the society to develop, especially, in such a young sphere as oil and gas terminology and ESP teaching.

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