

LANGUAGE TRAINING FOR PROFESSIONAL APPLICATION IN OIL GAS GLOBAL COMMUNITY



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Abstract. The article focuses on intensified job related training of oil gas university graduates for successful communication at workplace.

Today competitive job market sets new requirements to specialists where sufficient level of language skills is becoming more and more important. New demand creates a new generation of people wanting to learn English because it is the key to the international technologies. The growing demand for English requires its intensive learning, since increasing opportunities for scientific, political, economic and cultural communication create new, more confidential relationships between specialists and enhance the necessity of language knowledge. Moreover, the process of globalization requires that graduates of technical universities present a high level of professional efficiency and communication ability in order to be well-accepted by professional community.

This explains why language training for specific purposes (ESP) has become an important part of English language teaching. ESP is primarily concerned with learning focusing on what people learn as it is based on designing special courses to meet learner's needs.

Today language skills have become one of the important conditions for job application which helps people study cultural, scientific, and technical achievements of foreign countries. Development of professional competence in combination with intellectual background and the culture of communication is one of the main objectives of education that can be solved with the assistance of language means.

Therefore the aim of ESP language course is preparing students for professional communication. Successful communication involves more than simply being able to talk about certain subject. University training prefers language courses to be subject-specific rather than general. Besides, any student who is going to use English in any context should possess a certain amount of general English to cope with social situations. In planning such courses it is important that the content of the material be easy to understand and closely related to the field of employment, the industry where graduates are expected to work. It implies that their ability to give clear instructions, understand team work and make written and verbal presentations to engineering audience should be added to professional knowledge in engineering. In this respect the proficiency in technical skills is crucial for professionals to demonstrate both written and spoken communication skills as communication skills is one of the competencies highly needed in the engineering industry. Numerous aspects of communication can be reflected in the form of presentations. For example it is necessary in the context of management meetings. This kind of specialty oriented communication enables teachers to focus on accuracy of key expressions and appropriateness of vocabulary.

The language activity in the classroom is an outcome of interaction between various levels: listening, reading, comprehension and essays writing since technical ideas and results are not useful until and unless they are communicated and discussed. Different forms of communication occur at a workplace ranging from interpersonal to work-related communication. Furthermore, effective communication skills in English are important for job recruitment and promotion.

Therefore language teaching programs should include material that combines dialogs, role play and different software. In this context the use of specialty related programs, original specialty related textbooks etc., enhance the study process for learner's benefit.

In addition there are different communication technologies presenting enormous potential that can make a positive effect on teaching and learning. New technologies can be powerful teaching and learning tools for those teachers, who know how to integrate them into their teaching process and interaction with students. In this regard teachers play an essential role in selecting study material, providing support, supervising and assessment. Most teachers who use computers and related technologies in their classrooms apply to powerful motivational potential of information technologies and Internet resources.

Nowadays new global requirements necessitate graduates to possess certain levels of computer skills and English language proficiency to ensure better employment opportunities, as low level of language knowledge creates unemployment among graduates who demonstrate low level of confidence in

interviews resulting in failure to secure a better job. Graduates must possess sufficient skills in professional English as it is one of the main criteria before joining the workplace and while working with the company. Nowadays many graduates and professionals are looking for opportunities to gain experience working abroad.

Moreover, expansion of international relationships, exchange of scientific-technical and cultural information specifies new approaches to staff recruiting. Many companies prefer to have new recruits with effective communication abilities as they can be further trained by the company.

Engineering universities train specialists with subject oriented language course which should meet professional interests of learners. Therefore the context of incorporating communication curriculum should include specialty related reports and presentations. In this respect it is useful to prepare classroom reports contributing to higher comprehension among majority of engineering students. Opportunities to practice presentation skills inside and outside the classroom (workshops, student conferences) may contribute to the future employment success.

Today students need to practice the language receiving more feedback from teachers as experience in formal presentations would improve student's language confidence.

It should be mentioned that technical universities in Uzbekistan, including Gubkin oil gas RSU branch are practicing delivery of specialty subjects in English by teachers, who have a sound background in specialty area. It increases the range of specialty terms in addition to those, given in a textbook. In this connection today's teacher should take into account professional orientation of learners, especially in planning ESP language course where learners' needs for general English should be considered in each course as students may experience problems in grammar and listening comprehension. Curriculum developers should take into consideration the issue of workplace needs of engineering graduates and prepare them to be global players in their professional environment.