

Important Topics in Teaching English to Engineering Students in Uzbekistan

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Annotation: Due to the great attention paid to language learning in the Republic of Uzbekistan, now almost every educational institution pays special attention to the study and teaching of foreign languages. In teaching EFL teachers should pay attention to choose proper teaching methods in order to make their lessons clear and effective for the learners. When teaching English to non-philological students in engineering, it is important to choose topics that are common to all.

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There are many complex aspects to teaching English in non-philological disciplines. It is important to consider their needs when choosing materials and topics. The objects of study of ESP (English for Specific Purpose) for specific purposes in the fields of medicine, art production and others are clear, exactly what topics, materials related to the topic are available. However, teaching English in technical fields, especially for engineers, poses a number of challenges. As the needs of engineering graduates increase, there is a need to revise the ESP. In academic and professional situations, the free communication of students is important and is directly related to the effective teaching of the language.

Just learning through English as in EMI (English-medium instruction) settings, however, may not sufficiently cater for students' needs to acquire academic skills and subject disciplinary language. It is in the context of universities with a strong ESP tradition and with the recent emergence of EMI that this study is set. More specifically, it investigates how engineering students perceive ESP courses as preparation for academic and professional communication. Thus, in this changing context in which EMI can be seen to be gaining ground in front of ESP, it is necessary to find out how ESP courses can be made even more valuable to students, and reappraise them so that they are more closely aligned with learners' perceived needs and specialized communication practices (Elisabet Arnó-Macià, 2020).

Due to the fact that English is taught as a foreign language in Uzbekistan, there are very few English speakers in the country, which directly creates difficulties for students in learning the language. Since 2013, the country has paid special attention to the teaching of English, and there is a growing need to learn this language, to redesign teaching materials, science programs, work programs. However, the available materials are not considered effective in language teaching, especially for engineering students. In the course of our study of English language science and work programs in the Engineering fields of higher education, we found that the topics were not structured perfectly enough. Course topics are mainly text and grammar topics that do not meet the language needs of engineers. Since engineering majors are a non-philological education area, it is important to teach students how to use the required topics correctly in the speech process, rather than teaching all general grammar topics.

It is difficult for engineers to know how to train effectively, their needs, because the word “engineer” covers two specific areas. One is close to "technical" or "mechanical" and the other to "designer". And the needs of these two industries may be different. Another complication is that students majoring in engineering may not have a clear idea of what field of engineering they will pursue in the future. According to Alex Casen (How to Teach English for Engineers, 2019), the topics that are common to all engineering students are:

- Abbreviations
- Adjectives, e.g. positive ones like “reliable” and negative ones like “rusty”
- Consequences/ Cause and effect

- Countable and uncountable nouns
- Dimensions, plus other units of measurement like pressures and temperatures and other numbers
- Directions, e.g. “vertical” and “anticlockwise”
- Equipment and tools
- Language to describe health and safety requirements, e.g. modal verbs
- Materials
- Opposites, e.g. “loose”/ “tight” and “plug in”/ “unplug”
- Other parts of speech, e.g. “loose”/ “loosen” and “wide”/ “width”
- Parts of things, e.g. leg of a chair/ Components and how they are put together
- Positions, e.g. “in the top left corner”
- Presentations, e.g. of a design or to explain an engineering failure
- Processes, e.g. “First of all” and “After that”
- Reports
- Shapes
- Talking about projects, e.g. planning and progress checks
- Things that engineers do, e.g. “check” and “measure”
- Things that machines and devices do and have done to them, e.g. “pivot” and “break down”
- Troubleshooting conversations, e.g. helpdesk phone calls and using “enough” and “too”
- Words which are always plural, e.g. “scissors”, “overalls”, “premises”, “tweezers”, “pincers” and “pliers”
- Words which have different general and technical meanings.

The above topics are equally relevant to all engineering disciplines. Covering the above topics in the course of the lesson will help to teach the lesson effectively. In addition to these topics, it may be helpful to include words, collocations, and phraseological units that are specific to the engineering field as part of each lesson. It is well known that the development of speaking skills in a foreign language is closely linked with the development of listening skills in that language. In the organization of course materials, it is important to perform dialogues, news, listening exercises related to the field in English. In addition, it is necessary to create a comprehensive textbook by studying the English language science programs, books, dissertations, articles and theses on this topic in the engineering fields of universities in other countries. Here is a list of some useful books:

- *Engineering 1 Student's Book* by Lewis Lansford
 - *English for Science and Engineering* by Ivor Williams
 - *Flash on English for Mechanics, Electronics and Technical Assistance* by Sabrina Sopranzi
 - *Professional English in Use: Engineering* by Mark Ibbotson
 - *Cambridge English for Engineering* by Mark Ibbotson
 - *English for the Automobile Industry* by Marie Kavanagh
 - *Oxford English for Electrical and Mechanical Engineering* by Eric H. Glendinning
 - *Oxford English for Electronics: Student's Book*. By Eric H. Glendinning
 - *English in Electrical Engineering and Electronics: Teacher's Edition* by Eric H. Glendinning
 - *Technical Writing: A Practical Guide for Engineers, Scientists, and Nontechnical Professionals, Second Edition (What Every Engineer Should Know)* by Phillip A. Laplante
- The above books are the most effective books for engineers in learning English.

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