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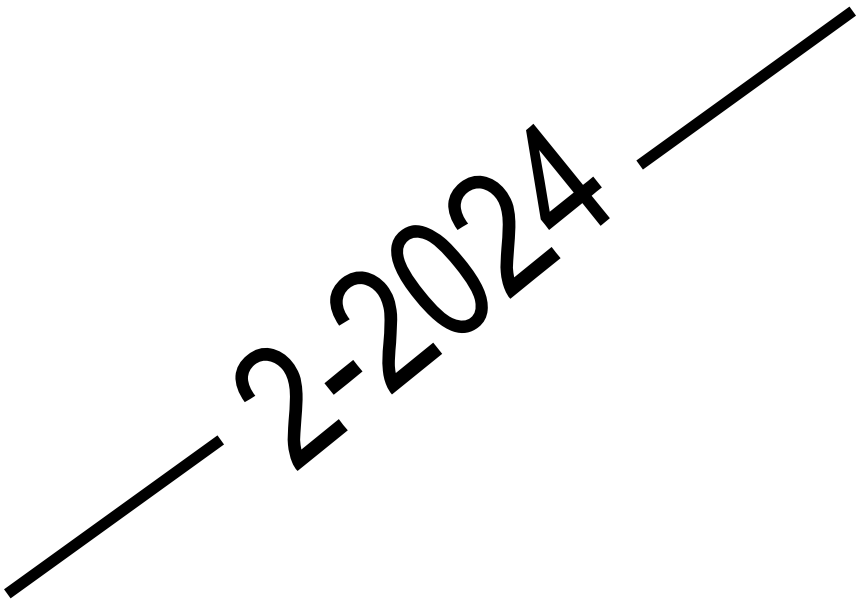

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TEACHING ENGLISH LANGUAGE TO GEOLOGY STUDENTS

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМ-ГЕОЛОГАМ

GEOLOGIYA SOHASIDAGI TALABALARGA INGLIZ TILI O‘QITISH

Kodirova Shaherizode Solijon qizi
University of Geological Sciences, Social and Humanitarian Sciences, ESL senior teacher

Abstract

The article gives information about the specific features and perspectives of teaching English to students of the Faculty of Geology. Geology students often face unique linguistic, cognitive, and cultural demands in their academic and professional work. The study of geology texts, the use of academic terminology and grammar, the development of critical thinking and scientific thinking skills, and other related topics are the main subjects studied. The article concludes by highlighting the value of incorporating student-centered, high-tech teaching methods, as well as the importance of creating a supportive learning environment that values diversity and encourages interdisciplinary collaboration.

Аннотация

В статье рассматриваются трудности и перспективы обучения английскому языку студентов-геологов. Студенты-геологи часто сталкиваются с особыми языковыми, когнитивными и культурными требованиями в своей академической и профессиональной деятельности. Изучение текстов по геологии, использование академической терминологии и грамматики, развитие критического мышления и навыков научного мышления, а также другие связанные темы являются ключевыми изучаемыми предметами. В заключении статьи подчеркивается ценность включения ориентированных на учащихся, высокотехнологичных методов обучения, а также важность создания благоприятной учебной атмосферы, которая ценит разнообразие и поощряет междисциплинарное сотрудничество.

Annotatsiya

Maqolada geologiya fakulteti talabalariga ingliz tilini o‘rgatishning o‘ziga xos xususiyatlari va istiqbollari haqida so‘z boradi. Geologiya bo‘yicha talabalar ko‘pincha o‘zlarining ilmiy va kasbiy ishlarida o‘ziga xos lingvistik, kognitiv va madaniy talablarga duch kelishadi. Geologiya matnlarini o‘rganish, akademik terminologiya va grammatikadan foydalanish, tanqidiy fikrlash va ilmiy fikrlash ko‘nikmalarini rivojlantirish va boshqa tegishli mavzular o‘rganiladigan asosiy fanlardir. Maqola talabalarga yo‘naltirilgan, yuqori texnologiyali o‘qitish usullarini o‘z ichiga olish qiymatini, shuningdek, xilma-xillikni qadrlaydigan va fanlararo hamkorlikni rag‘batlantiradigan qo‘llab-quvvatlovchi o‘quv muhitini yaratish muhimligini ta’kidlash bilan yakunlanadi.

Key words: *English, teaching vocabulary, student-centered approach, geology students, opportunities, difficulties*
Ключевые слова: *Английский, обучение словарному запасу, студент центрированный подход, студенты-геологи, возможности, сложности*
Kalit so‘zlar: *Ingliz tili, lug‘at o‘rgatish, o‘quvchiga yo‘naltirilgan yondashuv, geologiya talabalari, imkoniyatlar, qiyinchiliklar*

INTRODUCTION

Geology students present a special set of teaching issues that require careful consideration and modification of instructional strategies, materials, and tools. The terminology, grammar structures, and genre conventions used in geology are highly specialized and technical and are essential for communication within the geology community as well as for the dissemination of research findings and practical applications to stakeholders and the general public. Based on a thorough review of the literature and our personal experiences as subject and language experts, we hope to present in this article an overview of the difficulties and opportunities associated with teaching English to Geology students. We will examine the primary linguistic traits and genre-specific rules of geology discourse and offer some suggestions for improving geology students' English language skills and metalinguistic awareness. The examination of geology texts, the use of academic terminology and grammar, the development of scientific reasoning and critical thinking abilities, and the incorporation of technology-enhanced and student-centered learning methodologies are among the key subjects covered. We contend that educators can encourage effective and efficient communication, higher-order thinking, and intercultural competency among

their students by acknowledging the special characteristics and requirements of geoscience discourse and by adopting a collaborative and inclusive approach.

LITERATURE ANALYSIS AND METHODS

Academic vocabulary and grammar are essential components of geology discourse, as they enable students to express complex relationships and concepts, analyze and synthesize information, and construct persuasive arguments. According to Beko, language learners' limited vocabulary in mining and geology terminology could seriously harm their ability to speak and write English fluently as well as their future professional prospects [1]. However, academic language proficiency is often a challenge for non-native English-speaking geology students, who may lack exposure to and practice with academic registers and forms.

TEXTS AND DISCUSSION

Students may have obstacles in finding the best and most effective way to adopt demanding academic vocabulary. Moreover, academic language is not monolithic, but rather specific to disciplinary conventions and contexts, which require a unique set of vocabulary and grammar choices. So, teaching English to Geology students can benefit from a systematic and contextualized approach to academic language development, that focuses on the acquisition of academic vocabulary and grammar, as well as the awareness of disciplinary norms and values. One way to develop academic vocabulary is through reading and analysis of geology texts, as well as the use of materials and resources that target academic vocabularies, such as word lists, dictionary entries, and corpus-based tools. Nation claimed that flashcards and specific vocabulary instruction should be a part of every language class as an efficient technique to teach and memorize a large number of words [3]. This method of learning develops deeper knowledge by prolonged use of dictionaries and exposure to pertinent materials, and from a cost vs. benefit perspective, the cost of providing them is outweighed by the resulting benefit [4].

However, academic vocabulary learning should not be limited to rote memorization, but rather involve active engagement with meaning, form, and use of words, through the use of context, collocation, morphology, and language functions. Similarly, academic grammar learning should involve more than just mastering the rules and structures of English grammar, but also understanding the communicative purposes and conventions of academic language. This can be achieved through the use of authentic or semi-authentic materials that expose students to the grammatical structures and functions of geology discourse, as well as the critical analysis and production of sentence-level and discourse-level features. Teaching grammar in context and through meaningful tasks, such as peer-reviewing, editing, and revising, can also help students to engage actively and reflectively with grammar rules and principles. Geology discourse is characterized by a variety of linguistic and discourse features that reflect its interdisciplinary and technical nature. Some of the key lexical and grammatical features of geology texts include the use of complex technical terminologies, such as minerals names, rock classifications, and geological formations. Additionally, geology texts often use passive voice, nominalizations, and complex noun phrases to convey complex relationships and processes. The use of specialized abbreviations and acronyms is also common in geology discourse, which can create difficulties for non-expert readers and listeners. Geology texts have their structure, language features, and communicative purposes, which require specific rhetorical awareness and communication skills. For instance, technical reports in geology often contain a section on geotechnical data, which requires the use of specific vocabulary, units, and conventions. Therefore, teaching English to Geology students should take into account the genre-specific features and purposes of geology texts and genres, and provide opportunities for students to analyze, produce, and evaluate different types of geology discourse.

Geology education strives to cultivate critical thinking and scientific reasoning abilities, such as evaluating hypotheses, interpreting data, and solving problems, in addition to imparting knowledge and skills linked to geological phenomena and processes. These abilities, which are crucial for success in geology-related occupations like exploration, mining, environmental assessment, and geological hazards management, need the integration of linguistic, cognitive, and sociocultural competencies. However, because it necessitates the acquisition and integration of discipline concepts, language, and reasoning processes, developing critical thinking and scientific

reasoning skills in ESL/EFL situations can be particularly difficult. Therefore, when teaching English to geology students, it is important to use methods and exercises that encourage the growth of analytical and scientific reasoning abilities as well as the fusion of language and subject-matter learning. This can include the use of inquiry-based and problem-based learning approaches, that require students to formulate research questions, gather and analyze data, and present results and conclusions clearly and coherently. The use of authentic and diverse geology materials, such as geological maps, field observations, and scientific articles, can also help students to relate to language and content learning, develop cognitive and linguistic flexibility, and scaffold their scientific discourse competence.

The use of technology-enhanced and student-centered learning approaches can also enhance the English learning and geology learning experiences of students, by providing opportunities for active and personalized learning, as well as access to a range of multimedia and interactive resources. Technology-enhanced learning can take different forms, such as online platforms, digital tools, and mobile applications, and can be used to support a variety of learning tasks, such as reading, writing, listening, and speaking. Truong Thi Thanh Thuy recommends using multimedia resources, such as virtual field trips, simulations, and 3D visualizations in flipped classroom model, which can provide students with access to geology learning experiences that are otherwise difficult or impossible to achieve [5]. These resources can also enhance the communicative competence and scientific reasoning skills of students, by providing opportunities for collaboration, feedback, and reflection.

Moreover, when it comes to using student-centered learning approaches, M.Avazmatova: “Claimed that cooperative learning and task-based learning provide students with opportunities to take ownership of their learning, set their own learning goals, and develop self-regulated learning skills”. [5] Cooperative Language Learning is an approach that aims to boost students' communication skills. Collaborative Language Learning consists of pair or group learning and emphasizes learning language cooperatively. By engaging in collaborative and interactive learning tasks, students can also enhance their communicative competence and intercultural competence, by learning to communicate effectively and respectfully with peers from diverse language and cultural backgrounds.

CONCLUSION

To sum up, teaching English to geology student is a challenging process that necessitates integrating language and subject matter learning. The development of critical thinking and scientific reasoning abilities as well as effective communication inside and beyond the geological community are both dependent on the linguistic and genre-specific characteristics of geology discourse. Additionally, geology education strives to promote the integration of linguistic, cognitive, and sociocultural abilities, which include learning and using disciplinary concepts and terminology as well as becoming aware of and respecting various viewpoints and beliefs.

The use of strategies and materials that encourage the development of academic vocabulary and grammar, metalinguistic awareness of genre-specific conventions, critical thinking and scientific reasoning skills, and technology-enhanced and student-centered learning approaches can improve the delivery of English to geology students. Students can succeed academically and professionally and develop into responsible and involved members of the global community by recognizing and addressing the opportunities and challenges of teaching English to geological students.

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