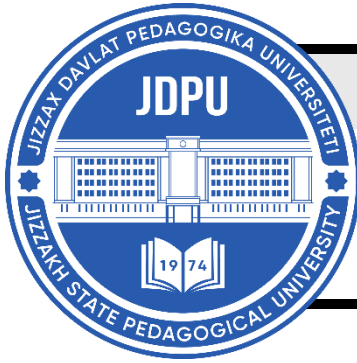


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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –  
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THE ENGLISH LANGUAGE SKILLS AMONG THE STUDENTS  
OF ENGINEERING****Mokhichekhra Olimovna Yalgosheva***Foundation PhD student**Chirchik State Pedagogical University**E-mail: [yalgashevamohichehra@gmail.com](mailto:yalgashevamohichehra@gmail.com)**Uzbekistan, Chirchik***ABOUT ARTICLE**

**Key words:** the English language lessons, engineering students, reading, listening, writing and speaking skills.

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**Abstract:** Present paper's aim is to discuss the main features of engineering students' knowledge on foreign language skills and how to achieve ESP skills. The English course is designed to assist students to improve four language skills, such as reading, writing, listening and speaking skills, which are related to the specific topics in engineering. Thus to prepare them for their future career. Learners can be aware of the fact that in today's highly developed world worldwide enterprises require well-qualified specialists who have got not only professional knowledge and understanding, but also adequate language proficiency, which is highly required to succeed in the labor force. As a consequence, the article shares information about students' knowledge and attitudes towards the use of language skills for comprehension, explanation of the field engineering.

**Introduction.**

At present, in the era of international integration and the exchange of knowledge and ideas, "The English language has received the status of the global language" (Crystal 2003). First of all, what is ESP? according to Collins dictionary, it is the teaching of English to students whose first language is not English but who need it for a particular job, activity, or purpose. The

purpose of ESP is to prepare students (future specialists) to communicate effectively in the professional field and real-life situations.

As one of the most well-known writer Živković (2013) says: “The ultimate goal is to become ‘operational’ in any learning situation”. ESP or VOLL mainly pays attention to the significant linguistic knowledge and oral skills in order to get specific purposes within a specific job or profession. Learners may have a chance to have the specific language needs in a specific field of study and work. So, “ESP is specialty-oriented which means it refers to specific needs of the students” (Hutchinson and Waters, 1987). So ESP can work well and effectively in content-based curriculum, where learners are obliged to learn the language by focusing on the subject matter with the assistance of authentic or non-authentic materials.

### **Materials and methods**

To be successful in the career and to follow the changes in time, learners must have not only engineering science, but also language skills. Accordingly, in order to provide adequate preparation for future work, the ESP teacher should teach the following:

As Basturkmen says that having a high level in listening, reading, writing and speaking assists students to collaborate effectively and to become expert members of their professional sphere. (Basturkmen, 2010) .

Teachers at universities teach the students of Engineering listening, speaking, reading and writing skills. Moreover, they are taught basic grammar and specialized vocabulary in order to improve their foreign language. The emphasis on technical vocabulary development is crucial for the engineering students in the process of language learning.

The most principle thing here is give useful and applicable knowledge that they will be able to use it in real life. It means that they must be aware of technical terminology and practice using specific vocabulary words they need for future work. In short, Engineering students need to develop a growing array of skills in order to stay relevant in the global landscape of the new millennium. As one of the most famous scholar Jensen(2000) says that big Employers seek a variety of new competencies, particularly highlighting the importance of enhanced communication skills and proficiency in foreign languages. (Jensen, 2000). Goals and objectives of the course “People are generally motivated to pursue specific goals; the use of goals in teaching improves the effectiveness of teaching and learning; and a program will be effective to the extent that its goals are sound and clearly described” (Richards, 2001). Student-centered learning requires students to set their own goals for learning, and determine resources and activities that will help them meet those goals (Jonassen, 2000). It is said that

the way you organize your course depends on a number of factors which include: “The course content, your goals and objectives, your past experience, your students’ needs, your beliefs and understandings, the method or text and the context” (Graves, 2000). “The ESP course for engineering students is designed to meet students’ needs”(Hutchinson and Waters, 1987; Dudley Evans and St. John, 1998; Munby, 1978; Nunan, 1988; Strevens, 1988). “Any vocationally-oriented course must be based on the fundamental issue of “what learners need to do with English” (Dudley -Evans, 1997). It offers the opportunity to study English with a focus on technical terminology required in the particular field.

### **Results and discussion**

The course concentrates on achieving an effective balance of linguistic skills (listening, reading, speaking and writing) and oral communication in the engineering setting. The objectives of the ESP course in the engineering classroom are:

- To improve all four language skills; To increase listening comprehension; To provide practice in realizing the meaning of a text; To comprehend the whole text; To teach students different useful reading strategies; - to explain the learners how to take effective notes; To write reports, business memos, emails; To understand and improve technical vocabulary; To enable students to use words appropriately in the engineering context; To strengthen students’ ability to communicate effectively in English in their professional field; To provide students the opportunity to speak in public (e.g. presentations) and take part in discussions, seminars, conferences; To discuss, ask and answer questions related to engineering topics; To develop proficiency in the language use in job-related situations.

Scholar Graves says: “Stating your goals helps to bring into focus your visions and priorities for the course” (Graves, 2000). The ESP course for engineering students is focused on four basic skills: listening, speaking, reading, and writing. By doing these activities, students increase technical vocabulary by knowing terms which helps to communicate effectively in English in their professional field. “No matter how well the student learns grammar, no matter how successfully the sounds are mastered, without words to express wider range of meanings, communication cannot happen in any meaningful way” (McCarthy, 1990). All four skills are needed in the ESP context according to the needs of particular group of learners in the specialized area. One of these skills is sometimes more emphasized than the others. According to Derradji(1995), “This depends on the objectives of language course, methods of teaching and needs of learners”. Through reviewing these four skills of English, the last skill as well as the most complicated skill, writing could be constructed. “Writing expertise can be accomplished

in a more effectual and well organized system if a lecturer can follow sequence of linear acquisition” (Celce-Murcia, 1991). Everson (2009) says that “Listening is vital skill of language in the sense that it enables one to be able to understand what other people are saying or communicating”.

“Listening is necessary in the sense that it also enables individuals to be able to pay attention to others in order to understand what is being delivered or communicated to them” says Littlewood (Littlewood, 1995). There are different purposes in each skill. As an example we can state scholar Jordan’s ideas: “The reading purpose is to find answers to the questions (e.g. the main idea of a section)” (Jordan, 1997). The skill of reading enables individuals to develop ways of seeing through written texts, the descriptions of cultures and worlds, and how the text try to position or influence the reader to be part of the cultures and worlds. According to Cobb, “Reading texts is therefore always necessarily a “complex conjoining of “word” and “world”, “text” and “context” (Cobb, 2007). It enables the reader to become aware of how reading skills could be used to read purposefully, actively and critically. According to Krashen (1987) “Speaking and listening are two essential language skills in the sense that without the speaker and an understander there can be no language at all”. As for writing, concise and clear writing is an extremely important aspect of an engineer’s education. Engineering is certainly one field where proficiency in written communication is valued. “Knowledge of genre is a key element in all communication and especially significant in writing academic or professional texts” (Dudley-Evans et al. 1998).

### **Conclusion**

In brief, the purpose of ESP is to prepare students to use a language to effectively communicate in real-life situations and cooperate with partners in professional fields. More specifically, the focus is on the practical experience and direct activity of students. The writer of this article is eager to mention linguist Jonassen’s words as a conclusion, “Student-centered learning requires students to set their own goals for learning, and determine resources and activities that will help them meet those goals”(Jonassen, 2000). Course activities are designed to foster teamwork skills, to motivate students in their learning, and to apply processes for problem-solving while promoting ongoing improvement. More specifically, students are encouraged to find solutions to real-world issues, engaging in transformative learning that cultivates critical and analytical thinking essential skills for success in the 21st century. ESP courses enable students to engage with learning materials, allowing them to explore and develop their understanding of vocabulary meanings. The primary objective for today's ESP

students is to gain the skills necessary to communicate effectively and appropriately with others.

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