



THE USE OF VARIOUS ESP (ENGLISH FOR SPECIAL PURPOSES) METHODS IN TEACHING STUDENTS OF OIL AND GAS UNIVERSITY

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Abstract. This research paper explores the application of various English for Specific Purposes (ESP) teaching methods for students majoring in oil and gas. The study emphasizes the importance of professional communication skills, industry-specific terminology, and the integration of modern educational technologies. Statistical data from Uzbekistan are included to support the relevance of ESP in technical universities, demonstrating its positive impact on students' academic and professional outcomes.

Keywords: term, professional competence, terminological competence, oil and gas industry, future specialist.

NEFT VA GAZ UNIVERSITETLARI TALABALARIGA MUTAXASSISLIGI BO'YICHA INGLIZ TILI O'QITISHNING TURLI USULLARIDAN FOYDALANISH

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Annotatsiya. Ushbu maqolada neft va gaz universitetida tahsil olayotgan talabalarga mutaxassisligi bo'yicha ingliz tilini (ESP) o'rgatishning turli usullaridan foydalanish ko'rib chiqiladi. Tadqiqotda professional muloqot ko'nikmalari, soha terminologiyasi va zamonaviy ta'lim texnologiyalari integratsiyasi muhimligi ta'kidlangan. Texnik universitetlarda ESPning dolzarbligini qo'llab-quvvatlash uchun O'zbekistonga oid statistik ma'lumotlar taqdim etilgan bo'lib, ular talabalarining o'quv va kasbiy yutuqlarigai joby ta'sir ko'rsatadi.

Kalit so'zlar: atama, kasbiy kompetensiya, terminologik kompetensiya, neft va gaz sohasi, bo'lajak mutaxassis.

ИСПОЛЬЗОВАНИЕ РАЗЛИЧНЫХ МЕТОДОВ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ПО СПЕЦИАЛЬНОСТИ ДЛЯ СТУДЕНТОВ НЕФТЕГАЗОВЫХ УНИВЕРСИТЕТОВ

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Аннотация. В данной исследовательской работе рассматривается применение различных методов обучения английскому языку для специальных целей (ESP) для студентов нефтегазового вуза. В исследовании подчёркивается важность навыков профессионального общения, отраслевой терминологии и интеграции современных образовательных технологий. В качестве подтверждения актуальности ESP в технических вузах приводятся статистические данные по Узбекистану, демонстрирующие его положительное влияние на академические и профессиональные результаты студентов.

Ключевые слова: термин, профессиональная компетенция, терминологическая компетенция, нефтегазовая отрасль, будущий специалист.

Introduction.

English for Specific Purposes (ESP) plays a vital role in the education of students majoring in oil and gas engineering, as it provides them with the linguistic and communicative competence required to operate effectively in an international environment. In Uzbekistan, where the oil and gas industry remains a cornerstone of the national economy, universities have been intensifying their focus on ESP instruction. According to the Ministry of Higher Education of Uzbekistan (2024), over 65% of technical university curricula now integrate ESP courses specifically designed for energy and engineering fields. This shift reflects a growing understanding that general English instruction is insufficient for preparing students for the highly specialized terminology and documentation used in the global oil and gas sector.

Literature Review.

Several scholars (Dudley-Evans & St John, 1998; Hutchinson & Waters, 1987) have emphasized that ESP should be learner-centered, focused on the specific needs of students, and grounded in real-world communication tasks. Modern ESP teaching strategies often include task-based learning, project-based learning, and content-based instruction. For instance, oil and gas students benefit from case studies, simulations, and authentic technical documents that mirror industry practices. In Uzbekistan, recent works by Karimova (2022) and Mamatov (2023) highlight the necessity of aligning ESP programs with the country's industrial modernization efforts, particularly within the framework of the Green and Digital Economy strategies.

Research Methods.

The study employed a mixed-methods approach combining quantitative and qualitative data collection. Surveys were distributed among 120 students and 15 ESP instructors from Tashkent State Technical University and the Branch of RSU of oil and gas named after I.M. Gubkin in Tashkent. The questionnaires focused on students' perceptions of ESP effectiveness, preferred teaching methods, and the relevance of industry-oriented materials. Additionally, classroom observations were conducted to assess how various ESP methodologies - such as task-based learning, blended learning, and role-playing - contribute to students' professional competence.

Analysis and Results Discussion.

The collected data revealed that 72% of students preferred project-based and task-based learning due to their practical orientation. Meanwhile, 18% favored traditional grammar-translation approaches, citing familiarity and clarity. The remaining 10% showed a preference for blended learning formats integrating digital tools such as Moodle, Kahoot, and Quizlet. A comparative analysis of student performance across different ESP methods indicated that students engaged in project-based tasks achieved 25% higher results on average in professional vocabulary retention tests and 18% higher in communicative performance assessments. Furthermore, instructors noted a 30% improvement in students' ability to interpret and write technical reports in English after incorporating industry-specific simulations and case studies.

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From a national perspective, Uzbekistan's focus on energy industry development reinforces the need for skilled professionals fluent in technical English. Statistical data from the State Committee for Statistics (2024) indicate that employment in the oil and gas sector increased by 12% over the past three years, driving universities to enhance ESP curricula accordingly. Institutions such as TSTU and the Branch of RSU of oil and gas named after I.M. Gubkin in Tashkent have introduced mandatory ESP components in all bachelor's programs related to petroleum engineering.

We believe that a definition of ESP should reflect the fact that much ESP teaching, especially where it is specifically linked to a particular profession or discipline, makes use of a methodology that differs from that used in General Purpose English teaching. By methodology here we are referring to the nature of the interaction between the ESP teacher and the learners. In more general ESP classes the interaction may be similar to that in a General Purpose English class; in the more specific ESP classes, however, the teacher sometimes becomes more like a language consultant, enjoying equal status with the learners who have their own expertise in the subject matter.

There are many peculiarities that stand out in an ESP course. Firstly, ESP is a multidisciplinary activity; therefore, it is crucially important to understand how written and spoken text works in a particular academic subject or profession and essential to be sensitive to cultural differences both academic and professional world. Secondly, it uses authentic materials, which are applied as a driver of information rather than linguistic object. Thirdly, ESP exploits learners' previous and current academic skills and knowledge and professional experience. In the ESP classroom the language instructor may not have the knowledge of the content, but learners have. For instance, an ESP language instructor may not know how exactly a business run, but they know what language and how it is used in it. Therefore, the ESP practitioner must use the learners' greater knowledge of the content. Furthermore, the practitioner needs to include specific subject content and balance content level and language level to have real content as language learning approaches and subject learning approaches are integrated in an ESP course. Fourthly, distinctive teaching methodology which is different from General English is used in ESP except pre-study or pre – work ESP where learners have not started their academic study and professional activity. In particular, role-play, case- study,

project work and task based teaching are commonly used in ESP classes. Fifthly, ESP is designed for specific discipline or profession for limited duration or longer duration and for learners who are often advanced or intermediate adults with at least some basic knowledge and skill of English.

Below we make specify some ESP methods used in teaching students majoring in oil and gas:

- 1) Task-Based Learning: Encourages authentic communication; highly effective but resource-intensive.
- 2) Content-Based Instruction: Integrates technical content with language; requires skilled teachers.
- 3) Communicative/Role-Play Methods: Builds confidence and speaking skills.
- 4) Blended/Online Learning: Provides flexibility and access.
- 5) Authentic Materials: Offers realistic vocabulary and technical exposure.

Summary and Conclusion.

The study confirms that adopting diverse ESP teaching methods significantly enhances the professional communication skills of students in oil and gas disciplines. Task-based and project-based learning approaches, supported by digital technologies, yield superior academic and linguistic outcomes. The Uzbekistan case demonstrates that aligning ESP programs with industrial priorities strengthens workforce readiness and supports the nation's broader economic development goals. Future research should focus on longitudinal studies assessing the long-term impact of ESP instruction on graduates' professional success in the energy sector.

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