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DEVELOPING THE ORAL COMMUNICATIVE COMPETENCE OF CIVIL ENGINEERING STUDENTS IN ESP CLASSES

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Annotatsiya: *Ushbu maqolada English for Specific Purposes (ESP) mashg‘ulotlarida qurilish muhandisligi ta’lim yo‘nalishi talabalarining og‘zaki nutq kompetensiyasini rivojlantirish masalasi tahlil qilinadi. Tadqiqotda bo‘lajak qurilish muhandislarining kasbiy faoliyatida ingliz tilidan foydalanish ehtiyoji, texnik terminologiyani og‘zaki nutqda qo‘llash, kasbiy vaziyatlarda muloqotga kirishish, texnik jarayonlarni izohlash va o‘z fikrini aniq ifodalash ko‘nikmalarining ahamiyati asoslab beriladi. Shuningdek, ESP mashg‘ulotlarida autentik kasbiy materiallar, differensiallashtirilgan topshiriqlar, juftlik va guruhli faoliyat, loyiha hamda muammoli vaziyatlarga asoslangan kommunikativ topshiriqlardan foydalanish imkoniyatlari yoritiladi. Tadqiqot natijalari qurilish muhandisligi talabalarining ingliz tilidagi og‘zaki muloqotini rivojlantirishda umumiy til ko‘nikmalarini kasbiy kommunikativ vazifalar bilan integratsiyalash samarali ekanligini ko‘rsatadi. Maqolada ESP ta’limini takomillashtirish bo‘yicha amaliy tavsiyalar ishlab chiqilgan.*

Kalit so‘zlar: *ESP, qurilish muhandisligi, og‘zaki nutq kompetensiyasi, kasbiy ingliz tili, kommunikativ kompetensiya, texnik terminologiya, differensiallashtirilgan ta’lim.*

Аннотация: *В статье рассматривается проблема развития устной речевой компетенции студентов направления «Гражданское строительство» на занятиях английского языка для специальных целей (English for Specific Purposes — ESP). Обосновывается необходимость формирования у будущих инженеров-строителей способности использовать английский язык в профессиональных ситуациях, применять техническую терминологию в устной речи, участвовать в профессиональном общении, объяснять технические процессы и четко выражать собственные профессиональные идеи. Особое внимание уделяется использованию аутентичных профессиональных материалов, дифференцированных заданий, парной и групповой работы, проектных и проблемно-коммуникативных заданий. Результаты исследования показывают, что интеграция языковых навыков с профессионально ориентированными коммуникативными задачами создает эффективные условия для развития устной коммуникативной компетенции студентов строительных специальностей. В статье также представлены практические рекомендации по совершенствованию ESP-обучения в технических высших образовательных учреждениях.*

Ключевые слова: *ESP, гражданское строительство, устная речевая компетенция, профессиональный английский язык, коммуникативная компетенция, техническая терминология, дифференцированное обучение.*

Abstract: *This article examines the development of oral communicative competence among Civil Engineering students through English for Specific Purposes (ESP) instruction. The study substantiates the importance of preparing future civil engineers to use English in professional contexts, employ technical terminology in oral communication, engage in professional interaction, explain technical processes, and express their professional ideas clearly and coherently. Particular attention is given to the use of authentic professional materials, differentiated tasks, pair and group activities, project-based learning, and problem-solving communicative activities in ESP classes. The findings indicate that integrating general language skills with professionally oriented communicative tasks creates favorable conditions for developing students’ oral communicative competence in English. The article also offers practical recommendations for improving ESP instruction in technical higher education institutions.*

Keywords: *ESP, Civil Engineering, oral communicative competence, professional English, communicative competence, technical terminology, differentiated instruction.*

INTRODUCTION

In the context of contemporary globalization, the increasingly international nature of engineering education requires future specialists to possess not only a high level of technical knowledge but also the ability to communicate effectively in foreign languages in professional contexts. Civil engineers work in professional environments where they may interact with international companies, foreign partners, design organizations, contractors, architects, and other specialists. Therefore, alongside learning English for general purposes, it is increasingly important for students to acquire English based on their specific professional needs.

English for Specific Purposes (ESP) responds directly to this need. ESP instruction focuses particular attention on the language units, communicative tasks, and types of speech activity required for learners’ future academic or professional activities. Hutchinson and Waters interpret ESP as a goal-oriented approach to language teaching based on learners’ specific needs [1].

The importance of this approach becomes even more evident when teaching English to Civil Engineering students. Future engineers may be required to discuss technical drawings, construction materials, structural elements, project documentation, safety regulations, construction technologies, and engineering solutions in English. In such situations, grammatical knowledge alone is insufficient. Students need to be able to express their professional knowledge in English accurately, logically, and comprehensibly.

From this perspective, the development of oral communicative competence among Civil Engineering students should be regarded as one of the important objectives of ESP instruction.

AIM AND OBJECTIVES OF THE STUDY

The primary aim of this study is to identify effective methodological conditions for developing the oral communicative competence of Civil Engineering students in ESP classes.

To achieve this aim, the following objectives were established:

- to identify the professional communicative needs of Civil Engineering students in English;
- to analyze the potential of ESP classes for developing oral communicative competence;
- to develop a system of professionally oriented communicative tasks;
- to determine the possibilities of using differentiated tasks for students with different levels of English proficiency;
- to substantiate the effectiveness of using authentic construction and engineering materials;
- to establish criteria for assessing students’ oral communication skills.

RESEARCH METHODOLOGY

The study employed theoretical analysis, pedagogical observation, interviews, needs analysis, communicative task modeling, and analysis of the educational process.

The methodological framework of the study was based on the principles of ESP, the communicative approach, the competency-based approach, and differentiated instruction. Within ESP methodology, the educational process should be directly connected with students’ future professional needs. Dudley-Evans and St John emphasize the importance of needs analysis, the use of authentic materials, and professionally oriented communicative tasks in ESP course design [2].

When designing communicative tasks for Civil Engineering students, it is necessary to consider not only their level of English proficiency but also their professional background. For example, students at lower proficiency levels may be provided with key vocabulary and sentence patterns related to construction materials, basic building components, or construction processes. Higher-level students, in contrast, may be encouraged to independently express their opinions based on a technical report, project description, or engineering problem.

Such differentiation makes it possible to organize tasks with varying degrees of complexity for students at different proficiency levels while working within the same thematic framework.

DEVELOPING ORAL COMMUNICATION SKILLS IN ESP CLASSES

Oral communicative competence refers to a student’s ability to express ideas clearly, coherently, and appropriately in spoken language; understand an interlocutor’s ideas; respond to questions; sustain interaction; and employ appropriate communicative strategies according to a particular communicative situation.

For Civil Engineering students, this competence includes the following skills:

- pronouncing technical terms accurately;
- explaining construction processes in a logical sequence;
- presenting engineering solutions orally;
- participating in question-and-answer sessions concerning technical issues;
- participating in group discussions;
- justifying professional opinions;
- proposing solutions to engineering problems;
- presenting project outcomes in English.

To develop these skills, classroom instruction should not be limited to vocabulary and grammar exercises. Students need opportunities to apply the language they have learned in real-life or realistically simulated professional situations.

For example, when teaching the topic **“Construction Materials,”** students may be required not only to learn terms such as *concrete, reinforced concrete, steel, brick, cement, aggregate,* and *insulation*, but also to compare the advantages and disadvantages of these materials in English, select an appropriate material for a particular construction project, and justify their choice.

Such a task simultaneously develops vocabulary, grammatical competence, logical thinking, and oral communication skills.

THE USE OF DIFFERENTIATED TASKS

When students in the same class have different levels of English proficiency, assigning identical tasks with the same degree of complexity may not produce the expected learning outcomes. Therefore, differentiated instruction represents an important methodological tool in ESP classes.

Differentiation can involve modifying the content, complexity, format, and level of support provided to learners.

For example, if students are studying the topic **“Building Safety,”** an A2-level student may be given the following guided task: **Describe three basic safety rules at a construction site.**

A B1-level student may be asked: **Explain the importance of safety regulations at a construction site and give practical examples.**

A higher-level student may be given the following task: **Discuss the possible consequences of violating construction safety regulations and propose measures for preventing workplace accidents.**

Although these tasks are based on the same topic, they differ in terms of their cognitive and linguistic complexity. As a result, each student can participate in the learning activity at a level appropriate to their abilities.

Another important aspect of differentiated instruction is the provision of gradual pedagogical support when necessary. This may include key vocabulary, sentence patterns, diagrams, pictures, model answers, or sets of guiding questions.

Higher-level students, in contrast, can be encouraged to work independently with authentic professional documents, technical descriptions, and engineering scenarios.

THE IMPORTANCE OF AUTHENTIC PROFESSIONAL MATERIALS

The use of authentic materials in ESP instruction enables students to model in advance the communicative situations they may encounter in their future professional activities.

The following materials can be used with Civil Engineering students:

- construction project descriptions;
- technical drawings;
- construction material catalogs;
- safety instructions;
- technical reports;
- project presentations;
- materials from construction company websites;

- texts related to international construction standards.

Based on such materials, students can respond to questions such as:

“What is the purpose of this structure?”

“Which material would you choose and why?”

“How can this construction problem be solved?”

As a result, the English language classroom becomes not merely a place for language practice but a professional communication environment.

COMMUNICATIVE AND PROJECT-BASED TASKS

Project-based tasks are particularly important for developing oral communicative competence. Project work encourages students to conduct independent research, analyze information, collaborate in groups, and present the final outcome in English.

For example, students may be assigned the following project:

“Design a Sustainable Building”

As part of the project, students discuss the building’s location, construction materials, energy efficiency, environmental considerations, and safety issues. At the final stage, they present their project in English.

During such activities, students use English not simply to reproduce information but to solve problems, make decisions, and defend their choices.

This characteristic of Project-Based Learning enhances its pedagogical potential for developing communicative competence [3].

RESULTS AND DISCUSSION

The methodological analysis conducted within the study indicates that integrating professional content with language instruction is particularly important for developing the oral communicative competence of Civil Engineering students.

In traditional classes, students often devote considerable time to mastering grammatical rules and memorizing new vocabulary. However, professional communication also requires practical experience in applying language units in realistic situations. Therefore, it is appropriate to organize ESP classes according to the following sequence: **learning → application → discussion → presentation → assessment.**

The analysis made it possible to identify the following stages of an effective communicative lesson:

Stage 1 — Preparation. Students are introduced to new terminology, key concepts, and the communicative task.

Stage 2 — Support. Students are provided with the necessary vocabulary, sentence patterns, guiding questions, or visual materials.

Stage 3 — Communicative Activity. Students participate in pair and group discussions, problem-solving situations, role-plays, or project-based tasks.

Stage 4 — Presentation. Students present their ideas or project outcomes in English.

Stage 5 — Reflection and Assessment. Students reflect on their performance and receive peer assessment and teacher feedback.

These stages enable students to use English not only theoretically but also in conditions that closely approximate their future professional activities.

CONCLUSION

The use of the ESP approach in teaching English to Civil Engineering students provides important methodological opportunities for developing the communicative competence required for their future professional activities. In particular, the integration of professional terminology, authentic materials, differentiated tasks, group interaction, and project-based activities can contribute significantly to the development of students’ oral communication skills.

The analysis indicates that the oral communicative competence of Civil Engineering students should not be developed solely through general English language exercises. Instead, it should be systematically developed through communicative tasks that closely reflect the students’ future professional activities.

Therefore, when designing ESP courses in technical higher education institutions, it is advisable to consider students’ language proficiency, professional needs, and communicative objectives in an integrated manner. A system of differentiated and professionally oriented tasks enables students with different proficiency levels to participate actively in a common communicative learning process.

In the future, the scientific and practical potential of this methodological approach could be further expanded through larger-scale experimental studies, comparative analysis of learning outcomes among students at different proficiency levels, and integration with digital technologies and artificial intelligence tools.

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