Current Issues in Interpreting Terminology

Khasan Abdinazarov Shaymanovich [1]

Abstract: At technical schools English is instructed for the engineering students to learn and they study subject matter in FL. However, there are a lot of issues concerning acquisition FL such as grammatical, phonetic, lexical. Furthermore, many believe that grammatical rule can cope with that problem. What's more, even phonetic rule of unknown words in the terminological system of any industry is harder to pronounce. Particularly, the students feel difficulty in interpreting terminology of oil and gas industry. This paper highlights some ideas concerning problems arose in teaching ESP and finding a solution to that issue.

Key words : Grammatical, lexical, phonetic, ESP, engineering students.

Introduction

According to the analysis of collected data English is taught in remote lands to educate the learners for their future needs. English is the main source of technical progress which helps sharing an information and research of the common global problems among the scientists and students. Specialists from different countries use English to exchange information on their subject matter, consequently the study of the English language is a priority today. ESP (English for Specific Purposes) courses put together the acquisition of subject matter and linguistic skills. Many of our students are given huge opportunities to study abroad, to be active participants in linguistic-oriented international conferences. Those performances require fundamental knowledge, scientific competence and receptivity towards new ideas. The ESP courses help the students to broaden both their linguistic and professional knowledge. ESP is oriented towards mastering skills for professional communication and covers subjects varying from doctoring, engineering, economics, art. EPE (English for Petroleum Engineering) courses are integrated into a subject matter are essential for the learners. A language consists of a variety of branches of science, that include transportation, technology, and instrumentation and devices. In particular, in English system of petroleum engineering there are a lot of terminology denoting different means of objects, for instance, terms relating to transportation of oil and gas, terminology regarding technology, and tools, devices which engineers deploy in their workplaces (X.Abdinazarov. 2023:200). We decided to discuss the issues in ESP teaching and problems concerning the translation specific terminology in the context of ESP classes. Terminology varies from language to other languages, they are pronounced through variety of methods in nominating the terms of one's sphere. In nominating and translating, understanding, interpreting those terminology through transliteration, descriptive and phonetic.

Literature Review

The terminology names a variety of objects, phenomenon, devices, apparatus in all of spheres of science, revealing their characters in the area of linguistics. Ingrid Cibikova stated that We dealt with new streams of textual terminology, translation terminology and socioterminology. Apart from the fundamental historical overview of terminological theories we concentrated on terminological standards, ways of term definition, dynamical processes in terminology and terminological context (2012:17). What's more, Teresa Cabre defined the main characters of terminology and stated as following:

---

[1] Senior Lecturer, English language teacher, Department of Foreign languages Karshi Engineering-Economics institute

The transfer of knowledge and products, one of the most significant features of modern society, brings about, on the one hand, the appearance of new markets for scientific, technical, cultural and commercial exchange; on the other, the need to deal with the multilingualism of the new arenas for exchange. It also results in a need to standardize the elements that convey the exchange—the systems and basic units of transfer.

Information has become of the utmost importance and the amount of information has increased exponentially. This great mass of data requires powerful and effective support. Databases of all sorts are being created and require continuous updating. They must be easy to access and multidimensional. As a result, there arises a new need for information storage and retrieval, as well as for standardized systems for the automatic transfer of the contents of the increasingly sophisticated large stores of data.

Technology is growing rapidly and pervades all spheres of society. Technological developments in the fields of information and communication create the need for new ways of communication that did not previously exist; and the vocabularies of these languages require constant updating. This has brought about the appearance of new fields of activity, such as the so-called language industries (1992:4).

Additionally, Wüster considered terminology an independent subject which he defined as being concerned with the relationship between the sciences such as physics, chemistry, medicine, etc. and a combination of other disciplines such as linguistics, logic, ontology, and computer science (1974:44). McCarthy indicated that corpora reveals the regular, patterned preferences for modes of expression of language users in given contexts, and show how large numbers of users separated in time and space repeatedly orient towards the same language patterns when involved in comparable social activities. Corpora reveal that much of our lexical output consists of multi-word units; language occurs in ready-made chunks to a far greater extent than could ever be accommodated by a theory of language insistent upon the primacy of syntax (2006:8). Corpora also occurs in the ready-made contexts of oil and gas engineering where the learners or employees select to acquire for their practical skills to be improved. However, McCarthy stated that in pedagogical terms, an over-emphasis in language teaching on single words out of context may leave second language learners ill-prepared both in terms of the processing of heavily-chunked input such as casual conversation, as well as in terms of productive fluency (2006:11).

A resources for English language learners to gain information on their specialty

Linguists (Dra. Soraya Garcia Esteban, Dra Cristina Tejedor Martinez) claimed that a wiki designed for a specific subject is the ideal container for presenting tasks and examination materials, exercises to practice all language skills and resources for developing English for occupations which oriented on writing business emails or carrying out audio phone tasks. In addition, it can be considered to include information related to the specific topic of interest of a particular subject and promote role-play activities, or interviews, enable the visualization of specific videos, presentations. Besides, that resource can also shows some links regarding to professional sites, interactive activities, grammar references and an online dictionary to accomplish tasks such as translation and interpretation of technical terminology of any field.

E-dictionaries usually contain research tools, pronunciation practice with audio and transcripts of each word, thesaurus and synonyms. Some of them -as *Cobuild*- also include extensive database of contemporary texts, exercises, information about errors and bookmarks.

Learning ESP with technological resources such as internet, virtual platforms, multimedia and e-dictionaries can contribute to achieve effective results as it may increase their linguistic knowledge on subject matter by carrying out interactive activities and it reveals the development of multimedia tasks, processing specific texts as well as the practice of speaking and audio tasks through online accomplishments and multimedia content.

The use of technology in teaching English for occupational purposes enhances the acquisition of the foreign language as each of the activity projected helps the development of different communicative

content. Multimedia and virtual activities promote constructive learning and collaborative learning in and out of language classes.

According to the views of the students at the faculty of oil and gas engineering, wiki, google-translator, google.com, yourtube.com platforms provides them suffiecient support in acqusition of subject matter in English. Wiki and google-translator is the main supportive online learning vertual platforms to understand and interprit the terminology in the sphere of oil and gas industry.

Wiki provides more information about the subject matter in English, pays more attention to its origen.

Google-translator promotes the learners, engineers with more definition of terminology and its interpritation in L1.

Google.com supports the learners data concerning on audio, video, and textual materials.

Youtube.com involves the learners watching visuals on the speciality they are studying d motivates them with video which shows workplace.

Subject-oriented context

In learning English for specific purposes, the students need to have the meaning of the terminology of the whole text. We stated the context with full of technical vocabulary relating to the subject matter the student study.

In English: **Reservoir** engineers are concerned with the **physics of oil and gas distribution** and their **flow** through **porous rocks-the various hydrodynamic**, **thermodynamic, gravitational and other forces** involved in the **rock-fluid system.**

In Uzbek: Neft va gaz sanoatida **neft va gaz uchoqlarini qidirish ishlarini** olib boruvchi **muhandislar** avvalo **neft va gaz reservuarini fizikaviy tomonlarini** o'rganishadi, **oqimning g'ovakli tog' jinslardan utishini turli gidrodinamik, termodinamik, tortishish kuchlarini** ushbu oqimda faol qatnashishini aniqlashadi.

The special words are considered to be special terminology which is only used in the system of oil and gas industry. As it is seen from the context, a lot of subject-oriented terminology occurred in the frequent texts in that field of expertise. Besides, learners not only interpret the unknown terminology, but also they learn the languages and linguistic features of terms. There are more tokens than types in the contexts which were made up.

Conclusion

Different terminology has been used to describe the phenomena of interest to us here, including *lexical phrases* (Nattinger and de Carrico 1992), *prefabricated patterns* (Hakuta 1974), *routine formulae* (Coulmas 1979), *formulaic sequences* (Wray 2000, 2002), *lexicalized stems* (Pawley and Syder 1983), *chunks* (De Cock 2000), as well as the more conventionally-understood labels such as *(restricted) collocations, fixed expressions, multi-word units/expressions, idioms.* Whatever the terminology, multi-word phenomena seem to be central to a wide range of linguistic and applied linguistic preoccupations (McCarthy. 2006:11).

In learning English for petroleum engineering is complex process because learners need to learn how to pronounce terms, technical vocabulary and then find out their meaning, their function in the industry. ESP is main resource which the students are able to study the fundamental knowledge, share ideas of subject matter which will help them to build their future performance, communication in the workplace. ESP teaching is being globally well-known course which enrich/equip the learners with technical language to communicate in a meaningful way. What's more, terminology the learners can also learn through some virtual platforms: wiki, google-translator, goole.com, yourtube.com. Those inform them video, audio, and necessary materials to cope with misunderstanding the context.

References

1. Alexandra-Valeria Popescu. Teaching ESP -1st year students of electronics and telecommunications. Procedia. Social and behavioral sciences. 2012.

2. Abdinazarov X. Sh. Terminology characterizing a wide range of objects. International journal on integrated education. 2023. Vol 6, No 4.

3. Hutchinson, T. & Waters, A. (1987). *English for Specific Purposes: A Learning-centered Approach.* Cambridge: Cambridge University Press.

4. Dudley-Evans, T. (*1998*). *Developments in English for Specific Purposes: A multi-disciplinary approach,* Cambridge University Press.

5. Strevens, P. (1988). ESP after twenty years: A re-appraisal [A]. In M.L.Tickoo (ed.). ESP: State of the Art [C]. Singapore: SEAMEO Regional Centre.

6. Wüster, Eugen. 1974. *The Road to Infoterm*. Infoterm Series 1. Pullach/Munich: Verlag Dokumentation Saur K.G.

7. McCarthy, M. J., & Carter, R. A. (1997). Grammar, tails and affect: Constructing expressive choices in discourse. *Text, 17,* 405–429.

8. Nattinger, James and Jeaneete DeCarrico. 1992. *Lexical Phrases and Language Teaching.* Oxford: Oxford University Press.

9. Hakuta, Kenji. 1974. Prefabricated patterns and the emergence of structure in second language acquisition. *Language Learning* 24: 287-298.

10. Coulmas, Florian. 1979. On the sociolinguistic relevance of routine formulae. *Journal of Pragmatics* 3: 239-66.

11. Pawley, Andrew and Frances Syder. 1983. Two puzzles for linguistic theory: nativelike selection and nativelike fluency. *Language and Communication,* ed. by Jack Richards and Richard Schmidt, 191-226. New York: Longman.

12. De Cock, Sylvie. 2000. Repetitive phrasal chunkiness and advanced EFL speech and writing. *Corpus Linguistics and Linguistic Theory. Papers from ICAME 20 1999,* ed. by Christian Mair and Marianne Hundt, 51-68. Amsterdam: Rodopi.