

D. D. Lupoy (Moscow, Russia)
National Research Institute Moscow State University of Civil Engineering

Research adviser – O. N. Soluyanova

Professional vocabulary in the English language course

Интегральным требованием к специалисту строительного профиля следует считать владение английским языком. Это обусловлено характером деловой коммуникации в международных проектах, на рынке строительных материалов и строительной техники. Трудность освоения языка специальности связана с расхождением между профессиональным языком и языком учебных текстов по специальности. Это результат недостаточного взаимодействия лингвистов-гуманитариев и специалистов в строительной отрасли в процессе создания учебных материалов.

Ключевые слова: язык специальности, профессиональная языковая подготовка специалистов в строительной отрасли, методическое сопровождение образования

An integral requirement for a construction specialist should be considered knowledge of the English language. This is due to the nature of business communication in international projects, market of construction materials and construction equipment. The difficulty of mastering the language of the specialty is associated with the discrepancy between the professional language and the language of educational texts in the specialty. This is the result of insufficient interaction between the linguist-humanitarian and specialists in the construction industry in the process of creating educational materials.

Keywords: language of specialty, Professional language training of specialists in the construction industry, Methodological support of education

According to the study performed by the National Association of Manufacturers of Building Materials and the Construction Industry, the production of half of all types of basic building materials in Russia is 70-100% dependent on equipment from Europe and the United States. What is more, the production of half of all types of building materials in Russia depends on imported equipment by 70 percent or more [4]. In addition, most of the construction technologies and industries copy foreign developments. Thus, despite the declared trends towards import substitution, the production of building materials, equipment and technology is dependent on imports. This makes a professional builder, have such skills which will help him to be competent in the field of Western developments in the construction industry. However, turning to the east also does not mean focusing on the eastern group of languages, since all business contacts and documentation, for example, Russian-Chinese relations, are carried out in English.

As soon as specialist should be able to read factory instructions and understand how foreign equipment works is; language that facilitates the study of new equipment

on the world market; linguistic competencies in a professional language also help in proper partnership work with foreign colleagues and clients: attracting investors, concluding contracts, discussing terms and specifications, etc. It is important to be able to read professional literature in English and keep up to date with news from your field; effectively attend international conferences and speak at them.

The Bachelor's and master's degree programs for construction specialties include training in professional English. A range of professionally oriented textbooks and teaching aids on construction topics is offered, for example, E. V. Bessonova, O. A. Prosyankovskaya, I. K. Kirillova. MGSU publishes textbooks for each direction being implemented, for example, for thermal power engineers (L. L. Sidorenko), architects (I. K. Kirillova, V. V. Volokhova.), for students in the field of GMU (E. A. Frolova), for mechanics (A. N. Sak), etc. In addition to textbooks created at MGSU, students have access to electronic library systems (Urite), and learn the language from the works of S. I. Garaguli, etc.

Professionally oriented English language training is an important stage in the training of a professional builder. The training is conducted taking into account the direction of students' training. That is, a student must first of all have basic industry knowledge in his native language [1]. It helps to translate and understand an English text more accurately. Diagrams and drawings accompanying the professional text make it easier to understand. Lists of terms with translation and glossaries also provide assistance. This is not enough if there is no basic professional knowledge.

A particular difficulty lies in reading unadapted texts, since they contain specific terms that cannot be adequately translated into Russian without special knowledge. Therefore, the teacher has a special task to adapt professional texts. And this leads to another problem – an English teacher, a humanitarian, must undergo special training and be competent in the construction industry. That is, in a technical university, an English teacher faces a serious task of mastering industry knowledge with professional specifics.

The students' interest in learning new terms in English, in addition, the integration of subjects gives a positive result, and the joint work of the teacher and students helps. After getting acquainted with foreign-language sources in the construction sector and comparing them with adapted materials in educational texts, it becomes clear that there is a significant discrepancy between the actual professional language and the language of educational texts in the specialty. Such conclusions are confirmed by special studies (O. I. Pisarik, A. I. Gorozhanov). When analyzing explanatory notes to construction projects in English, they obtained the following results: 1) the share of terms is 42% of the total number of lexical units; 2) the frequency of using the same terms in different texts of explanatory notes is 64%. When analyzing textbooks published in Russia, the saturation of texts of educational materials with terms amounted to 27% of the total number of lexical units; the frequency of us-

ing the same terms in different texts of textbooks was 46%. These specialists also identified a large number of irrelevant professional vocabulary [5].

For example, trade worker in the meaning of "skilled worker" should be replaced by tradesman;

blueprint in the meaning of "draft" should be replaced by the term drawing;

the term "operation" is incorrect to use in the meaning of "operation of a building or structure", since the term maintenance is relevant;

the scope of the concept of "facility" today does not include the designation "buildings or structures", therefore, it is necessary to replace it with the term "building".

It is incorrect to use the concepts of "building design" and "structural engineering" as synonyms in the meaning of "design of buildings and structures" – these terms are used to describe design processes that differ from each other: building design refers to a wide range of architectural, technical and engineering processes for creating drawings of a future building, and structural engineering is a scientific discipline that analyzes various properties of structures based on its components.

Such a discrepancy in the use of professional terminology may be due to insufficient interaction between a linguist-humanitarian and specialists in the construction industry. Students should receive relevant knowledge, acquire the skill of appropriate word usage in professional communication. Therefore, the orientation of students to read specialized literature in a foreign language, rather than focusing on educational and professional texts, will help develop communication skills in the professional field. They will contribute to the mutual enrichment of the student and the teacher, the process of learning a professional language will become truly two-sided.

References

1. Абдуллаева Г. З. Особенности преподавания английского языка в архитектурно-строительном вузе // Бюллетень науки и практики. 2021. Т. 7. № 12. С. 379–382.

2. Гарагуля С. И. Английский язык для студентов строительных специальностей. Ростов н/Д: Феникс, 2018.

3. Бессонова Е. В., Раковская Е. А. Professional English in Use [Электронный ресурс]: учеб.-практ. пособие [электрон. текстовые данные]. М.: Моск. гос. строит. ун-т; ЭБС АСВ, 2016. 64 с.

4. Выпуск части стройматериалов оказался на 100% зависим от западных станков [Электронный ресурс]. URL: <https://www.rbc.ru/business/15/06/2022/62a325689a7947f6223811e2?from=sору> (дата обращения: 10.04.2024).

5. Писарик О. И., Горожанов А. И. Доля английского профессионального подъязыка в текстах учебных материалов для студентов строительных специальностей // Филологические науки. Вопросы теории и практики. 2021. Т. 14. Вып. 3. С. 928–932.