Xayitova Dilnoza Bahtiyorovna
Toshkent arxitektura qurilish universiteti
o‘zbek va xorijiy tillar kafedrasi v.v.b.dotsenti
xayitovadilnoza9@gmail.com

ARXITEKTURA VA QURILISH MUHANDISLIGI UCHUN ESP (MAXSUS MAQSADLI INGLIZ TILI) MAZMUNINI LOYIHALASHNING NAZARIY ASOSLARI: EHTIYOJLAR TAHLILI VA O‘QUV DASTURINI LOYIHALASH

Annotatsiya. *Mazkur maqolada arxitektura va qurilish yo‘nalishlari talabalariga ESP (English for Specific Purposes) asosida ingliz tilini o‘qitish mazmunini loyihalashning nazariy asoslari, xususan, ehtiyojlar tahlili (needs analysis) va sillabus dizayni masalalari yoritilgan. ESP ta’limining samaradorligi talabalarning akademik, kasbiy, kommunikativ va lingvistik ehtiyojlarini aniqlash hamda ushbu ehtiyojlar asosida ta’lim mazmunini shakllantirish bilan bog‘liqligi asoslab berilgan. Shuningdek, arxitektura va qurilish yo‘nalishlari uchun kasbiy terminologiya, professional muloqot, loyiha taqdimoti, texnik hujjatlar, jamoaviy faoliyat va muammoli vaziyatlarga asoslangan topshiriqlarni sillabusga integratsiya qilish imkoniyatlari tahlil qilingan. Natijada ehtiyojlarga asoslangan ESP sillabusi talabalarning kasbiy-kommunikativ kompetensiyasini rivojlantirishning muhim vositasi sifatida belgilangan.*

Kalit so‘zlar: *ESP, arxitektura ta’limi, qurilish ta’limi, ehtiyojlar tahlili, sillabus dizayni, kasbiy ingliz tili, kommunikativ kompetensiya, kasbiy kommunikatsiya, maxsus terminologiya, oliy ta’lim.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПРОЕКТИРОВАНИЯ СОДЕРЖАНИЯ ESP ДЛЯ АРХИТЕКТУРЫ И ГРАЖДАНСКОГО СТРОИТЕЛЬСТВА: АНАЛИЗ ПОТРЕБНОСТЕЙ И РАЗРАБОТКА УЧЕБНОЙ ПРОГРАММЫ

Аннотация. *В статье рассматриваются теоретические основы проектирования содержания обучения английскому языку ESP (English for Specific Purposes) для студентов архитектурных и строительных специальностей, в частности вопросы анализа потребностей (needs analysis) и разработки силлабуса (syllabus design). Обоснована необходимость определения академических, профессиональных, коммуникативных и языковых потребностей студентов при формировании содержания ESP-курса. Анализируются возможности интеграции профессиональной терминологии, профессиональной коммуникации, презентации проектов, работы с технической документацией, командной деятельности и проблемно-ориентированных заданий в содержание силлабуса. Сделан вывод о том, что силлабус ESP, основанный на результатах анализа потребностей, является эффективным средством развития профессионально-коммуникативной компетенции будущих архитекторов и специалистов строительной отрасли.*

Ключевые слова: *ESP, архитектурное образование, строительное образование, анализ потребностей, разработка силлабуса, профессиональный английский язык, коммуникативная компетенция, профессиональная коммуникация, специальная терминология, высшее образование.*

THEORETICAL FOUNDATIONS OF ESP CONTENT DESIGN FOR ARCHITECTURE AND CIVIL ENGINEERING: NEEDS ANALYSIS AND SYLLABUS DESIGN

Abstract. *This article examines the theoretical foundations of designing English for Specific Purposes (ESP) content for students majoring in architecture and civil engineering, with particular emphasis on needs analysis and syllabus design. The study emphasizes the importance of identifying students’ academic, professional, communicative, and linguistic needs when*

developing ESP course content. Particular attention is given to the integration of professional terminology, professional communication, project presentations, technical documentation, teamwork, and problem-based tasks into the ESP syllabus. The article argues that a needs-based syllabus can provide a meaningful connection between English language learning and students' future professional activities. It is concluded that systematic needs analysis and professionally oriented syllabus design can serve as effective tools for developing the professional communicative competence of future architects and civil engineering specialists.

Keywords: *ESP, architectural education, civil engineering education, needs analysis, syllabus design, professional English, communicative competence, professional communication, specialized terminology, higher education.*

The development of professional competence in higher education increasingly requires students to possess not only specialized knowledge but also the ability to communicate effectively in an international professional environment. This requirement is particularly relevant to architecture and civil engineering, where professional activities frequently involve cooperation with international companies, engineers, architects, designers, consultants, contractors, and clients. English has become an important means of professional communication in architecture and civil engineering. A considerable amount of technical documentation, academic literature, professional standards, software manuals, research publications, and international project materials is available in English. Consequently, students specializing in architecture and civil engineering need English language instruction that corresponds directly to their future academic and professional activities. General English courses cannot always satisfy these specific requirements. Students may possess basic grammatical knowledge and general vocabulary but still experience difficulties when describing architectural designs, explaining construction processes, discussing technical solutions, presenting projects, reading specifications, or communicating with international partners. This situation demonstrates the importance of English for Specific Purposes (ESP) as a specialized approach to language education. ESP focuses on learners' specific purposes, professional requirements, and communicative needs. Therefore, the development of an effective ESP course should begin with identifying what learners need to do with English in their academic and professional contexts. This process is generally referred to as needs analysis. Needs analysis provides the empirical basis for determining the objectives, content, learning activities, teaching materials, and assessment procedures of an ESP course. Once learners' needs have been identified, the information obtained can be transformed into an appropriate syllabus. Thus, needs analysis and syllabus design represent interconnected stages of ESP curriculum development. The purpose of this article is to examine the theoretical foundations of ESP content design for architecture and civil engineering students, focusing particularly on needs analysis and syllabus design.

English for Specific Purposes represents an approach to language teaching in which the content and methodology are determined primarily by learners' reasons for learning English. Unlike General English, ESP places greater emphasis on the relationship between language learning and specific academic or professional contexts. Hutchinson and Waters emphasize that ESP should be understood as an approach to language teaching in which decisions concerning content and methodology are based on the reasons why learners need the language. This principle is particularly significant in technical higher education because students require English not simply as an academic subject but as a practical instrument for future professional activity. For architecture students, professional English may include terminology related to architectural design, building materials, structural systems, urban planning, interior design, sustainable architecture, landscape architecture, and building technology. Civil engineering students, in turn, may require terminology associated with structural engineering, construction management, surveying, geotechnical engineering, infrastructure, safety regulations, construction materials, and construction processes. Therefore, ESP instruction should establish a direct relationship between English language learning, professional content, and professional communicative activity.

The integration of these components enables students to develop language proficiency within meaningful professional contexts. In this regard, ESP education should be considered not simply as the teaching of specialized vocabulary but as a comprehensive pedagogical system

aimed at preparing students to perform professional activities through English. Needs analysis is one of the fundamental stages in the development of an ESP course. It involves the systematic collection and analysis of information concerning learners' present abilities, target requirements, learning preferences, and future professional situations. In architecture and civil engineering education, needs analysis should identify the specific situations in which students are expected to use English during their academic studies and future professional careers.

The analysis should determine students' current level of English, the professional tasks they will need to perform in English, the vocabulary areas most relevant to their specialization, the types of professional communication they are likely to encounter, the academic and technical texts they need to understand, and the types of written and oral communication they will be expected to produce. It is also important to identify students' existing difficulties, learning preferences, and expectations concerning ESP instruction. Needs analysis can therefore be viewed as a bridge between students' current linguistic competence and the communicative requirements of their future professional environment. It makes it possible to determine the gap between what students can currently do in English and what they will need to do in professional situations.

For future architects and civil engineers, this analysis should involve several dimensions. The first is the linguistic dimension, which includes grammar, vocabulary, pronunciation, discourse, and language functions. The second is the communicative dimension, which concerns the situations in which English will be used. The third is the professional dimension, which includes the specific tasks and responsibilities associated with architecture and civil engineering. The fourth is the academic dimension, which relates to reading scientific literature, understanding technical documentation, preparing presentations, and producing academic and professional texts. One of the most important components of ESP needs analysis is the identification of linguistic needs. Architecture and civil engineering students need to master not only general English structures but also grammatical patterns and lexical units frequently used in technical and professional communication. Technical descriptions often require passive constructions, process descriptions, comparisons, definitions, classifications, cause-and-effect relationships, and explanations of procedures. For example, students may need to describe how a building is designed, how a construction material is produced, how a structural system functions, or how a particular engineering solution affects the safety and sustainability of a project.

Professional vocabulary represents another essential element. Architecture students need terminology related to floor plans, elevations, façades, foundations, structural systems, building envelopes, sustainable design, urban planning, construction materials, interior spaces, and architectural concepts. Civil engineering students require terminology related to reinforced concrete, steel structures, foundations, excavation, construction sites, surveying, structural analysis, project management, safety regulations, and infrastructure. However, specialized vocabulary should not be taught as isolated lists of words. It should be presented in meaningful professional contexts and practiced through communicative activities. Students should learn not only the meaning of a technical term but also how to use it appropriately when describing, explaining, discussing, presenting, and evaluating professional information. Communicative needs are equally important. Future architects may need to present architectural projects, explain design concepts, discuss plans and drawings, describe buildings, communicate with clients, participate in design meetings, and defend their design decisions. Civil engineering students may need to explain construction procedures, discuss technical specifications, participate in project meetings, communicate with engineers and contractors, describe construction processes, discuss safety requirements, and prepare technical reports.

Therefore, ESP instruction should develop students' ability to perform these professional communication tasks in English. After learners' needs have been identified, the next important stage is syllabus design. A syllabus determines what will be taught, how the content will be organized, and in what sequence students will develop their knowledge and skills. In ESP education, syllabus design should be directly connected with the results of needs analysis. An ESP syllabus for architecture and civil engineering should not be constructed exclusively around grammatical structures. Instead, it should reflect the professional tasks, communicative situations, and language functions that students are expected to perform. This means that professional topics,

specialized vocabulary, grammar, communicative tasks, and professional skills should be integrated into a coherent instructional system. For architecture students, an ESP syllabus may begin with general professional topics such as architecture and the role of the architect and gradually move toward more specialized areas, including architectural styles, building descriptions, architectural drawings, floor plans, elevations, construction materials, structural systems, sustainable architecture, urban planning, digital technologies, and international architectural projects. More advanced units may focus on client–architect communication, project proposals, professional correspondence, project presentations, and architectural reports. For civil engineering students, the syllabus may include topics such as civil engineering professions, construction sites and equipment, building materials, foundations, structural elements, concrete and reinforced concrete, steel structures, surveying, construction processes, construction safety, project management, engineering drawings, technical specifications, environmental engineering, sustainable construction, Building Information Modelling, and international construction projects. The sequence of these topics should reflect the progression of professional communication. Students may initially learn terminology and basic descriptions and then move toward explanation, discussion, presentation, negotiation, and professional problem-solving. The design of ESP content for architecture and civil engineering students should be based on a systematic analysis of their academic, linguistic, communicative, and professional needs. Needs analysis provides the foundation for identifying the target situations, professional tasks, language skills, vocabulary, and communicative functions required by future specialists. Syllabus design transforms these requirements into a structured educational framework. An effective ESP syllabus should integrate professional terminology, language skills, communicative functions, authentic materials, project-based activities, and professionally oriented tasks. For future architects and civil engineers, ESP education should provide opportunities to describe and present projects, discuss technical solutions, communicate with clients and colleagues, interpret professional documentation, prepare reports, participate in meetings, and solve professional problems in English. Thus, a needs-based and professionally oriented approach to ESP syllabus design can significantly enhance the relevance and effectiveness of foreign language education in architecture and civil engineering. The integration of interactive and digital technologies can further strengthen this process by creating flexible, collaborative, and authentic environments for professional language development. Such an approach contributes to the development of students' professional communicative competence and prepares them for effective participation in national and international professional environments.

References

1. Bachman L. F. Fundamental Considerations in Language Testing. – Oxford: Oxford University Press, 1990. – 408 p.
2. Basturkmen H. Developing Courses in English for Specific Purposes. – Basingstoke: Palgrave Macmillan, 2010. – 200 p.
3. Brown J. D. The Elements of Language Curriculum: A Systematic Approach to Program Development. – Boston: Heinle & Heinle, 1995. – 256 p.
4. Dudley-Evans T., St John M. J. Developments in English for Specific Purposes: A Multi-Disciplinary Approach. – Cambridge: Cambridge University Press, 1998. – 301 p.
5. Hutchinson T., Waters A. English for Specific Purposes: A Learning-Centred Approach. – Cambridge: Cambridge University Press, 1987. – 183 p.
6. Long M. H. (Ed.). Second Language Needs Analysis. – Cambridge: Cambridge University Press, 2005. – 356 p.
7. Munby J. Communicative Syllabus Design. – Cambridge: Cambridge University Press, 1978. – 232 p.