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DIFFERENCES BETWEEN GENERAL AND TECHNICAL ENGLISH IN THE PROCESSES OF TEACHING

Annotation

Current article considers the main aspects of teaching English at technical universities. The study presents the main methods of teaching English to technical university students. According to the analysis of a number of sources the theoretical foundations and practical experience are focused, which show the necessity to take into account a number of peculiarities of technical students. Technical students are characterized by the use of standard memorized phrases, which in many ways distinguishes them from humanities students. The author of the study concludes that it is necessary to approach the training of students in English language in an integrated manner, that is, with a step-by-step application of the modern range of teaching methods. The conclusions made in the study allow determining their importance and are of scientific value. The article can be used for further research, as well as in the practical work of university teachers also as a handbook on practical activities.

Key words: Technical English language; features of teaching; methods of teaching and studying.

Through this article, we will analyze the differences between general and technical English. Besides, we will try to clarify the place of technical English in the educational program and the goals of the study of the two options and explain how studying technical English can encourage active participation in lessons and during practical scientific research works. In general, how technical English allows the student to use English in technical sphere?

Let us start by defining the goals of technical language teaching. Language skills development aims to actively expand students' knowledge of the English language. Within a general context, it is necessary for technical education students to have a certain set of language proficiency skills in order to succeed in their education and careers. These higher-level English classes always use texts from specific professional fields (architecture, business, engineering,). Those texts tend to focus on the communicative needs of learners. As a response to these particular requirements, an individual approach to language learning, called English for Specific Purposes or "Technical English", has been introduced. It focuses not only on language, (grammar, vocabulary) but also on skills and a system of concepts that combine the development of language skills and the gain of concrete information. A technical English program may be related to specific fields of study. In the case of my Higher Education institution, the study of English in the

second year was related to nuclear power plant, mining process as well as plant system safety.

Furthermore, specialized English can be taught when the student has a basic level of the language at least since the technical English programme is different from the general English program. Some of the basic tools in teaching General English and English for Specific Purposes may remain the same. For instance, verb tenses, vocabulary, requests, expressions of regret or joy, prepositions, and this is where the similarities stop.

Technical English is focused on what we want to have or express. Business English has typical words and ways of using them that we do not normally use as a daily language. An engineer's need to express his ideas and views leads him to find special words - terms, while a doctor needs a different range of words to talk about patients' health. This is English for specific purposes which we do not use in our everyday lives. Words may have different meanings in technical English.

However, technical English should be taught once student has completed the necessary general English skills. Eventually, the knowledge and competencies the learner gained through General English ensure a persistent interest in the study and the use of technical English, leading to a confident use of it in the workplace.

This way, the obtained knowledge of English allows easier access to resources of new information and encourages active participation in various different types of interdisciplinary collaborative programmes at an international level.

It is clear as a result of all of the above that General English is the base of technical English, and they differ in the sense of use for different purposes. Teaching or learning English for specific purposes, of course, involves much more effort.

Now let's move on to the practical side of our article and sort out the vocabulary classifications of technical English in relation to general English. These given words have double meaning. The meaning can be found if carefully paid attention to the text.

1.

General	Technical
waste-напрасная трата (waste of time)	waste-отходы (nuclear waste)
concrete-нечто точное (concrete data)	concrete-бетон (concrete reinforcement)
mine-мой (it is mine); мина (mine area)	mine-добывать (to mine coal)
power-право (large powers); сила	power-энергия (nuclear power)
core-суть (the core of an argument); центр	core-активная зона (the core of nuclear reactor)
deposit-вклад в банке (deposit money) -залог, взнос (to pay a deposit)	deposit -склад (storage for saving goods) -геологическое месторождение (deposits of oil)
assembly-собрание (constituent	assembly-строительство (assembly

assembly)	building)
pile-столб (bridge pile); стопка	pile-ядерный реактор (uranium pile)

Thus, since the field of technical translation is so wide-ranging, what recommendations can be offered? In the process of learning a foreign language, especially in technical translation, the student is constantly faced with a process of differentiation: looking for suitable equivalents, finding synonyms and antonyms, and translating from one language to another. In this case, the value of the foreign language as a subject increases considerably, because along with the development of translation skills, students learn a scientific or technical style of presentation in Russian. They become familiar with the style, certain terminologies in both foreign and native languages. All these factors help to train a specialist who can correctly and logically express his/her thoughts both in Russian and English.

In this way we conclude that, translation skills should be formed gradually, while students engage in exercises consisting of exercises and tasks related to translating texts of a certain level of complexity. The set of practical tasks is also characterised by a gradual increase in the level of difficulties. An essential component of professional language competence is technical translation, which is a set of knowledge and skills in the field of bilingual communication that determines the perception and interpretation of a text.

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