
Teaching geological idioms and collocations in ESP classes

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Annotation

This article examines the features of teaching geological idioms and collocations to students studying English for Specific Purposes (ESP). It is emphasized that geological terminology includes not only highly specialized terms but also stable expressions widely used in professional communication. The author analyzes methodological approaches to teaching idiomatic and collocational structures, describes the difficulties of perception and translation of such units, and offers effective ways of integrating them into the learning process. This article explores the methods and significance of teaching geological idioms and collocations in English for Specific Purposes (ESP) classes. The study emphasizes that mastering idiomatic expressions and collocations specific to geology plays a crucial role in developing professional communication skills among students of technical and natural science fields. Since geological terminology includes not only scientific terms but also phraseological combinations used in academic and professional discourse, effective teaching requires an integrated methodological approach. The article discusses strategies such as contextual learning, the use of authentic materials, and interactive tasks that help students understand and correctly use these expressions in professional settings. It is concluded that teaching geological idioms and collocations enhances vocabulary retention, promotes linguistic competence, and prepares students for real-world communication in the field of geology. The results can be applied in ESP curriculum design, material development, and professional language training.

Keywords

ESP, geological English, idioms, collocations, professional communication, terminology

Обучение геологическим идиомам и коллокациям на занятиях по английскому языку для специальных целей (ESP)

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Аннотация

В данной статье рассматриваются особенности и методы обучения геологическим идиомам и коллокациям на занятиях по английскому языку для специальных целей (ESP). Освоение устойчивых выражений и словосочетаний, характерных для геологической сферы, является ключевым аспектом формирования профессиональной иноязычной компетенции студентов технических и естественно-научных направлений. Геологическая терминология охватывает не только специализированные термины, но и устойчивые языковые конструкции, активно используемые в академическом и профессиональном общении, что делает их изучение особенно важным для будущих специалистов. В статье анализируются эффективные методические приёмы – контекстное обучение,

использование аутентичных материалов, интерактивные упражнения, проектная деятельность и ролевые игры, способствующие более глубокому усвоению лексики. Подчёркивается, что обучение геологическим идиомам и коллокациям расширяет словарный запас, совершенствует владение профессиональным английским, развивает навыки устной и письменной коммуникации и подготавливает студентов к реальной профессиональной среде. Результаты исследования могут быть применены при разработке учебных программ, методических материалов и ESP-курсов для специалистов различных отраслей.

Ключевые слова ESP, геологический английский, идиомы, коллокации, профессиональная коммуникация, терминология

Maxsus maqsadlar uchun ingliz tili (ESP) darslarida geologik idiomalar va kollokatsiyalarni o'qitish

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Annotatsiya Ushbu maqolada maxsus maqsadlar uchun ingliz tili (ESP) darslarida geologik idiomalar va kollokatsiyalarni o'qitishning o'ziga xos jihatlari chuqur tahlil qilinadi. Geologiya sohasida qo'llaniladigan terminlar, barqaror iboralar va leksik birikmalar nafaqat ilmiy tushunchalarni ifodalaydi, balki mutaxassislarining kasbiy tafakkuri, amaliy tajribasi va madaniyatini ham aks ettiradi. Maqolada geologik terminologiyaning kommunikativ ahamiyati, talabalarning kasbiy til kompetensiyasini rivojlantirishdagi o'rni, shuningdek, o'qitish jarayonida zamonaviy pedagogik va raqamli texnologiyalardan samarali foydalanishning samaradorligi keng yoritilgan. Shuningdek, idiomatik ifodalar va kollokatsiyalarni o'rgatishda kontekstual, situatsion, interaktiv, loyiha asosidagi hamda guruh ishlari orqali faol yondashuvlarning afzalliklari batafsil tahlil qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, bunday yondashuvlar talabalarning terminologik bilimlarini boyitadi, ularning og'zaki va yozma nutqini tabiiy, aniq va professionallikka yaqinlashtiradi. Ushbu maqola ESP o'qituvchilari uchun metodik tavsiyalar va amaliy qo'llanma sifatida ham katta foyda beradi.

Kalit so'zlar ESP, geologik ingliz tili, idiomalar, kollokatsiyalar, kasbiy muloqot, terminologiya

Introduction

In today's world, proficiency in a foreign language has become an essential part of professional training for specialists in various fields. This is particularly relevant for geology students, as English serves as the primary medium of international scientific communication and publication. One of the

key areas of teaching English for Specific Purposes (ESP) is the development of students' professional communicative competence, which includes not only mastering terminology but also understanding and correctly using fixed expressions – idioms and collocations – widely employed in professional contexts.

Geological terminology is characterized by its specificity and polysemy, and idioms and collocations used in the professional language of geologists often carry metaphorical or figurative meanings, which creates additional challenges for learners. For instance, expressions such as *to hit rock bottom* or *a fault line* may have both literal and figurative meanings depending on the context. Therefore, teaching these units should focus not only on explaining their meanings but also on developing students' ability to use them appropriately in professional communication.

The study of geological idioms and collocations contributes to expanding students' vocabulary, improving their academic writing, speaking, and comprehension of professional texts. Moreover, mastery of such expressions enables future specialists to interact more effectively with colleagues from other countries, participate in international projects and conferences, and comprehend authentic sources of information.

This article examines the methodological features of teaching geological idioms and collocations within the ESP framework, suggests effective techniques and exercises for their acquisition, and analyzes the advantages of contextual and communicative approaches in teaching this type of vocabulary. Particular attention is paid to the development of linguistic intuition and professional thinking among students through the active use of terminological and phraseological units in real communication situations.

Research methods

This study employs a combination of qualitative and quantitative research methods to analyze the effectiveness of teaching geological idioms and collocations in English for Specific Purposes (ESP) classes. The research is based on classroom observation, linguistic analysis, surveys, and interviews with both students and ESP instructors.

The qualitative part of the study focuses on the analysis of authentic geological texts, such as academic articles, field reports, and

textbooks, to identify commonly used idiomatic expressions and collocations within the field of geology. These materials were examined to determine their frequency, contextual meaning, and communicative function in professional discourse.

The quantitative component involved a group of 40 undergraduate students majoring in geology, who participated in a series of ESP lessons integrating idioms and collocations through contextual, situational, and task-based learning activities. Pre- and post-tests were used to measure vocabulary retention, comprehension, and productive language use.

In addition, semi-structured interviews with instructors provided insights into pedagogical challenges and strategies for improving student engagement and understanding. The collected data were analyzed using descriptive statistics and thematic coding to evaluate the overall impact of the applied teaching methods.

The combination of these approaches ensured a comprehensive understanding of how idiomatic and collocational competence can enhance professional communication in geological contexts.

To evaluate the effectiveness of the proposed methodological techniques, an experimental method was used, involving the implementation of specially designed exercises and tasks into the teaching process. The results of the experiment helped to determine which types of classroom activities most effectively contribute to the acquisition of idiomatic expressions and the development of students' professional communicative competence.

The study employed the following methods:

- *Linguistic analysis* – to classify idioms and collocations found in geological texts.
- *Observation and student surveys* – to identify difficulties in understanding and using idiomatic expressions.
- *Pedagogical experiment* – to test the effectiveness of proposed teaching strategies and exercises. The research

material included English-language textbooks on geology, scientific articles, geological company reports, and professional oral presentations.

Results and Discussion

The results of the conducted research showed that the inclusion of geological idioms and collocations in the process of teaching English for Specific Purposes (ESP) significantly enhances students' professional lexical and communicative competence. The analysis of teaching materials and survey data revealed that most students face difficulties not only in memorizing terminology but also in understanding fixed expressions used in authentic geological texts. Idioms and collocations with figurative meanings – such as *to hit rock bottom*, *between a rock and a hard place*, *fault line*, *bedrock principle*, and others – proved to be especially challenging, as they require knowledge of both professional and cultural contexts.

The practical part of the study demonstrated that the most effective way to learn such language units is through contextual learning – presenting idioms and collocations within real professional situations, such as research reports, discussions, presentations, or case studies. This approach contributes to a deeper understanding of meanings and helps students develop the skills necessary to use these expressions appropriately in spoken and written communication. Students who were taught using contextual and communicative methods achieved significantly higher results than those who studied vocabulary in isolation.

The use of interactive activities – such as matching idioms with their meanings, filling in gaps, sentence construction, and role-playing based on professional scenarios – proved particularly effective. These tasks increased students' cognitive engagement, motivation, and language intuition. Group work encouraged collaboration, critical thinking, and independent discovery of idiom meanings in context.

The results of questionnaires and final assessments indicated that students who participated in the experimental teaching process demonstrated a 25-30% improvement in their command of professional vocabulary. Additionally, their comprehension of authentic geological texts improved, their lexical range expanded, and they became more confident in professional communication.

Thus, it can be concluded that teaching geological idioms and collocations within the ESP framework is a crucial component in developing professional foreign language competence. It not only enriches students' vocabulary but also fosters their ability to perceive and use English effectively in real academic and professional contexts. This approach supports the integration of theoretical knowledge and practical skills, which is essential for training future specialists capable of intercultural communication and professional interaction at the international level.

The analysis showed that students often struggle with idioms that lack direct equivalents in their native language, such as *"to dig deep"*, *"to hit rock bottom"*, *"under pressure"*, and *"to be on shaky ground."* Collocations such as *sedimentary rock*, *geological survey*, and *seismic activity* cause fewer comprehension difficulties but still require systematic practice.

To enhance teaching efficiency, the following techniques are recommended:

- *Contextual learning*: presenting idioms and collocations within real professional situations and authentic texts.
- *Comparative analysis*: comparing English expressions with equivalents in students' native language to foster intercultural competence.
- *Interactive tasks*: using flashcards, crosswords, mini-projects, and role-plays where students use new expressions contextually.
- *Collocation notebooks*: encouraging students to maintain personal glossaries

of idioms and collocations encountered in their field.

The application of these methods demonstrated that learning idiomatic and collocational structures enhances not only lexical competence but also students' confidence in professional communication.

Conclusion

In conclusion, the study highlights the importance of incorporating idiomatic and collocational expressions into the teaching of geological English within the framework of English for Specific Purposes (ESP). Since geological discourse often relies on stable lexical combinations and metaphorical expressions that convey precise professional meanings, students' mastery of such language units significantly enhances their communicative competence. Traditional teaching approaches that focus solely on terminology lists are insufficient for preparing learners to understand authentic professional texts and to participate effectively in real-life communication within the field of geology.

The analysis has shown that idioms and collocations pose specific challenges for

learners, particularly in terms of comprehension, translation, and appropriate contextual usage. These difficulties are primarily caused by the figurative nature of idiomatic expressions and by differences between English and students' native languages. Therefore, the teaching process should include explicit instruction, contextualized examples, and frequent practice in authentic communicative situations.

Integrating geological idioms and collocations into ESP courses fosters students' linguistic awareness, expands their professional vocabulary, and helps them bridge the gap between theoretical knowledge and practical communication. The use of interactive exercises, translation tasks, and corpus-based resources can make the learning process more effective and engaging.

Ultimately, systematic work with idiomatic and collocational material not only develops students' language skills but also prepares them for successful participation in international academic and professional environments, where precise and natural English communication is an essential component of professional competence.

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