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667

KNOWING ENGLISH IS A NECESSARY ASPECT FOR ARCHITECTURES

Kambarova M.M
Associated professor of Foreign Languages Department,
Tashkent Institute of Architecture and Civil Engineering
Tashkent, Uzbekistan

Annotation:
This article describes most used architectural words with specialized texts. The intention of this research is to inspire a discussion about the changes in architecture terminology with the revolution in communication and representation forms as a result of digitalisation.Research on technical vocabulary has shown a significant underestimation of the role played by technical vocabulary in specialized texts and lack of information about how technical vocabulary relates to other types of vocabulary. Also in this article has shown a study of the technical vocabulary in an architecture text and the technical vocabulary in an applied linguistics texts

Key words: technical, vocabulary, specialized, terminology, terms ,civil engineering, architecture, field

Nowadays there are new requirements for professionals of all spheres of human vital activity. Ever specialist have to know English language, because English became world-wide instrument of communication. Especially, being highly qualified in terminology of own specialization sphere in English – this is what the real time society needs.

English for architects is perhaps the most neglected kind of ESP (English for Specific Purposes). Architects need English for all kinds of reasons, and your first job as a teacher and/or course designer will be to work out what they are and which are priorities.

Common needs include:

- Speaking with prospective or actual clients, suppliers, business partners and colleagues
- Reading rules and regulations, catalogues, architecture journals and textbooks
- Writing emails, proposals, reports (e.g. progress reports) and essays
- To pass exams and to join professional associations
- Attending and presenting at conferences
- Giving presentations

If they are spending time in an English-speaking country, they might also have to deal with government representatives (e.g. health and safety inspectors).Functions that are likely to come up while speaking are (in no particular order):

- Negotiating
- Dealing with enquiries
- Explaining why things have changed
- Explaining why things are impossible
- Responding to complaints

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668

- Asking for more information
- Making arrangements

There will also be things specific to emailing, teleconferencing etc if (as is likely) they have to do those things. A lot of the language above can easily be adapted from ESP and Business English books by replacing words like "balance sheet" and "corporate restructuring" with more relevant vocabulary.

Vocabulary they might need includes:

- Types of building ("old people's home")
- Parts of buildings and particular types of them ("thatched roof", "partition wall" etc)
- Building and decorating materials
- Stages of the process of finishing a building
- Things architects do (e.g. "estimate" and "model")
- Things they use in their job (e.g. "set square"), especially if they have foreign colleagues
- Things other related people use and do, e.g. "lay foundations" and "estimate"
- Vocabulary connected to rules and regulations
- Colours
- Shapes
- Fittings and decorations
- Positive and negative adjectives to describe buildings and people's reactions to them
- Actions that people do in buildings
- Finance related to buildings (e.g. "mortgage" and "rent")
- Architectural styles and trends ("postmodern" etc)

The grammar they need will obviously be more general, but in the same way as a Technical English or Business English textbook will vary the order and priority given to grammar points, you can do the same for your English for Architects classes. For example, time expressions and future tenses are likely to be even more important for architects than for other professionals. Depending on what exactly your students do, the same may be true for numbers and quantifiers.

Thinking about how you can use all the information above, in a rather idealised ESP approach you would design a needs analysis to find out what their priorities are (probably along with a placement testing system to test their level and strengths and weaknesses). You would then use that to design a syllabus based on those needs. If all those needs were in the future this could be a graded step-by-step syllabus similar to textbooks, but if they were already using English every day it would probably be based much more on doing the most important things first. In any case, the syllabus would change as the course progressed, based on feedback from the students, changing job roles, emerging weaknesses, etc.

In the world practice many architect and architects have created a bit of architectural guides and encyclopedias. Examples of these are Polevoga's "Encyclopedia of Popular Architectural

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669

Art", Plujnikov V.I. the "Russian Architectural Heritage Criteria and Glossary of Architectural Glossary", Partina A. s, "The Visual Dictionary of Architectural Terms", Sogayan N. Sh. "The Visual Dictionary of Architectural Terms and Concepts", Hopkins Owen's "Visual Linguistics", Vipper V. R.'s "The History of European History of Art Studies".

Each author has provided a number of comments on his own work, giving brief recommendations on how to use these terms in practice, apply them and, of course, to keep in mind.

Partina A. S., in his work "The Dictionary of Architectural Concepts": "The architectural terms originate from the Latin language, and they have been used to describe the details of the ancient Roman monuments. This is why it is almost impossible to translate them accurately while these terms are used all over the world. Given this, I recommend that you just pick up and keep in mind that you have the right to choose the terms that are most needed and to have more information about them. " -as she had made a brief recommendation for users.

The annotation of this work indicates that each term is entirely illustrated and interpreted, and the user is different from the other similarities as it has the ability to create visuals for the term searched.

Hopkins Owen, in the book The Visual Linguistics of the Meaningful Terms, points out the following points by emphasizing that memorization of memorized terms can be remembered by means of more visual experience imaginable: "The imagination of the artist is rich in colorful illumination, and every person has the ability to keep in mind simple details with simple concepts, so always be able to fill your curiosity with the colors of the architectural creations that you just have to keep in mind, mak.

Architectural terms and names are most easily understood and are learned by means of a practical tool, such as English dictionary. Great color illustrations and simple projects and plans help to understand different buildings, structural elements, architectural designs, construction and decorative materials with external help and initial preparation. A handy dictionary at the end of the book makes it easy to find any term you are interested in.

The dictionary can be an indispensable help to both beginners and architects themselves."

We can embed this text into an irreproachable concept of a magnificent architecture, as it is an architect and a writer who can enrich the user's visual experience, but also have the full idea of any particular term.

So, we can achieve the outcome by doing some of the above terms, so that the above information, suggestions and recommendations can be arranged and maintained in every lesson based on the abilities of the student. It is not surprising that we are able to train competent, skilled professionals who are proficient in their profession and their country.

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670

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