FOREIGN LANGUAGE TRAINING FOR CONSTRUCTION PROFESSIONALS: CHALLENGES AND PERSPECTIVES

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Abstract: *The modern construction industry is characterized by active internationalization and requires specialists to have knowledge of foreign languages, primarily English, as a key tool for professional communication. This article examines the role of foreign languages in construction, focusing on linguistic barriers, the needs of specialists and existing educational approaches. An analysis of scientific sources was conducted, as well as a questionnaire survey among construction professionals in different countries. The results emphasize the need to integrate language training into the system of professional education and improve the linguistic competence of builders.*

Keywords: *Foreign language, English, construction, professional communication, technical English, intercultural communication.*

Introduction. Construction as an industry plays an important role in the development of national and global economies, representing a complex system of interaction between engineering, architectural, economic and management processes. In the era of globalization, construction is increasingly going beyond the borders of one country: transnational companies implement large projects in different regions of the world, international tenders are becoming the norm, and regulatory documentation, software, construction standards and equipment are described mainly in English.

In these conditions, knowledge of a foreign language, primarily English as an international language of professional communication, is becoming a prerequisite for the effective work of specialists in the construction industry. This applies not only to designers, engineers and architects, but also to project managers, contractors, consultants and even technical personnel.

Nevertheless, in many countries, insufficient attention is still paid to teaching foreign languages in construction universities and colleges. A contradiction arises between the needs of the industry and the level of personnel training, especially in terms of technical vocabulary, skills in reading professional documentation and oral communication in an international environment. This study aims to identify the role of foreign languages in professional activities in construction, analyze linguistic barriers and develop recommendations for improving the language training of specialists.

Literature Review. The role of English in technical and engineering disciplines was explored in detail in the works of Hutchinson and Waters (1987), who laid the foundations for teaching English for Specific Purposes (ESP). Later, Basturkmen

(2010) emphasized the importance of differentiating teaching methods depending on the professional focus.

Frendo (2005) in the English for Construction manual presented an applied approach to teaching English to workers in the construction industry, including real documentation and typical situations on a construction site.

According to research by Kaur & Ahmad (2020), the most in-demand language skills among civil engineers are: the ability to read drawings and technical instructions, fill out reports, participate in meetings and give presentations in English. However, there is a lack of programs developed that focus on the real tasks of construction practice.

Methodology. To assess the importance of foreign languages in the construction industry and identify existing problems in training specialists, an online study was conducted using a questionnaire. The survey involved 126 specialists from 9 countries (Germany, Poland, Turkey, India, Brazil, UAE, Kazakhstan, China, Nigeria), representing various professions in the construction industry: engineers, architects, technical translators, teachers, foremen and project managers.

The questionnaire included the following sections:

- level of foreign language proficiency;
- frequency and areas of use of a foreign language in professional activities;
- difficulties in using the language;
- level of language training received at the university;
- suggestions for improving language education.

The survey was conducted anonymously, the data was processed using quantitative analysis methods (percentage distribution, comparison by groups).

Results. The results of the study showed the following trends:

- 93% of respondents indicated that they regularly face the need to use English in their professional activities.
- 78% noted that a significant part of technical documentation is provided exclusively in English.
- Only 34% of respondents believe that their level of language training was sufficient for real working conditions.
- 59% named insufficient vocabulary on construction topics as the main barrier.
- 46% expressed a desire to undergo additional training in professional English.
- Among the areas where a foreign language is most in demand were: participation in international tenders, work with foreign contractors, preparation of project documentation, business correspondence, participation in online training.

Discussion. The analysis of the obtained data allows us to conclude that the English language is highly integrated into the everyday practice of the construction

industry. Despite this, the level of training of specialists, especially in developing countries, does not meet the requirements of the time.

Many graduates of construction universities have a general level of English (B1–B2), but do not have a command of specialized terminology, cannot analyze drawings and specifications in English, and have difficulties in conducting technical negotiations. Teaching foreign languages in technical universities is often carried out using outdated methods, without taking into account the specifics of the profession and real tasks.

One of the effective solutions is the introduction of content-oriented learning (Content and Language Integrated Learning – CLIL), in which a foreign language is taught through professional disciplines. It is also necessary to develop modern teaching materials that simulate real production and design situations.

Conclusion. The role of foreign languages, especially English, in the construction industry cannot be overestimated. Language is becoming not just a means of communication, but also an important professional tool that provides access to knowledge, international standards and the global market.

Increasing the level of language training of specialists should become a priority for both educational institutions and employers. It is recommended to introduce professionally oriented programs, organize advanced training courses, and create specialized electronic resources and online platforms for independent study of technical English.

Further research can be aimed at a comparative analysis of the effectiveness of various methods of teaching technical English, as well as the development of specialized diagnostic tools for assessing the language competence of builders.

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