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Teaching Methods on ESP

Shokirov Bakhodir Ismoilovich

Ajou University in Tashkent (AUT)

Abstract:

The article deals with teaching methods on ESP. The author highlights and describes the methods and ways in teaching English as a foreign language for specialties.

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The integration of Uzbekistan into the Western economic community poses an urgent task for many Uzbeks - the study of the English language. In the modern world, English is seen as one of the fundamental learning skills along with the ability to read, computer literacy and mathematics. Higher education in our time is becoming as globalized as the economy, and English, according to D. Graddoll, is its key ingredient, partly because the most prestigious universities are still universities in English-speaking countries. In addition, partly because that it is the knowledge of English that makes it possible to make both the student community and the staff of teachers international [2].

In Uzbekistan, as in many other countries, English is studied as part of the general education program as a foreign language (EFL format - English as a Foreign Language). Considering the peculiarities of teaching English in the EFL format, many experts have recently come to the conclusion that this approach is not effective enough. It is based on the idea of the student as a stranger, a foreigner, whose task is to imitate the linguistic behavior of native speakers as best as possible. As D. Graddoll writes, a student of English is regarded as a linguistic tourist - he is allowed to visit, but not given the right to permanent residence, and he must always respect the superiority of native speakers [1]. This approach can be considered a legacy of those times when the spread of the English language in the world was due to the economic and geopolitical dominance of the English-speaking countries.

In modern society, according to statistics, only one out of four people who speak English, this

language is native [3], therefore, in most cases, English acts as a lingua franca, i.e. serves as an intermediary in communication, not being native to any of the interlocutors. Methods of teaching English are evolving to meet the social, political and economic needs of the new world in which it is learned and used.

Let us briefly consider the most popular approaches to learning and teaching English today.

An interesting, although not without controversy, approach is ELF (English as a Lingua Franca) "English as a lingua franca". Its relevance stems from the previously mentioned fact of the spread of English as the language of international communication. In this approach, the success of communication comes to the fore, and strict adherence to the norms and rules of native speakers is less important. A number of linguistic researchers are working on compiling a corpus description of the most typical features of the use of English as a lingua franca (VOICE - Vienna-Oxford International Corpus of English). These include, for example, the simplification of verbal paradigms, shifts in the use of articles and prepositions, the preferential use of the infinitive over the gerund, the expansion of the compatibility of broad-meaning verbs, etc.

An important point in the ELF approach is the fact that people who use English as a lingua franca are seen as active and full users of the language who do not need to strictly follow formal norms if communicative success can be achieved without it. Accordingly, ELF is not considered a "defective" language, but its quite adequate form that meets its functions [4].

The question of the cultural "neutrality" of the ELF is controversial. Directly opposite opinions are expressed: from "linguistic imperialism" (ELF contributes to the dominance of English-speaking countries) to the lack of cultural marking or, conversely, the multiculturalism of ELF.

Whatever the disadvantages of this approach, it is clear that in today's world ELF provides more motivation to learn than EFL. The possibility of intercultural communication anywhere in the world attracts people more than the opportunity to immerse yourself in the traditions, culture and mentality of English-speaking countries by studying EFL. In this sense, the spread of ELF may even contribute to the decline in the dominance of Anglophones.

Not only in Uzbekistan, but also in many other countries, there is a lack of school English courses. Of course, the causes of this problem may be different, and their analysis is not the aim of this work. It is important, however, that the intensification and improvement of the effectiveness of language courses require the development of new teaching methods. One of these methods is the CLIL (Content and Language Integrated Learning) approach "integrated learning of language and subject matter". This approach involves the study of one or more subjects of the school curriculum in a foreign language. Learning becomes bifocal: the subject is studied through the language and the language is studied through the subject. Either subject teachers conduct classes in a foreign language, or language teachers include material on the relevant subject in their classes [5].

Among the advantages of CLIL are the following. The methodology is based on an emphasis on natural language and a subject that is interesting to students. Learning takes place in the process of using the language. The number of classroom hours of a foreign language is significantly increasing. The problems are that CLIL is not easy to integrate into existing curricula. Serious study of any subject requires an already established language skill. In addition, it is not easy to prepare teachers who are able to teach within the framework of CLIL.

There is, however, a direction that for quite a long time and very successfully combines language learning with the study / repetition of another discipline. This is ESP (English for Specific Purposes) "English for Specific Purposes", which is sometimes called "CLIL for adults". ESP includes business English, English for lawyers, engineers, doctors, pilots, financiers, etc., i.e. it is English for a wide variety of specialties and sectors of the economy. ESP training is designed to meet the special needs of students, uses the methodology of the relevant specialty, focuses on language relevant to this specialty in the areas of grammar, vocabulary, register, discourse and genre. ESP can be studied both by already working specialists with sufficient professional experience, and by university students who are just getting ready to work in a particular field. In the first case, English, as a rule, acts only as a tool for professional communication. In the second case, the study of English often introduces students to new topics, approaches, methods that exist in the specialty they are studying. That is, the study of a language is indeed integrated with the study of a special discipline [2].

Finally, speaking of English at the university, one cannot fail to mention EAP (English for Academic Purposes) "English for Academic Purposes". EAP focuses on those skills that are necessary for successful study at a university in a particular specialty in English, including postgraduate programs - master's and doctoral studies. In addition to teaching the language of the specialty (terminology, typical forms of discourse, etc.), EAP also includes the basic skills necessary for studying at a university and communicating in an academic environment. The internationalization of university education has made EAP one of the most relevant areas in the study of English. Universities are organizations with a complex structure, with established academic traditions and culture. Even studying in their native language, students go through a difficult period of adaptation to the university environment. When learning in a foreign language, they face even more difficulties. At the same time, if a student has successfully adapted and successfully completed education in a foreign language, he can rightfully be considered a particularly valuable specialist. And it's not even that he studied at a prestigious university and speaks foreign languages. It is important that in the process of learning he acquired valuable skills of adaptation, flexibility, diplomacy in communicating in a multicultural environment, analyzing different points of view and developing his own unique creative approach. Even if he does not subsequently work in international companies, he will be able to build a successful career for himself in the domestic market and benefit his industry.

The fact that more and more universities are striving to become international raises another issue that has not been talked about much so far. Universities in non-English speaking countries that want to teach international students and develop courses in English face the problem of a lack of qualified staff. However, if the university intends to enter the international level, it can set its teachers a completely feasible task - learning English and developing courses of special disciplines in English. EAP/ESP for educators may include basic familiarity with technical terminology and grammar. At higher levels, this is the development of oral skills presentations in English, academic writing, conducting scientific discussions, writing scientific articles, compiling professional portfolios [4].

Taking into account the significant time constraints, the classes used the new Profile educational and methodological complex, which involves three-level training, consistent presentation of lexical and grammatical material, audio and video materials along with modern and interesting information in texts, as well as its own case package. Moreover, the topics of the lessons were discussed with the audience, and they chose the topics that they considered the most relevant. Classes in these groups differed significantly from classes with students and even from classes with students of additional business education programs. University teachers, thanks to their theoretical preparedness, are clearly

aware of the purpose of their studies, they are able to conduct systematic work, organize themselves, which immediately affects the quality of the knowledge they have received. They conduct a constant, perhaps not always sufficiently systematized analysis of the results of their work and soberly assess their own indicators, show initiative in attracting additional material to the classes, especially such information that may be useful to them in their future work.

At the end of the lesson, you can give interesting and meaningful presentations developed in a specialty in a foreign language.

It should be noted that all authoritative developers of English language teaching methods indicate that it is enough to move from the level of "below average" language proficiency to the next number of classroom hours - from 500 to 600. And for effective work with foreign students: lecturing and holding seminars classes, - level B2 is absolutely necessary. All teachers are aware of the need to use at least six English-language sources to develop a new course, which also requires significant time and intellectual effort.

Speaking of academic English, we inevitably approach the issue of shaping the university's language educational policy. As M. Rasulova rightly notes, our time requires such a higher professional education, an important indicator of which is language competence [1]. Modern research in the field of theory and methodology of vocational education has shown that a well-formed and consistently implemented language educational policy of the university ensures the satisfaction of the needs of the individual, the demands of society and the requirements of the state for higher education. The quality of university professional education is closely related to the quality of university language education. And the cooperation of different specialists at the university contributes to improving the quality of the implementation of the language educational policy [4].

Raising the status of language education within the framework of vocational training will, on the one hand, contribute to improving the quality of training of students at all levels of education - specialist, bachelor's, master's, postgraduate studies. On the other hand, it will stimulate the professional growth of teachers of special disciplines. The growth of the language competence of teachers, respectively, will contribute to an increase in academic mobility, which is one of the most important aspects of the process of internationalization of higher education and the integration of universities into the international educational space. The high academic mobility of university teachers contributes to the development of new directions in education, the creation of international educational programs and international research projects. The result of these processes will be an increase in the quality of education, its reaching a modern level, an increase in the prestige of the university and its attractiveness to students.

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