

SIGNIFICANCE AND APPROACHES TO TEACHING ESP TO UZBEK STUDENTS

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Abstract: *We know that English for Specific or Special purpose (ESP) has become an important part of teaching English as a Foreign Language (EFL) or English as a Second Language (ESL) since 1960. Nowadays, both people who write teaching materials and teachers understand that it is important to know what students need in order to teach them English for specific purposes. ESP is a wide range of English lessons for different professions like business, science and technology, engineering, and hospitality. This is a type of teaching English that has its own methods, materials, and ways of teaching. These methods have been created by taking ideas from other subjects and combining them with English teaching. This article explains different methods of teaching English for specific purposes.*

Key words: *ESP, teaching, language proficiency, approach, higher education*

Аннотация: *Мы знаем, что английский для специальных целей (ESP) стал важной частью преподавания английского языка как иностранного (EFL) или английского как второго языка (ESL) с 1960 года. В настоящее время как люди, которые пишут учебные материалы, так и учителя понимают, что важно знать, что нужно учащимся, чтобы научить их английскому языку для конкретных целей. ESP — это широкий спектр уроков английского языка для различных профессий, таких как бизнес, наука и технологии, инженерное дело и гостиничный бизнес. Это тип преподавания английского языка, который имеет свои собственные методы, материалы и способы преподавания. Эти*

методы были созданы путем взятия идей из других предметов и объединения их с преподаванием английского языка. В этой статье объясняются различные методы преподавания английского языка для конкретных целей.

Ключевые слова: *ESP, преподавание, владение языком, подход, высшее образование.*

Introduction. ESP has had a strong influence on English language teaching (ELT) because it is focused on the teaching materials, the needs of the learners, and the learning process itself. Now, there are more different types of ESP. ESP does not happen solely because of new thoughts or ideas in any area. This is mainly because of the important needs of the current times that have shaped ESP into what it is today. The phrase "Necessity is the mother of invention" applies to how ESP originated. ESP has changed since it started because of advances in learning, business, computers, software, global economics, practical language studies, and teaching English. Hutchinson and Waters believe that there are three main reasons why ESP has been developed: the importance of a courageous world, changes in how languages are studied, and a focus on students. [6]

They also mention that ESP began because two things happened: World War II and the 1970 oil problem. First, World War II caused significant changes worldwide. Another thing that happened was that science and software got better and more advanced.

Methods. The economy of the world started to be more linked, and English became the primary language used for people to communicate across countries. After the shortage of oil in the 1970s, Western countries gave money and new information to countries that had a large amount of oil. So, for this research, we will be using the English language. As a result, teaching English has had to change how it teaches, the methods it uses, and the materials it provides to better meet the needs and preferences of learners and customers. Hutchinson and Waters were right when they said that the way English is used today depends on what regular people want, need, and expect from it, rather than just what language experts think. [6]

Research and discussion. What makes an ESP course a truly ESP course? There are many special things that make an ESP course stand out. ESP, which is short for Extra Sensory Perception, is a subject that explores various areas of research. To truly understand ESP, it is crucial to understand how it works in different areas of study.

Reading and talking are important in a specific area or job, and it is important to know about cultural differences in both school and work. Secondly, it uses real-life objects or examples that give information rather than just focusing on the words themselves. Thirdly, ESP uses what learners already know from their past and current academic abilities and knowledge, and also their professional experience. In the class for English for Specific Purposes (ESP), the teacher may not know everything about the topic being studied, but the students do. For instance, an ESP teacher who teaches English for specific purposes might not know exactly how a business is run, but they do understand the language and how it is used in a business setting. So, the teacher of ESP needs to use what the students already know about the subject. Furthermore, the teacher needs to provide detailed information about the subject and make sure that the content is not too hard for the students. This is important for an English for Specific Purposes (ESP) course where language and subject content are taught together, so that students can have meaningful learning experiences. Fourthly, in ESP, we use a unique teaching method that is different from how we teach general English. Sometimes, when students or workers are just beginning their studies or jobs, they may need to do some pre-study or pre-work. This is an exception to the usual rules. Doniyorova Gulruh Shoniyozovna said that when science progresses, it needs new words to describe new ideas. [5] The language is changing and new groups like ESP are appearing among Uzbek teachers and university students. In classes for English for Specific Purposes (ESP), activities such as acting out situations, studying real-life examples, working on projects together, and finishing assigned tasks are commonly done. ESP is designed for a specific field or job, whether for a brief period or an

extended one. It is meant for adults who already have some experience or knowledge in English.



Figure 1. Traditional approach of teaching ESP.

In ESP, it is really important to use the correct words and speak in a way that is suitable for the situation. This is because ESP requires using certain English language skills in certain situations. How to confirm if something is real. According to Johns (2001), there are two ways to accomplish this task. The first option is to teach the course in a real-life setting, like an oil rig, dockyard, military or police training center, bank, factory, or another workplace. The second thing is to teach the material in a department at a university as part of a school subject. A course that relates to what you do for work or what you study can be really useful. This happens because students learn about their specific subject and future work environment, which gives them real information. Learners also get to have conversations with experts and learn more about their subject. The second tradition is all about talking or writing in a special way. This can mean acting out pretend situations, pretending that something is real, or playing make-believe games.

It is very important to understand what students need when teaching English for specific purposes (ESP). This is something that keeps happening because students come from different cultures, backgrounds, and languages, and they have different

goals and levels of skills in academic language. Analyzing needs has become better because of new technology advancements. A lot of people use questionnaires, surveys, interviews, and observations to figure out what they need.

Conclusion. When creating an ESP course, the person in charge needs to consider what English learners want to learn, why they need to learn it, the specific skills they need, and the type of writing or speaking necessary for their success. It's important to know what students need to learn in any language program, not just in English for Specific Purposes (ESP).

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