



Full Considerate English Language in Esp Courses

Khakimova Munira Xabibullayevna

Senior Teacher at the faculty of foreign languages and Literature University of Tashkent of Applied Sciences

Abstract: *This paper presents some theoretical and methodological foundations for compiling a foreign language course for special purposes. In this research we want to look through the general elements of ESP courses. Also, our aim is to highlight the main differences between ESP courses for scientists, businessmen, and teachers. It is also important to mention the theories of ESP teaching methodology of American and British ESP researchers. In this article you also can find practical advices how to be successful at the presentation of your product on English language.*

Keywords: *special, professional activity, modern education, course development, communication skills.*

A foreign language for special purposes assumes that language teaching will be adapted to the specific linguistic and communicative needs of specific students, paying special attention to the professional context. Nowadays, in the era of global scientific and professional cooperation, where English is the leading language, both for communication and for the dissemination of knowledge, the need to learn English for special purposes (ESP) is more urgent than ever before.

As a result, English for special purposes has become one of the most important areas of learning English. ESP has two main areas: English for academic purposes, which prepares students to study at foreign universities and communicate in an academic environment, and English for professional purposes, which prepares students to work in a particular profession. This direction involves learning English to work in various professional fields, such as engineering, law, medicine, computer science, tourism, business management and many others. Preparing a student to function effectively in his current or future job depends on a well-thought-out approach.

Developing and conducting an ESP course for students at the university level is a very difficult task for English language teachers, as they have to face a number of tasks related to course development, such as: determining the purpose of the course, choosing the content of the course, as well as choosing appropriate teaching methods and techniques. All this will help the specialist to master the vocabulary and functional language necessary for target situations. This article presents some theoretical and practical foundations of the methodology of teaching a foreign language for special purposes of students of higher educational institutions. Experts define ESP as an approach to language learning based on the needs of the learner.

At the heart of all ESP is a simple question: why does a student need to learn a foreign language? Thus, ESP is language teaching, in which all decisions regarding the content and method of teaching are based on the motives of the learner.

In terms of “absolute” and “variable” characteristics. The absolute characteristics are as follows:

- ESP is necessary to meet the specific needs of students;
- ESP uses the basic methodology and activities of the discipline it serves;



- ESP focuses on the language corresponding to these activities in terms of grammar, vocabulary, discourse and genre.
- Variable characteristics include the following:
- An ESP course may be associated with or intended for specific disciplines;
- For ESP, it is necessary to use a methodology different from the general methodology of teaching English in specific learning situations;
- ESP is usually intended for intermediate or advanced level students;
- most ESP courses assume some basic knowledge of the language system by students.

Based on this approach, it is possible to develop a course that will prepare students for effective communication in situations that occur or will occur in their lives, professional work or educational activities. The main difference between ESP and General English (EFL) is in choosing a suitable textbook or choosing your own materials. The choice should be made based on an assessment of the needs of their students and learning goals. ESP students are usually adults who have already learned the basics of English and have some knowledge of professional subjects that ESP teachers may not be familiar with.

Students need knowledge of the language in order to master professional communication skills and be able to carry out their professional activities. ESP focuses on a language that is used in a real professional context, rather than teaching grammatical structures and vocabulary unrelated to students' core subjects. The ESP content should be integrated into the subject area, present or future professional activities of students. ESP courses should reflect the methodology of the disciplines and professions for which they are intended. In this regard, the design of each ESP course should be preceded by an analysis of the needs of students regarding their future or present profession, their plans for the future, as well as an analysis of the language used in their target situations.

The methods of analyzing the needs of students include:

Questionnaires intended for students, university teachers and employers, which are recommended to be filled out before the start of the course, during the course and after its completion;

Consultation with teachers of profile disciplines about the choice of teaching materials and about the expectations of these teachers and future employers about the contribution of ESP to the development of professional competence of future specialists;

Language teachers study linguistic, cultural and pragmatic aspects of the present or future workplace of their students. After conducting the above-mentioned studies, the teacher must decide on the content of the training, texts and various linguistic elements to be studied during the course. In addition, it is necessary to choose effective teaching methods; educational materials; the degree to which certain skills should be acquired. The study of the peculiarities of teaching a foreign language for special purposes has shown that its methodology is directly related to three factors, namely: the needs of students, their target situation, as well as the language used in a professional situation.

The analysis of these factors allows the teacher to set learning goals, choose the appropriate curriculum, make the appropriate choice of the content of training and use appropriate teaching methods and materials. ESP teaching should be based on a functional curriculum, the purpose of which is to develop communicative competence in the field of the profession. To achieve this, it is necessary to ensure the cooperation of subject specialists and English language teachers. Specialists can be a source of information on issues related to the subject discipline, they can



provide materials and be invited lecturers, while language teachers can explain linguistic problems to their students and teachers, teaching them various communication skills in a foreign language.

The goals and objectives of the course can be determined based on the needs of students to use the language in the future. This is a process that includes specific grammatical functions, understanding of terminology, as well as the abilities necessary for communication in the workplace. To achieve the goals and objectives, analysis and evaluation should be included in the process of drawing up a study plan. Feedback from students is needed to evaluate our work. To do this, you can either conduct a questionnaire, or try to understand your student in private conversations, which, unfortunately, is not always possible.

Teaching English for special purposes is not an easy task for a teacher who must have knowledge not only of the methods of teaching the language, but also of the special disciplines of his students. In addition, the ESP teacher should be flexible in making decisions and remain open to suggestions and opinions of students.

In the student-oriented educational process, the expediency of choosing materials is based on the convenience of students, their familiarity with the material, the level of language proficiency, interest and relevance. However, in some situations, teachers may use the same material over and over again.

Teachers should evaluate their courses for improvement. This can be done in two ways: explicitly and implicitly. Implicit assessment takes place during the semester, when students, with their assessments, participation and motivation, give the teacher some understanding about the course of the learning process. Explicit assessment takes place at the end of the course. Using questionnaires, questionnaires, conversations, etc. teachers are asked to express their attitude to the subject, teaching methods, activities and the role of the teacher, and so on. Course evaluation is a very bold step for a teacher. It should be open to the perception of sometimes harsh comments from students.

Students of the ESP, as a rule, have a good idea of where they will use English. Having decided for themselves what kind of science to do, they consider learning English as an addition to this. The teacher's ability to communicate and be an intermediary creates the necessary atmosphere in the classroom. Students master a language when they have the opportunity to use the language in interaction with other participants. That is why the teacher should create an atmosphere in the language class that would support students. Students need to be self-confident in order to communicate, and everything depends on the ability of the teacher, on the degree of his responsibility for creating the trust of the student.

Development and planning are not the same thing. From year to year, students differ in their needs and knowledge. This inevitably leads to the need to change each course and adjust it to a certain group of students. At the same time, the teacher must be flexible to cope with emerging problems in the classroom. Thus, a flexible teacher is open to the necessary changes in the teaching process to better meet the needs of students, because course development is a continuous process.

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