

METHODS IN TEACHING ENGLISH FOR SPECIAL PURPOSES ESP AT INSTUTUE OF TEXTILE AND LIGHT INDUSTRY

Dildora Maxmudjanovna Yuldasheva,
 Uzbekistan State University of World Language,
 Uzbekistan
 E-mail: dildora.yuldosh.80@bk.ru

Abstract:

In a modern technical university, the study of English occupies an important place and is an important component in the professional training of specialists for various sectors of the economy. The introduction of innovative methods of teaching English is becoming relevant and of great practical importance. The skillful combination of traditional teaching methods with modern technology can help to make the atmosphere in the audience creative and increases students' motivation. The article provides a brief overview and analysis of modern information and communication technologies (ICT) in the field of teaching English for special purposes of textile and light industry's institute

Keywords:

English for special purposes (ESP), information and communication technologies, multimedia technologies, web quest, Wiki, higher professional education.

Introduction :

Steps currently being taken in the field of higher education in Uzbekistan to improve the level of higher education in order to radically revise the content of training in accordance with the priority tasks of the country's socio-economic development, creating the necessary conditions for the training of specialists with higher education at the level of international standards, the President of the Republic of Uzbekistan adopted April 20, 2017 of president order № 2909 "On measures for the further development of the higher education system". [1] This resolution approved the program for the comprehensive development on the higher education system for the period 2017-2021 to the qualitative and cardinal improvement of the level on higher education where one of the important criteria for constructing a module is perception understanding, remembering, application, generalization, systematization of tasks, an organization has been set up starting from the academic year 2017/2018 , in each higher educational institution of phased education in the disciplines of the specialty in English in at least 2 academic groups in all courses, targeted training of faculty members to teach in English, the organization of their appropriate training abroad, as well as the involvement of foreign specialists in conducting training sessions, establishment of training on the basis of modern educational literature used today in higher educational institutions of developed countries. [2]

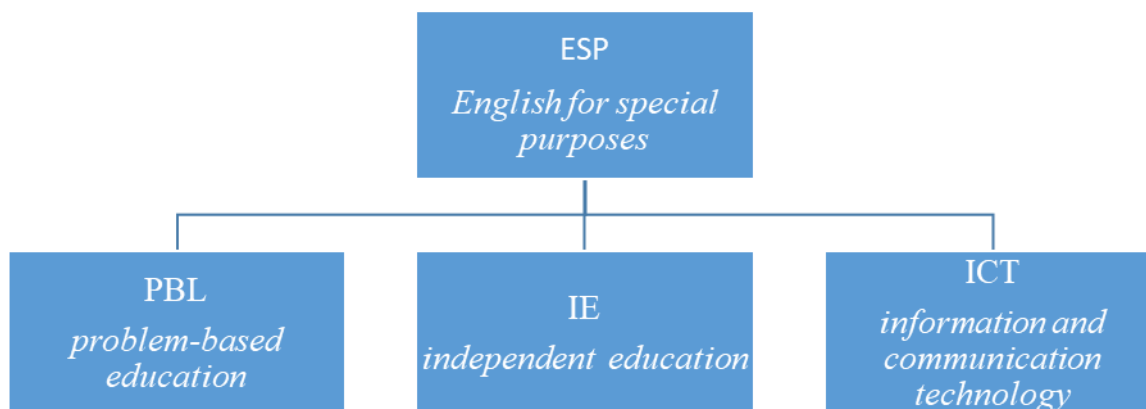
The actuality of education in Uzbekistan is associated with its globalization, the implementation of various humanitarian goals and the solution of the great problems of humanity. A foreign language is needed not as a means of communication, but as a means of

professional and cognitive sphere. Learning English is extremely important for specialists in the field of (ESP) to be taught worldwide in various fields. Since the 60s of the last century, at first time when they talked about ESP as a separate area of teaching English as a foreign language, this aspect of teaching English has developed markedly and has taken a leading position in teaching English for professional purposes. In the context of the dynamic development on the process of international integration and information exchange, specialists of any industry, except for traditional training, need a tool to efficiently and effectively exchange professional information. Such an instruction is a professionally oriented language or a language for special purposes. Today there are monographs on the theory of ESP [3], special teaching methods for ESP have been developed [4. P131-137], are various studies [5]. But among them, unfortunately, only a small part of domestic authors and researchers. It should be noted that in our country, officials at different levels declare that today university graduates must be fluent in English [6. P. 71-92, 7. P. 24]. However, the level of English proficiency among students of non-linguistic universities varies greatly and often leaves much to be desired. Developing curricula and plans for teaching ESP. Thus, the issue of a unified foreign language program for non-linguistic universities, which would considerate requirements for the level of foreign language proficiency of modern graduates, has become vitally important.

Today, such a program, recommended in 2016 by the British Council in cooperation with the Ministry of Higher and Secondary Special Education, the University of World Languages and the Republican Scientific and Practical Center for the Development of Innovative Methods of Teaching Foreign Languages, initiated a similar program aimed at preparing reforms in teaching English for non-philological specialties (EnSPIRe-U) [8]. 31 universities of the Republic were invited to participate in this project. It is based on the following provisions, recorded in modern documents on the modernization of higher professional education:

1. Foreign language proficiency is an integral part professional training of all specialists at the university.
2. A foreign language course is multilevel and is developed in the context of continuing education.
3. Learning a foreign language is built on an interdisciplinary integrated basis.
4. Foreign language teaching is aimed at the comprehensive development of the communicative, cognitive, informational, sociocultural, professional and general cultural competencies of students.

But, even with a single program, it is always necessary to considerate specifics of each educational institution or its departments, the needs of customers and students themselves. An important role in vocational training is played by ESP teachers. They are often asked to develop ESP programs and curricula, organize special English courses for students, etc. As in any other type of training, there are a large number of methods and approaches used depending on the objectives of the courses and available resources. Based on the philosophy of ESP, they can be divided into three main groups as follows :



It is useful to note that they are all personality-oriented methodologies. Today, when new emphasis has been placed in the interpretation of the goals on language education and certain changes have been made to the process of educational interaction between the teacher and the student, the teacher needs to understand more clearly what is required of him in a foreign language lesson. When developing a foreign language program, the knowledge potential and language skills of students, as well as the students' motivation to acquire knowledge, should be considered. At first glance, a seemingly simple procedure for determining the content of training and the organization of training should include theoretical principles. Therefore, the curriculum should be adjusted with the general methodology of the course.

The main tasks of the ESP teacher are the selection and organization of training materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting students' motivation, their efforts and diligence. Another important element of work in ESP groups is providing students with feedback from the teacher, both for organizing the control of the learning process and for organizing student counseling. When an ESP teacher enters the classroom, first of all, he sets certain goals of the lesson, which helps to create favorable conditions for training there, a friendly atmosphere of mutual understanding and mutual assistance.

Choosing one or another teaching material in a foreign language for the content of the course, teachers or course developers thereby express their ideas, views on teaching a foreign language and teaching methods. Deciding the aim of the lesson to a greater extent affects the choice of educational material. If the teacher in the class sets the goal of consolidating communication skills, it includes various exercises that simulate the practice of communicating in a language: games activities; thematic dialogues; drawing up instructions; reports presentations and discussions. When compiling the course, it should be considered in mind that the concept of "communicative competence" of students is considered not as the sum of their knowledge, skills, but also as a combination of students' personal qualities (value-semantic orientations, knowledge, abilities, skills and abilities). An evaluation criterion is their ability to solve problems and independently find answers to questions arising in the process of professional, educational, social, cultural and everyday communication in a foreign language.

According to organization of the course, the program can be synthetic, when the language is segmented into separate language elements that are presented at a time, or analytical, when the language does not appear to be fragmented, but as a whole piece at a

time and without linguistic control [9]. Effective ESP methods and techniques. An important element in ESP training is the ability of the teacher to create an atmosphere in the audience for live communication and constructive disputes. Students become resistant communication skills only when they have the opportunity to use them in communication with others. Unfortunately, very often, the teacher may be the only person who speaks English with whom students can speak, and the teacher has limited time to communicate with each student in the audience. Therefore, the teacher must develop and use effective methods for the development communication skills in own groups, as well as attract other resources in their work, including online Internet resources, to stimulate communication outside the classroom walls. People learn a foreign language more easily when they are highly motivated and able to use their knowledge and skills in a language environment that they understand and are interested in. From this point of view, ESP is a powerful instruction to realize this opportunity. Students become proficient in English as they work with materials that they find interesting and relevant, and that they can use in their professional work or further research.

It should be considered in mind that the more often students communicate in a language that they hear or in which they read, the more they will be successful in mastering it. On the other hand, the more they are focused on the purely linguistic, grammatical and other aspects of the language or its individual structures, which seems difficult to them, the less willing they will be to attend classes. As for ESP students, they are especially prone to focus on material closely related to their specialization, in particular students of textile and light specialties. In ESP, a language should not be presented either as a subject that should be studied in isolation from actual use, nor as a mechanical skill that needs to be developed. On the contrary, English should be presented in an authentic context in order to introduce students to specific ways of using the language, which they should be able to apply for their specialties or work [10]. Today, unfortunately, the ESP teacher has very limited material for working in the classroom - this is, first of all, "manuals" with texts on the specialty of students with a limited set of tasks for them. Therefore, the most of ESP professionals often use their own materials in ESP training, specifically designed for the specific goals and needs of their students.

Conclusion

If a teacher wants to succeed in his work with a group, he needs to find and adapt new technologies in order to engage the generation in work in traditional areas with the help of multimedia teaching skills and digital technologies, online resources and mobile applications. ESP learning mechanisms are developing faster and faster, and it is absolutely clear that covering all current trends is not possible in this short article. Thus, despite the fact that teaching ESP is oriented towards a practical, professionally oriented application, like any other aspect of teaching English, it is based on knowledge of the nature in the language, on knowledge of the basic methods and forms of teaching and learning. A combination of traditional teaching methods and new technologies are including the use of a virtual environment to support students' motivation, today is becoming one of the productive approaches in the field of ESP training. Critical understanding of the material studied by students contributes to the formation of the skills and abilities necessary for them, and forms linguistic, sociocultural, communicative, and professional competencies.

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