

THE PECULIARITIES OF TEACHING ENGLISH FOR SPECIFIC PURPOSES(ESP)

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Annotation *The aspects that are to be considered when teaching English specific purposes are discussed in the article. The author also discusses brief history of developing ESP as a special methodology of teaching the English language.*

Key words: *English for specific purposes, authentic material, authentic language, needs analysis, professional environment.*

Today it becomes obvious, that all languages in the world are affected by the process of globalization. At the same time it should be mentioned that this factor is initially affecting countries, and through countries the languages used in this or that state are being affected [4, 8327]. The methodology of teaching English for specific purposes is very relevant at the present time. There even had been created a common reduction in English – ESP. Knowledge of English is a necessary requirement for hiring, for promotion, for communication with foreign colleagues. At the same time, we should confess that the level of English (especially ESP) among university graduates is below than is expected.

In the context of reforms in higher education, the lack of guidelines and standards almost become a norm. It can easily found when we carefully examine the training materials and manuals offered today by the departments of foreign languages of numerous universities [5, 5145].

Political, socio-economic and cultural changes in the Republic of Uzbekistan in recent decades have significantly expanded the functions of a foreign language as a subject. The inclusion of the Republic of Uzbekistan in the world market and the expansion of cooperation with foreign countries have significantly increased the possibility of contacts for representatives of various social and age groups [6,

5551].

The problems of teaching ESP are the subject of numerous disputes, discussions and disagreements. The approach to solving this problem varies over time and depends on many reasons (*who we teach, what goals we pursue, etc.*). Let us turn to the history of the question. In the 1960s, there was a perception that the main task of ESP was to acquaint students with the technical vocabulary, characteristic of this field of activity, i.e. related to their future speciality. Usually they taught the general course of a foreign language, supplementing it with appropriate special vocabulary. Later, ESP teachers began to understand the need for so-called semi-technical vocabulary (according to the terminology introduced by Kennedy and Bolito [3, 12]), i.e. words and expressions that are used in the scientific and technical context along with the terms.

At the same time, the training began to focus on the student's goals. The analysis of the needs of students (future specialists) is the basis of the ESP training program. Now let's consider the main aspects that need to be taken into account when developing a training program for future specialists.

1. Vocabulary (special vocabulary). When we introduce students to the scientific and technical terminology necessary for understanding the text on the speciality, as a rule they do not show interest to it, despite the fact that it will be useful for them in the future. It seems to them boring and useless occupation. Hence the conclusion: ESP – is not just an acquaintance with the special vocabulary.

2. Authentic material, authentic language. Often we take material from textbooks on speciality to work with our students, texts about professions written especially for students studying this profession. This is also usually not of interest to students. But the ability to read and write about a profession is not the same as reading real authentic material related to a future profession.

At a higher educational institution, students listen to a course of lectures in the speciality, discuss problems in practical classes in special subjects, write abstracts, course projects, pass industrial and field practice. This is what they need

to be able to do in a foreign language. They do not need artificially created texts about their future profession, they need real facts, authentic information, conference materials, operating instructions, advertising brochures for various equipment used in their field of activity. When we give students articles from foreign journals that they can use for their academic work, the thesis, they show much greater interest. And already on such authentic material it is possible to teach students to extract information from what they read, to disassemble complex grammatical constructions. All of the above concerns more graduate students and undergraduates, as they are already specialists engaged in scientific work, interested in learning the language to expand their knowledge of their speciality and ability to communicate on professional topics. From the English classes, students are waiting for help in acquiring the ability to give different definitions, explanations in both written and oral speech, the ability to understand speech by auditory materials, the formation of skills to participate in a conversation on professional topics. For this it is not enough to have in your vocabulary a set of special vocabulary, it is necessary to be able to correctly construct phrases with them. Often the grammar is inferior to traditional usage. As a result, a grammatically correctly constructed phrase turns out to be non-ideological. It is important to teach students to see in what form verbs, nouns and adjectives are used in special texts, to see the compatibility possibilities of general language vocabulary in the style of scientific and technical speech. It is very useful for the ESP teacher to attend lectures on the speciality of students, especially if these are lectures by foreign specialists in English to see new trends in the language spoken by specialists in the field. Authentic language is not often as we imagine it. The ESP teacher needs to constantly analyze the language of the material that s/he gives to the students. It should be a language that is used in certain situations, typical for specialists in this field.

3. Needs analysis. It is necessary to recognize that the analysis of needs, in fact – this is what you need to start with before you conduct classes with students of a certain speciality. In order to do this, it is necessary to talk with teachers of

special subjects, find out which skills students especially need: reading, writing, understanding speech by auditory texts. Very important skills are speaking and comprehension of speech by auditory texts, as international conferences are often held on professional topics, in which specialists of our academy take part; they also send their scientific articles to foreign journals, go on an internship abroad, students study abroad for exchange. Therefore, it is very important to build classes so that the aspects of listening and speaking on professional topics occupy an appropriate place in them [1, 59].

4. Taking into account the peculiarities of this professional group. This is especially important when working with graduate students and specialists and refers to training the skills necessary to participate in conferences on professional topics. It is important to take into account a number of features in the conduct of presentations and conferences in various professional fields.

5. One more aspect of preparing educational program for ESP learners, to our mind, is connected with the author of the materials prepared. In most cases ESP teachers tend to use readymade materials without making any changes. This can cause some problems like losing the interest of learners and drawbacks of the materials used. In order to overcome such cases ESP teachers are better to prepare the materials (especially video and audio) of their own. This can lead the ESP learners to get more interested in the topic as the materials were made taking into account the peculiarities of their interests, level of language proficiency, etc.

When working with students in economic specialties, it is important to teach them how to write business letters. In this case, you can not rely only on examples given in the textbooks on business English [2, 79]. Students should learn the main features: format, absence of punctuation in address and conclusion, absence of binding words and expressions (but, in addition, moreover) – all this is typical for modern business writing. When teaching business letter writing in English, ESP teachers should consider real authentic letters, faxes, e-mails, etc. as a sample. It must also be taken into account that many companies prefer to have their own style of correspondence. As professionals in the field of teaching English, for

specific purposes we must constantly observe how language is used in real situations in a professional environment, and teach students exactly that language. It is very important for us to be able to analyze the situation. We must be constantly ready to improve our training program, to teach students the authentic language of various professional fields, relying on a thorough analysis of needs and applying the right material and appropriate methodology. We must recognize the fact that most of the language material that our students need is not found in any textbook. Therefore, we must develop our own methodological aids, which would include the material we need, and constantly update them. So, what is ESP? It is teaching English with an orientation to the vital needs of students who will have to face in their future activities with real life problems. Teaching ESP is a very difficult task, which requires a lot of time, effort and, most importantly, competence in various professional fields. Moreover, ESP teachers are to be well aware of the peculiarities of the sphere their learners are specializing. This factor requires them not only to have excellent knowledge of English, but also special terminology of the sphere.

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