

ESP ENGLISH FOR SPECIFIC PURPOSES

Shakhakimova Mavjuda Tashpolatovna

TUIT, docent

ANNOTATION

English for special (or specific) purposes ASC (ESP), unlike general English, is dedicated to the field of teaching English, including business English, technical, scientific, English for medical professionals, English for waiters, English for tourism, English for art and many others.

Key words: English for tourism, characteristics, disciplines it serves

INTRODUCTION

It has some characteristics that can be called absolute. The ASC (ESP) is determined according to the specific needs of the students (Maslow's hierarchy of needs). The hierarchy is based on the methodology of the disciplines it serves. It also focuses on the language appropriate to each activity in terms of grammar, vocabulary, register, learning skills, discourse and genre.

Along with absolute characteristics, there are variable characteristics. They include attitudes to specific disciplines or use in specific learning situations, various methodologies that differ from general English. The ASC (ESP) is intended for adult learners, although it may also be applicable for students at the secondary school level. One of the important features of the ASC (ESP) is its purpose for intermediate or advanced level students, because most ASC (ESP) courses assume some basic knowledge of the language system.

Nowadays, ASC (ESP) is taught in almost all universities in the world. The reason for this is the globalization of trade and the economy and the ongoing boom in international relations in various fields. The need for ASC (ESP) is especially high in countries where English is taught as a foreign language. The fact is that mechanical translations from English to Russian and vice versa lead to the fact that

the motivation of students remains low, which in turn leads to not very successful translation work in the future profession.

It has become vital to create ASC (ESP) courses that will help better prepare students for future professional activities. According to the ACC program, the student is sufficiently well prepared and can focus on the subject. In the ASC (ESP) it is impossible to learn a language in isolation from real use. On the contrary, English should be presented in a genuine context so that students can understand how the language they will need to use in the profile area functions.

To understand students' need for ASC (ESP), it is necessary to know their goals (writing and speech, which students must reproduce and understand in specific conditions) or the difficulties awaiting the student at a certain stage of their studies, and what is ultimately required of them.

Another important point is a little information about the student himself. But let 's make a reservation: this is not personal data at all. Here we include previous experience of learning a foreign language, the amount of cultural information, goals and objectives, attitude to the English language. In general, we are interested in the subjective needs of students. Having received information about the needs and goals of students, we can proceed to information about the candidate's English language level: his skills in using the language. Having learned about the goals and existing skills of the student, we can address the possible problems of the student: to understand whether there are discrepancies between them.

It is now possible to address learning needs in order to find effective ways to master skills and language. To effectively teach a language, you need to have an idea of how the language and skills are used in the target situation. The latter means linguistic analysis, discourse analysis, genre analysis.

The teacher should know what is required of the course. Then he/she needs information about the environment in which the course will be taught.

In our case, this is law, which covers different branches (courtroom, defense, human rights, contracts, arbitration, and many others).

Thus, common English has nothing in common here, although you can't do without it. Grammatical functions, skill acquisition, terminology, specific functions of the discipline content are an important part of the ASC (ESP) course. At the same time, the obsession with general English should be integrated into the course, since the target language cannot function without the content of general English.

A foreign language embodies a great potential that meets the needs of society and occupies an important place in the comprehensive harmonious development of the individual. Teaching foreign languages is not only the provision of knowledge about a foreign language, but also a factor influencing the formation of a person who is ready to master knowledge independently, who is able to think creatively, who is aware of the cultural heritage of his homeland and the country of the language being studied and the place they occupy in world history. A foreign language is a source that plays an important role in the achievement of intellectual, cultural and professional excellence by a person, as well as a factor that occupies an important place in his cultural development. The training of mature specialists who meet the requirements of the time requires perfect knowledge of foreign languages. Therefore, at present, the development of innovative systems for professionally oriented teaching of foreign languages in higher educational institutions is one of the topical issues for methodologists. Such a system, in turn, should: - meet the interests of society and the individual, strengthen the place that foreign languages occupy in the future professional activities of students and the motivation to study a foreign language among students who are aware of the functional importance of this language; - to contribute to the improvement of the general degree of knowledge of foreign languages; - to provide an opportunity to characterize the goals, objectives, methods and means of teaching foreign languages in the system of professional

training of students; - to disclose the features of the professional activities of teachers and students; - to make it possible to overcome the contradictions that exist in teaching foreign languages in higher educational institutions and professional colleges.

The development of a system of professionally-oriented teaching of foreign languages to students shows the interests of the individual to the maximum extent and at the same time is aimed at fulfilling a new social order. Professionally-oriented teaching of a foreign language should be an impetus to the formation of the personality of a specialist who has an active life point of view (position) throughout his work. To do this, it is necessary to create such an educational and methodological environment that forms and develops the skills and abilities necessary for a future specialist, a future teacher (teacher) of a foreign language, which subsequently, through interest in learning a foreign language, would strengthen the student's interest in his future profession. To achieve a good assimilation of English language materials by students in educational institutions, it is necessary to ensure that: - students' passion for learning a foreign language is to the required degree; - the process of teaching foreign languages was communicative-oriented; - the teacher creatively approached the choice of teaching methods.

English for Specific Purposes (ESP) is a subset of English as a second or foreign language. This usually refers to teaching English to university students or people already working, with reference to the specific vocabulary and skills they need. Like any language taught for specific purposes, this ESP course will focus on a single profession or profession, such as Technical English, Scientific English, English for Medical professionals, English for Waiters, English for Tourism, etc.. Despite the seemingly limited focus, the ESP course can have a broad impact, as in the case of Environmental English.

Absolute characteristics

ESP is defined to meet the psychological needs of students and how they will respond to temptations (Maslow's hierarchy of needs).

ESP uses the core methodology and actions of the discipline it serves.

ESP focuses on the language relevant to this activity in terms of grammar, vocabulary, register, teaching skills, discourse and genre.

ESP teaching is taught in many universities around the world. Many professional associations of English language teachers (TESOL, IATEFL) have ESP sections. Much attention is paid to the design of ESP courses. ESP training has a lot in common with English as a foreign or second language and English for Academic Purposes (EAP). Fast-paced business English can be seen as part of a broader concept of English for specific purposes.

ESP differs from standard English language teaching in that the one who teaches must not only have a good command of standard English, but also have knowledge in the technical field. When doctors from other countries study English, they need to learn the names of their instruments, conventions and methodologies of their profession before they can ethically perform surgery. ESP courses for medicine will be relevant for any medical profession, just as the study of electrical engineering will be useful for a foreign engineer. Some ESP scholars recommend a "two-level" ESP course: the first, covering all general knowledge in a specific field of study, and then the second level, which will focus on the specifics of a person's specialization.

The study of "language for special purposes" (in Western terminology, Language for Specific Purposes – LSP), as well as the history of bilingual education, dates back to antiquity. Communication using language for special purposes arose simultaneously with the division of labor, which led to the emergence of different fields of knowledge and, accordingly, new concepts.

The subsequent division of scientific disciplines (disciplinarity of education) and the increase in the number of specializations led to a new vector of LSP development, thanks to which the concept of “language for special purposes” became widely known from the of the XX century to the present day.

Researcher in the field of LSP T.N. Khomutova identifies historical (pragmatic), linguistic and linguodidactic reasons for the evolution of the concept of language for special purposes in the second half of the XX century. During this period, LSP was going through the next stage of its development, which was influenced by the end of World War II and the post-war economic recovery. The surge of economic activity and scientific and technological progress in the 1960s against the background of the growing influence of the United States led to the strengthening of the role of English as the language of international communication, which led to the emergence of a new kind of approach LSP - ESP (English for Specific Purposes “English for special purposes”).

In the last decade, there has been a shift in emphasis in the European practice of teaching foreign languages towards subject-oriented teaching of a foreign language. The CLIL approach, combining the study of a subject discipline and a foreign language used as a tool for acquiring subject knowledge (vehicular language), is a reflection of the EU policy promoting bilingual education as a way of convergence of European countries.

The idea of the approach is based on the theory of language acquisition theory by Krashen and lies in the fact that in a special way methodically coordinated teaching of the subject discipline and the AI (in some cases on the AI) contributes not only to the successful assimilation of both subjects, but also significantly develops the cognitive skills of students by establishing a variety of neural connections in the brain [6]. Numerous experiments proved the correctness of this assumption, which led to its expansion in school education in the European Union, Asia and Latin America.

The approach is also successfully applied in a number of European universities.

In order to activate the teaching, the teaching of English for special purposes begins with the analysis of students' needs (needs analysis), and therefore the syllabus of language teaching for special purposes differs significantly from language teaching for "general" purposes (English for general purposes).

The English language training program for general purposes is based on:

grammatical structures of general use (structural syllabus);

speech functions of general communicative purpose, for example, "apologies", "acquaintances", "requests" (functional syllabus);

universal problems, such as "natural disasters", "environmental disasters", "new infections", "growing crime" (notional syllabus);

dominant topics, including "everyday life", "shopping", "school" (topical syllabus);

common situations illustrating communication in everyday circumstances "at the doctor's", "asking the way", "meeting guests" (situational syllabus).

In contrast to the "general goals", English language training programs for special purposes take into account:

the grammar of the genre chosen by the students, for example, a scientific article or an advertisement (genre syllabus);

preferred types of speech activity, for example, oral communication or writing scientific articles, reading special literature or instructions for repairing plumbing devices (skills syllabus);

special areas of application of the English language, for example, "physics", "computer science", "sociology", "law enforcement" (field syllabus);

areas of personal interests, among which may be "poetry", "music", "photography" (interests syllabus);

tasks of special communication and, among them, "conversation with the client", "preparation of presentations", "business correspondence", "communication by phone" (task syllabus).

A comparative analysis of programs shows that foreign language training programs for special purposes are always compiled taking into account the "order for an educational service" and specific skills in demand in a certain professional field.

The cultural component of the teaching content plays a special role in the development of English language training programs for special purposes. The cultural component is present in all areas of professional activity carried out with the help of English as a non-native means of communication. For example, the work of a lawyer educated in Muslim culture, brought up under the influence of Sharia law, will differ significantly from the work of a specialist in the field of modern European law, familiar with the traditions of classical Roman law, sharing the ideals of human rights and free personality, etc. Even the work of a plumber will significantly depend on the cultural characteristics of everyday life, including the device of appliances, a set of tools, repair technology, quality of work and payment methods.

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