

SOME THOUGHTS ABOUT ESP

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ANNOTATION

The communication-intercultural competence consists in further forming of communication skills, more profound picture of the world's perception, understanding its sense key-points, and the ability to observe similarities and differences between communicating cultures and use it in the context of intercultural communication. Language material is enriched by means of rising axiomaticity of learners' speech, further intensification of background knowledge and specialty's metalanguage, and in whole, broadening general philological, cult urological, and pedagogical learners' outlook within the cultural and professionally oriented component of educational content and forming communication skills.

Key words: broadening general philological, cult urological, business, industry, economy and culture,

INTRODUCTION

International relations in the spheres of business, industry, economy and culture, which have grown in the last decades, make great demands of modern specialists. One of the most important elements of success and demand for specialists is their foreign language proficiency. Under modern conditions, speaking foreign language becomes a very essential component of specialist's future professional activity, for this

reason such discipline as English for specific purposes (ESP) becomes more and more needed. Professional specificity, aiming at realization of objectives of future professional activity must be taken into consideration while teaching English for Specific Purposes. Professionally oriented approach in teaching English among adult people, which assists them in forming ability to use English in concrete professional business spheres and situations, taking into account peculiarities of professional thinking, gains currency.

Professionally oriented teaching should be considered as teaching based on people's needs in study the foreign language which are dictated by the peculiarities of a future profession and specialty. It plans to combine professional-oriented language acquisition with the development of learners' personal characteristics based on professional and linguistic knowledge.

According to the educational sample program nowadays the goal of teaching ESP consists in further improvement the communication-intercultural and forming the professional competence of students. Teaching ESP presupposes taking into account learners' needs in the studied language, which are determined by the special features of a future profession.

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According to sample program learners' professional competence is ensured with the help of:

Subject content of speech, which is defined within general professional and special professional spheres of communication, providing learners' with professionally oriented knowledge and metalanguage;

Forming professionally oriented skills by solving pragmatic-professional problems in profession-based situation of communication.

For effective realization of educational goals unconventional forms and methods of planning the lessons of ESP, such as talk shows, press-conferences, and discussions, and dialogue technologies of teaching (business and role games, project work) must find application in the classroom.

Studies of the English language take place on different levels, in various settings and contexts, and there is the link between two types of English – General and Specific. In spite of the fact that teaching English is always based on the language skills acquired at a secondary school there is the necessity to make the language a professionally oriented subject, it

should help the learners to build their professional skills as well as to contribute to their education as persons maturing active members of society.

It is an unquestionable fact that today foreign language proficiency has great importance. However, teaching ESP should not be considered as teaching of English with the help of special material and content. Development of linguistic skills and the acquisition of specific information are the main components of ESP. Even planning home assignment these skills and professionally oriented direction should not be omitted.

The division of English language studies into two types requires carefully investigation of learners' interests and needs. Even a college student does not think a lot about how the acquired skills and foreign language knowledge will be used in his future professional activity. Thanks to general English teaching, within which fundamentals of grammar, expressions as well as of phonetics are presented, all these components become a necessary basis for later language studies.

Different professional or occupational, social and other needs of the learner determine teaching Language for Specific Purposes. As a result ESP consists in specialized programs which goal is to develop the communicative use of English in a specialized field of science, work or technology. To know just general vocabulary is not enough in order to be able to speak on a professional subject. However, a great part of professional vocabulary consists of general words, which acquire new

meaning or become compound words or word combinations.

With the help of ESP the language becomes the means of teaching profession and appears to be significant in the context of the professional world. Today in the age of information learners have access to the Internet where the knowledge of the English language gives them an opportunity to get global information and exchange information in the sphere they are interested in. Therefore, teaching or learning ESP is said to be professionally oriented as it takes into consideration professional needs of learners. Specific skills are acquired from the selected texts where special vocabulary and the richness of the meanings are presented. To be able to use the English language for professional purposes undoubtedly the knowledge of general English should be taken as a basis and then it should be revised and developed for many different everyday uses of English. The student is expected to use all the acquired knowledge in his professional environment as well as in the everyday situations, by taking part in different conversations, asking and answering questions.

Cook asks “What does another language do?” and the answer is: “Learning another language makes people think more flexibly, increases language awareness and leads to better understanding of other cultures”. For effective communication linguistic and cultural norms set by English native speakers must be used. Here we again approach teaching the two types of English – the General and the Specific. In both cases the development of learners’ ability to communicate in oral and written

forms takes place, linguistic knowledge is presented by correctness of grammatical structures, proper choice of words and precision of their meaning.

The primary goal in teaching ESP is to provide the student with practical use of English revising the knowledge built earlier. ESP concentrates not only on the recognition of particular structures of sentences or word combinations, but also on the choice of terms and meanings of words in different kinds of contexts. Grammatical competence is the domain of linguistic studies proper, while specific competence includes interdisciplinary field together with the understanding of the particular context the language is used in.

For effective teacher's work in ESP learners' needs should be understood and carefully examined. In spite of the fact that it is difficult to achieve, it is necessary to plan the work in the classroom in such a way that it will not just be the presenting of a piece of new material but it must be a very interesting and pleasant occupation. The main teacher's goal is to make learners active participants by all possible means (giving some interesting or more complex material for studies, assigning special tasks, etc.).

Specific language should include general language with additional spices inherent to a professional language (new meanings of already known words, unknown terms, some grammar structures which are used in the chosen field of study). General English should not be opposed to ESP or vice versa. ESP is always based on the knowledge of general

English. ‘ESP is aimed at consolidating grammar, pronunciation and other skills and at acquisition of a specialized meaning of words in specific professional contexts’. The goal of teaching general English is devoted to grammar structures and general vocabulary.

It is very important for a teacher to help students to overcome their barrier of fears to make possible mistakes. The students must be taught how to learn the language independently and become independent learners. The profit of such activity is obvious, it makes learners think and express their ideas in English, because without speaking it is impossible to learn the language.

Learners who come to the ESP classroom already have some English knowledge, well-built adult learning strategies and, what is more important, a specific interest for learning. People learn language effectively if they understand and work with the language in the context that they find interesting. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more they are successful: the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes.

Learners who have already chosen ESP are generally aware of the purposes for which they will need to use English. When people have already oriented their education toward specific field, English training

becomes as complementing to this orientation. Knowledge of the subject gives a student an opportunity to identify a real context of structures within ESP classroom. In such way, learners can take advantages of what they already know about the subject matter to learn English.

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