



## INNOVATIONS IN ESP FOR ENHANCING PROFESSIONAL SKILLS

**Utambetova Arzayim Kalmurzayevna**

Teacher, at the Department of  
Uzbek and foreign languages  
Tashkent Medical Academy

[arzay8898@gmail.com](mailto:arzay8898@gmail.com)

**Аннотация:** Представленная статья посвящена исследованию эффективности использования интерактивных методов для развития профессиональных навыков обучающихся АСЦ с акцентом на жанр АСЦ. Основное исследование иллюстрирует теоретические и практические вопросы работы, указывая на важность использования интерактивных методов во время занятий.

**Ключевые слова:** интерактивные методы, студенты ESP, развитие профессиональных навыков, количественный метод.

**Annotation:** The presented article dedicated to investigate effectiveness of using interactive methods for developing professional skills of the ESP learners focusing on ESP genre. The main investigation illustrated in the theoretical and practical issues of the work by pointing out the importance of using interactive methods during the lessons.

**Key words:** interactive methods, ESP students, developing professional skills, quantitative method.

**Introduction.** The position and impact of English in the world and in Uzbekistan is gaining greater pace today. English used as a second or foreign language in Uzbekistan and elsewhere in non-native-speaking countries, and as a first language for some citizens. It has become an essential means of communication between people of different cultures and languages through the dissemination of the English language around the world. The position and status of English in Uzbekistan is greater than ever at present, as it is a means of teaching and curriculum in

educational institutions. In current days, the field of English for specific purposes (ESP) investigated throughout the world in a number of fields. Figuring out the last century, ESP integrated as a separate direction of teaching English as a foreign, this facet of English language teaching expressively advanced and acquired a leading position in teaching English for professional purposes. It is crucial to come up with main features and direct theoretical views, concepts of several scientists dealing with the notion of ESP and discuss essential role of ESP with its non-linguistic or academic purposes. The President of our country Shavkat Mirziyoyev pays special attention to this sphere, which has an important place in ensuring the future of the country and its development later, owing to extreme innovations, developments influence learning process of foreign languages. However, in General English it is impossible to acquire foreign language without grammar, vocabulary, and other skills. Consequently, the demand for using ESP in teaching English is crucially pointed out with its special grammar, vocabulary and designing lessons, using modern methods rather than traditional methods as well as differentiating with the role of teacher. Before bringing up the peculiarities and issues of ESP acknowledging theories and opinions about ESP can be reasonable way. Great deal of scientists have discussed the main goal of ESP regarding with their definitions. Taking into account the opinions and definition of Dudley Evans he mentions the following characteristics of ESP which concerns the content of ESP. According to him, he emphasizes two characteristics; Absolute and Variable

#### Absolute characteristics

1. ESP defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

#### Variable Characteristics

1. ESP may be related to or designed for specific disciplines

2. ESP may use, in specific teaching situations, a different methodology from that of General English
3. ESP designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, for learners at secondary school level
4. ESP designed for intermediate or advanced students.
5. Most ESP courses assume some basic knowledge of the language systems

The definition presented by Dudley-Evans is obviously influenced by concepts of Strevens, although he has enriched it substantially by removing the absolute characteristic that ESP is "in contrast with 'General English'", and has reviewed and increased the number of variable characteristics. The division of ESP into absolute and variable characteristics, in particular, is very useful in tackling arguments about what is and is not ESP. From the definition, we can see that ESP can but is not necessarily concerned with a specific discipline, nor does it have to aim at a certain age group or ability range. ESP seen simple as an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. Such a view echoes that of Hutchinson who highlights, "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning"<sup>1</sup>. Additionally, Hutchinson and Waters outline, "ESP is an approach to language learning and it is based on learners' need". What they mean is that ESP does not contain a certain kind of language, teaching material or methodology". They suggest that the foundation of ESP I includes the learners, the language required and the learning contexts, which based on the importance of need in ESP<sup>2</sup>. From another perspective, Strevens explains a definition of ESP, which makes a distinction between four absolute characteristics and two variable characteristics. Robinson underlines the significance of needs analysis in defining ESP. Her definition based on two key defining criteria and a number of characteristics that are

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<sup>1</sup> C.G.Ramirez, English for Specific Purposes: Brief History and Definitions, 2015, Costa Rica University, p-383-384.

<sup>2</sup> M. Specific Purposes: A Holistic Review, 2015, Bangladesh University, p- 25-27.

important aspects for ESP. Her key criteria are that “ESP is normally goal-directed” and that ESP courses progress from a needs analysis, which aims to specify as closely as possible what accurately it is that students have to do through the medium of English”. Her descriptions are that ESP courses are normally compelled by a limited time period in which their objectives have to be achieved, and are taught to adults in ‘homogeneous classes’ in terms of the work or specialist studies that the students are involved in. Robinson presents that ESP as an operation, which encompasses education, preparing and practice, and drawing upon three major areas of knowledge: language, pedagogy and the students’ specialist areas of interest<sup>3</sup>. Richards and Rodger presuppose ESP as a association that pursues to serve the language needs of learners who require English so as to carry out specific roles (e.g. student, engineer, nurse) and who have to learn content and real-world skills through the standard of it rather than understand the language for its own shake. The more clear definition of ESP comes from Strevens who outlined ESP as a particular case of general category of special purpose language teaching. He further identified that the definition of ESP is essential to differentiate between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching<sup>4</sup>. In this context, English is not only a subject matter to be studied, as it is commonly supposed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A main factor of ESP is that bringing together subject matters and English language in the instruction, in which the students have a tendency to concern what they learn in their English classes in their study, whether it can be economics, education, accounting, business management, sciences, art, technology, medicine, law, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields placed a great support to English acquisition. Well, and the learning context that refers to the genres they need to master either for comprehension or production purposes. While there have been

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<sup>3</sup> T.Augustina.2016

<sup>4</sup> I.N.Alousqe, Developments in ESP, 2016.

contradicting voices dealing with the historical growth of ESP, it has been extensively assumed that 1960's was the dawn of this ELT approach. Variety of research has conveyed that ESP obtained popularity in the sixties of twentieth century<sup>5</sup>. Dudley-Evans and St. John mentioned that "it was undoubtedly in the mid-to late 1960's, yet, that various influences came together to generate the requirement and interest for developing ESP as a discipline". The beginning and growth of ESP have been resulted by several reasons. Among these factors Oil Crises of the last years was a foremost factor which triggered oil-rich countries opened their doors to the modern trends in Western knowledge. This has commenced an era of ELT in the gulf region. Deliberating the question whether ESP courses were more successful than General English courses in preparing students for working or studying in English, "war stories and romances" showed numerous reports about the success of different ESP courses during 1970's and 1980's. Dudley-Evans and St. John mentioned Foley who also examined "the ESP program at the University of Patroleum and Minerals in Saudi Arabia" and offered "concrete evidence for the validity of the ESP approach"<sup>6</sup>.

In the framework of the active progress, the process of global combination and information exchange professional procedures, in addition, the traditional training required a means that allows effectual and operative exchange-vocational information. This means professionally focused on language or language for specific areas. There are previously theses on the model of ESP and has specific practices of teaching the ESP being various studies. However, among them, inappropriately, only minor declines in what local novelists and creators. It is crucial to mention the fact that in our country, government representatives at different levels request that today's graduates should be sure but to know English. Yet, the level of English language of students of technical universities is a very time-differs and is often deprived. Expansion of teaching curricula and strategies for teaching ESP. So

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<sup>5</sup> Javid and Umar, Implementations on ESP, 2013, p34

<sup>6</sup> D.Belcher, Historical Overview of ESP, 2016, Georgia State University, p-29

fundamental was the request of a particular the foreign language course for non-linguistic universities, which would be accounted for prerequisites competence in foreign language program. It related to the following requirements, for static and modern articles on the modernization of higher- vocational education: - Foreign language is an integral part of training for all professionals in the University. First and fore most purposes from this program accepted in the following procedures:

- A foreign language development is multi-level and expert process which is developed in the context of lifelong education;
- Learning a foreign language is based on an interdisciplinary integrated;
- Foreign language teaching directs at an incorporated time development of communicative, cognitive, informational, social cultural, professional and common cultural competences of students<sup>7</sup>.

Nevertheless, even with a single course, it should constantly be contemplated the specificity of each establishment or its subdivisions, the need customers and of the students themselves. Important role of professional education plays a teacher the users, ESP. They asked to develop programmers and training PLA us at ESP to deliver specialized English language courses for students, etc. While in any other kind of educating, there is a large number of methods and approaches used in for depending on the objectives of the courses and accessible properties. Depending on Sofia ESP, they subdivided into three main groups following problem-based learning (PBL), Autonomous Learning (AL) and educating using information and communication technologies (ICT). It is essential pointing out that all of them are personal oriented methodologies<sup>8</sup>. Nowadays, new emphases in the explanation of the goals of language education and making convinced transformations in the process of educational interaction education the teacher and the student need to be clearer what is required of him in the foreign language class. As soon as evolving a

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<sup>7</sup>A.Pradhan, English for Specific Purposes ; Research Trends and Issues, 2015.

<sup>8</sup> S.T.Boghici, Innovative methods in ESP, 2016

system in a foreign language clarified taking into account the possibility of information and language aids of students, besides Timer Event students in acquiring knowledge. Obviously, at first glance, a simple technique description teaching content and training must include in theoretical view. Thus, the curriculum should regulate the overall methodology of the course. The core tasks of the ESP teacher is the range and organization of training materials, preparation of operative training programs and plans aimed at obtaining the desired results to learning, support students ' motivation and their efforts. In addition, a vital component of working in groups ESP is supplying students with feedback with the help of the teacher in monitoring of the learning process, and for the organization recommended assistance to students. As the teacher comes to the classroom, it is, above all, certain purposes classes, which aid to create a safe learning environment, outgoing atmosphere interactivity and common assistance. Selecting these or other educational materials for foreign language for course content, trainers or course developers consequently, state their concepts, views on the teaching of foreign languages and teaching methods. Goal setting classes more extent, influence the selection of educational material. If the lesson aims at the reinforcement of the communicative skills, the tutor should include during the lesson various exercises, modeling practice of communication in language: business games; case dialog; compilation instructions; reports; presentations and discussions. While the initial stages of the course taken into account that the concept «communicative-competence» of students is not regarded as the amount of their standards and skills, but also as a set of personal qualities students (value-semantic orientations, knowledge, skills and abilities).

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