

PRINCIPLES OF TEACHING ENGLISH FOR SPECIAL PURPOSES

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ABSTRACT

The rapid development of science and technology is causing huge changes in existing fields and the formation of new branches of science. Today, a mature specialist of his profession means a person who has not only professional experience and ability, but also has several foreign language qualifications. Therefore, knowing foreign languages means being able to enter the international arena in any field. For this reason, the task of developing, improving and putting into practice the methodology of effective learning and teaching English as a global tool for representatives of various fields, based on academic or professional needs, is becoming an urgent problem. The following article deals with the principles, genres and approaches to teaching ESP.

Key words: *principles of ESP, communication competence, text-based approach, professional English.*

INTRODUCTION.

The separation of ESP (English for Specific Purpose) from linguistics as a new field in the 60s of the last century served as a response to the foreign language needs of future specialists. During this period, linguists began to develop customized teaching materials and curricula focusing on the linguistic aspects of teaching (Hutchinson & Waters, 1987), and available resources also relied heavily on texts. The use of text-based methodology was an important step in the field of ESP, as it allowed teachers to identify and classify the most common words and phrases within a certain topic. This knowledge was then used to create updated resources tailored to the specific linguistic needs of learners in the field. However,

some shortcomings of this approach became apparent. In particular, the failure to take into account the communicative functions of language use in academic or technical contexts has shown that the research of linguistic features alone is not enough. Professional words and structures have not been addressed to the communicative functions of language use in specific contexts (Flowerdew, 1993).

It is known that the Common European Framework of Reference (CEFR), that is, the Common European Language Resource System, is the main program for teaching foreign languages in non-philological areas of higher education institutions of Uzbekistan. According to this system, all the language skills of listening, reading, writing and speaking are required to be developed step by step, but the main priority is the communicative approach in the practical lessons of higher education institutions, and it is formed on the basis of the following conditions:

- ✓ in classes, the main attention is paid to communication, for this the teacher first of all creates a foreign language environment in the audience;
- ✓ a language learner learns language by using it in conversation;
- ✓ lessons will be based on project work, a meaningful task, that is, students will have to complete a project or a specific task.
- ✓ the language tasks to be taught are selected based on this task;
- ✓ lessons are conducted mainly in the studied language (English);
- ✓ the main focus is on communication;
- ✓ audience tasks should be based on authentic (life) and meaning-based communication tasks;
- ✓ achieving fluency of speech is an important aspect of communication;
- ✓ communication is carried out through the integration of learning-language skills (reading, writing, speaking and listening comprehension)

- ✓ language learning is a creative process involving trial and error. Therefore, mistakes should be considered as part of the language learning process and not as a vice to be immediately corrected or 'eradicated'.

The main principles of language teaching for special purposes (LSP):

1) Absolute characteristics: Language teaching with special purposes (LSP)

- is designed to meet the language needs of the language learner in education and future profession;
- uses a methodology based on research and the tasks of the science that serves it;
- based on the language system (grammar, lexicon, genre), language skills, discourse and genres appropriate to the above tasks.

2) Variable characteristics. The following are taken into account when creating a working program of Language for Special Purposes (LSP):

- it may include a specific field or several interrelated fields;
- differs from the methodology of teaching English language (General English) oriented towards general goals;
- usually made for an audience of language learners of an older age (students of a secondary or higher education institution);
- is designed for students who have a medium (B1-B2) and high (C1-C2) level of language knowledge. Although sometimes used at the elementary level, the language requires the learner to have mastered the basic level of the language.

This program serves to actively form independent learning skills in language learners, to approach their educational goals responsibly, and to increase

the student's awareness of the educational process. According to the goals and contents of the program, independent education includes the following students:

- determine the goals that are important for them in language acquisition;
- to be able to objectively evaluate the acquired knowledge to identify problematic situations in themselves;
- to have the opportunity to improve the skills of independent work with texts and educational materials related to the field

Independent learning is carried out without the direct intervention of the teacher, only if the students are properly guided. For students to learn take responsibility. Teachers should first encourage independent learning in students and develop the skills necessary for independent learning. Students should receive clear instructions and know the purpose and exact time frame of their tasks. When assigning tasks designed for independent learning, the teacher can focus on strong and weak students, if possible, give weaker students fewer tasks or combine weaker students with stronger students. Common tools for independent development are student contracts, rapid-response e-exercises, flexible online programs, online search programs, web research assignments, reflective blogs, and more.

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