

Important Aspects of Teaching English for Specific Purposes and Methods to use in ESP Classes

Khamrayeva Shahlo Shuxratovna

Tashkent State University of Economics

Abstract: The focus of English for Specific Purposes (ESP) is on language in context rather than on teaching grammar and linguistic structures. It includes every sphere of our life topics such as finance, accounting, computer science, as well as tourism and business management. An important aspect to remember in ESP is that English is not taught as a distinct subject from the students' everyday lives, but rather as part of a subject matter area that is meaningful to them. This article discusses problems of ESP teaching and the most productive technologies to use in classes.

Keywords: English for specific purposes, practical goals, learning activities, selected material, language environment, productive technologies, teaching, performing exercises, educational process, learning activities, classification.

A student's ability to use the language they have studied in conversation, to read and translate specific texts with different styles within the context of carefully chosen and mastered language and speech material, and to use the language at the level required for them to understand English verbally when perceived by ear are all crucial to the achievement of practical goals in the study of English in ESP classes. The article's goals are to outline the findings of a study that sought to determine which ESP teaching technologies were the most effective and to suggest a few categories of English language teaching technology components that are specifically tied to the issue of "how to teach." There is no doubt that "free orientation in a foreign language environment and the ability to respond adequately in various situations, i.e. full communication" in a foreign language requires students to constantly expand their vocabulary, learn the usage of idioms of the English language, grammatical forms and constructions in the process of performing exercises, learning activities with digestible material, performing speech activity in solving communicative tasks in certain communication situations.

Researches among students of 1 and 2 courses of ESP institutions show that practical mastering of the English language is necessarily associated with overcoming many difficulties from both the students and the teachers themselves. We agree with the authors distinguishing among the students' strategic competencies the personality-activity orientation of the educational process, the openness of the teacher-student relationship, creativity in choosing the content and methods of interaction. It has been revealed that learning English requires students to expend effort, diligence and from the English teacher, many hours of hard work, the use of a wide range of innovative technologies of teaching English, mental activity and creativity and finding new methods in teaching foreign languages. That is why the subject of our study is the technology of ESP teaching in non-language spheres. Appeal to the concept of "technology of learning" due to the need to show a serious change in the methodology of teaching English, which is an

independent science, to successfully teach, you need to know this science itself. Due to the scientific approach to the educational process, as well as the opportunity to explain what and how to teach, these technologies help the teacher who has received the necessary methodical training with the required knowledge. And only under these conditions are high results possible when English is taught by students of non-linguistic specialties (mastering oral speech and reading, as required by the educational standard). It should be noted that a large number of publications are devoted to the study of methods of teaching foreign language in non-language faculties. Many scientists emphasize the complexity of the process of teaching ESP students to humanitarian disciplines, since they are distinguished by "a purely technical mentality and lack of linguistic intuition, without which it is difficult to perceive purely linguistic realities". It is important that teaching English is purposeful, effective, meaningful and rational, because the main task of a foreign language teacher is to teach how to correctly build speech patterns, to teach how to use the language for communicating. It is regrettable that not all teachers are fully aware of the need to resort to various learning technologies. This is partly because there is such an opinion that the methodology is not a science, but an art, a generalized experience, a practice that the teacher masters easily and simply in the course of his teaching activities. Of course, experience is very important and you need to realize this experience and strive to enrich it. There are often cases when a teacher, using a methodical technique, cannot explain why he/she does this, what skill he/she specifically forms during the teaching students. Here, we would like to propose a certain classification of the components of the technology of teaching English. We distinguish following 4 main groups of components of the learning technology:

- Technical and non-technical training aids.
- Interaction between student and teacher.
- Organizational forms of work: individual, steam, group, mass (front).
- Relevance in the selection of information for each individual group of students.

At present, scientific and technical progress is reflected, among other things, in ESP teaching and teaching English in non-linguistic faculties. In turn, "foreign language professional communication contributes to a more active use of world achievements in the field of science and technology and the acquisition of new professional-significant knowledge". There is a whole arsenal of teaching tools at the disposal of the English teacher that can be used when implementing familiarization methods, training practices and control. These include both technical and non-technical learning aids. Teaching aids are a computer, a tape recorder, a projector, an interactive whiteboard, as well as a sample of test tasks, training materials and slides. All listed should be applied in each separate group of students. Otherwise, educational and methodological complexes will not be fully utilized and, therefore, the training technology will be disrupted. The correct use of learning technologies will undoubtedly significantly improve efficiency through the fuller utilization of the visual and auditory communication channels.

Non-technical teaching aids include the following: teaching aids, reading books, magazines and newspapers in a foreign language, grammar reference books, dictionaries, handouts (in the form of cards), tests of three types:

- tests for recognition of a language phenomenon;
- tests to reproduce a linguistic phenomenon to restore a deformed text with its diagnostic interpretation;
- mixed tests, which include elements of test tasks of the first two types, tables (grammar, lexical, graphic), pictures (subject, situational, thematic), plans (places, buildings, etc.), blackboard.

A sufficient variety of non-technical teaching aids, skillful and reasonable use of them allow the teacher to engage students in active work. In the methodological literature for the teacher, designed to organize the teaching activity in teaching English to students, recommendations are given on the use of various means in relation to the group, to the topic, to a specific practical lesson. Techniques for working with textbooks are also set out in the guidelines for them. It is very important that the teacher and the student interact in the pedagogical process: one teaches, the other learns. This interaction is carried out through methods and methodological techniques. As methods, i.e. the ways in which the interaction in the teacher -student system is carried out were highlighted: familiarization, training, application. The teacher organizes and controls familiarization, training, application; the student carries out familiarization, training and application under the supervision of the teacher and self-control. If this interaction takes place directly in the class, then even a quick glance at the scheme is enough to determine who should work more actively in the class: the one who organizes the training or the one who performs it. Naturally, the answer is a student. After all, the specificity of the English language as an academic subject lies in the fact that in mastering it, the greatest role is played by the training and application of educational material in the act of communication, which takes time to implement. Our professional knowledge and specially conducted observations show that the teacher is most active in the class. The technology of teaching English raises the question of the rational use of class time and helps to answer it. The technology of teaching foreign languages pays a lot of attention to the search for the most effective teaching methods, which is reflected in the published textbooks and teaching aids. The correct execution of exercises and tasks from the point of view of the technique of training will help the teacher to improve the quality of ESP teaching. Thus, the study showed that teachers need knowledge in the field of English teaching technologies in non-linguistic faculties in order for ESP teaching to be effective, efficient and meaningful, since the most important task of an English teacher is to teach how to use foreign language in everyday and professional context, to teach the ability to use language and communicate. Therefore, in order to successfully master students of the discipline, the teacher is recommended to use the main groups of components of the learning technology proposed in this study.

REFERENCES:

1. Khamrayeva Sh. Sh. , Some issues about importance of methodology in the process of language learning., *Modern Journal of Social Sciences and Humanities* ISSN: 2795-4846
2. Khamrayeva Sh. Sh. , Teaching English in Non-Linguistic faculties using Innovative Techniques ., *International Journal on Orange Technologies* ISSN: 2615-8140|p-ISSN: 2615-7071 Volume: 03 Issue: 03 | March 2021
3. Khamrayeva Sh. Sh. , Diyorova N. O., and others Modern information technologies and their impact on education process. Received: 02 April 2021 / Accepted: 07 May 2022 DOI: 10.30864/porta.v0i36.13988 ISSN paper edition: 1697-7467, ISSN digital edition: 2695-8244
4. Khalilova. H.Kh , Some Issues Of Teaching English For Specific Purposes// *PORTA LINGUARUM* 37, March 2022 DOI: 10.30855/porta.v0i36.1397
5. Gebhard J.G. Teaching English as a Foreign Language: A Teacher Self-Development and Methodology Guide. Ann Arbor: The University of Michigan Press, 1996.
6. Shadmanbekova .K. A., Intercultural Communication and Methods of Teaching at Higher Educational Institutions *Modern Journal of Social Sciences and Humanities* ISSN: 2795-4846 Volume 9 (Oct-2022)