



MODERN METHODS AND TECHNIQUES OF ESP

Khujaakhmatova Qunduz

Teacher of Uzbek and Foreign Languages Department of Tashkent Branch of Samarkand State Veterinary Medicine University of , Livestock and Biotechnology

Muradova Sevara Zoir kizi

Teacher of Foreign Language and Literature,
Denau Institute of Entrepreneurship and Pedagogy

Annotation

This article is devoted to clarify the main issues of teaching English with modern methods for ESP learners and suggest effective solutions for this matter. Regarding with present matters in teaching FL (foreign language) for ESP learners various kinds of methods and strategies are supposed to be the dominant topic of teaching adolescents in this article

Key words: modern methods, ESP (English for Specific Purposes), strategies, learner-centered lesson, interaction, e-learning, digital constructivism, blended-learning

Annotatsiya

Ushbu maqola ingliz tilini o'rganayotgan nomutaxasis o'quvchilariga ingliz tilini zamonaviy usullar bilan o'qitishning asosiy masalalariga oydinlik kiritishga va ushbu masala bo'yicha samarali yechimlarni taklif qilishga bag'ishlangan. Ingliz tilini o'rganayotgan nomutaxasis o'quvchilari uchun chet tilini o'qitishda mavjud masalalar bo'yicha turli xil usullar va strategiyalar o'spirinlarni o'qitishning asosiy mavzusi sifatida so'z yuritilgan

Kalit so'zlar: zamonaviy usullar, ESP (ingliz Tili aniq maqsadlar uchun), strategiyalar, o'quvchilarga yo'naltirilgan dars, o'zaro ta'sir, elektron ta'lim, raqamli konstruktivizm, aralash ta'lim

Introduction

A significant component in teaching ESP is the capability of the teacher to generate in the audience atmosphere for real communication and productive dispute. Students gain supportable communicative competences only then while they have the chance for utilizing them in cooperating with others. Clearly, inappropriately, the





teacher can be considered as the single English language, with which you can express, the students, and measured time to make a conversation with each student during the process of teaching or learning, however, the teacher is concerned that he or she is limited in the classroom. Hence, the tutor must upgrade and utilize valuable techniques and strategies for the purpose of implementing communication competencies in their groups and in order to involve in its work other sources, including online resources of the Internet to communication outside of classroom walls. People learn best foreign language as they are motivated and have the probability to apply their knowledge and skills in language environment, in which they comprehend and the topics are interested in. From another respect, ESP is a prevailing means for the comprehension of this probability. Students improve the English language as they work with materials that they reflect motivating and act structures, and which they can use in their professional activity or further studies. Considerations should be taken that the more the students communicate in their target language that they listen, write their experiences or at reading sources which they read, the more they will be successful in the practical process of them.

In other word, the more students will be come up with focus on morally linguistic grammar and other aspects of the language or its separate structures, the less desire they will have to spend a long time in classes. When it comes to the ESP students, they are specifically prednisolone us, to concentrate on material closely related to their specialized organization, in particular engineering students. ESP language should not be represented nor as a subject that should explore in isolation from real use, nor as a skill that should be improved. In contrast, English should be represented in an authentic context, to inform the improving explicit techniques of applying language, which they should be able to apply for their specialties or work..

Research Methods

All innovative techniques and methods are advantageous for Autonomous(independent) learning to prepare students for scientific but research activities, inspiring their motivation in demonstrations of the findings of the function and evolve practice in order. The teacher should employ the whole structure of the lessons till the last part of the lesson according to the criteria of teaching ESP students with the help of interactive tools and innovative methods. When it comes to the level difficulties of the students we can encounter some challenges while conducting the learner-centered interactive lesson¹. On the other hand, an ESP teacher is applied with very limited material to work with in the classroom and mainly these are the texts in the subject of students with restricted program of tasks



for them. Consequently, most specialists in ESP often apply their own resources in teaching ESP, especially designed for specific purposes and needs of their students. Technology web quests to help form and advance in students the following competencies: 1) using it for tackling professional problems involving in searching for the essential information, presentation of outcomes of production in the form of computer presentations, websites, flash videos, databases data; 2) self-learning and self-organization; 3) working in a team following planning, distribution of functions, including mutual control; 4) the capacity to recover several resolutions of the problem or the circumstances, to reveal the most rational option, to explain your choice; 5) ability of public speaking, because it is crucial widely to defend the scheme, to answer questions or take part in discussions. It is vital to perceive that teachers of ESP need regular support and direction on the use of new technologies. Not surprisingly, young teachers are often the best demonstrators of new technologies, so they can be instructors for more senior teachers who are trying to introduce these new technologies in their classrooms. Group discussions and project work are also effective forms of training in working with ESP students. More up-to-date trend in teaching English for professional goals — is to debate. At the stage of preparation for the debate students have to organize all their knowledge and the potentials of speaking in a foreign language, to use their critical thinking and to progress lateral (creative) thinking.

Digital Constructivism

Since the 21st century has been transferred to as the age of global communication and the fast spread of information every field as well as ESP areas have shifted with its new approaches and tendencies towards teaching all disciplines. Appropriately, the use of information and communication technologies in ESP teaching and learning is a contemporary task forcing to deliberate a number of educational issues. ESP courses aim at maintaining students being able of using a language that they will need in future professional situations. This can be realized by means of a content-based curriculum where students learn the language by concentrating on the specialized subject matter and the use of authentic materials. The Internet is an excellent source for providing authentic materials in accordance with students' needs. "Internet-generated materials can be flexibly organized to engage students with topics and cognitive tasks relevant to students' professional futures". It is worth mentioning that a computer, together with the Internet, is an example of digital mediating technology which role in education should not be considered as add-ons, but has been principally noticed as an instructional tool for affording a richer and





more exciting learning environment . Modern technology has the potential to improve interactivity and availability as a communication device and as a classroom management tool. If used appropriately, the technology could add relevance and meaning to ESP learning because it has the potential to increase students' motivation for studying languages. Concerning computer applications, we state that they have been developed to engage learners in critical thinking about the content they are studying. Actually, technology is the most successful in leading to learning when it is used to involve students in meaningful, relevant and authentic activities with open-ended software and the Internet². 'Mindtools' promote independent and meaningful learning, maintain interactive, collaborative, and student-centered classrooms, engage students in creative and critical thinking while constructing knowledge. Furthermore, technology is seen as an integral part of cognitive activities Along with constructivist learning environments, it activates cognitive learning strategies and critical thinking . It can enrich the cognitive powers of learners during thinking, problem-solving, and learning . A student who uses a cognitive tool effectively should engage (actively), think (deeply) and articulate his/her knowledge . Therefore, the use of modern technology is distinct for students' increasing of autonomous and collaborative learning, as well as for taking responsibility and control over the learning process as one of the core of constructivist pedagogy³. Current ESP constructivist learning environments are technology-based in which learners are engaged in meaningful interactions⁴. "The richness of the technology permits us to provide a richer and more exciting (entertaining) learning environment... our concern is the new understandings and new capabilities that are possible through the use of technology" (16). In this day and age students seem to be quite eager to employ technology in almost any task. ESP students present most of their tasks making good use of technology. They search the web, use e-books, use software to make the required programs, etc. Nevertheless, when it comes to languages, they often feel discouraged if classes seem to rely solely upon textbooks. ESP is an approach of language teaching in which all decisions to content and method are based on the learner's reason for learning. The previous studies on ESP research demonstrate that globalization has most influences on ESP and the appearance of ESP, but it is not stated clearly.

Blended Learning (BL)

Technology may be a vital supplementary tool for English language teaching and learning, however, we have to consider all the aspects of using technology in our classes. Considering technology's double face is the key factor in applying CALL





(Saeedi, 2016, p.41). We have to pay attention to techno centrism and the lack of experimentation in applying CALL. Teachers should not hesitate to use technology in their classrooms. Technology-based programs and tools could be regarded as a practical and convenient medium for teaching and learning English language. However, this may not be possible where teachers are themselves not well trained. And one more lacunae which comes to the forefront in English language teaching in developing countries is dearth of minimum facilities and resources. Some teachers efficiently use the available digital tools to make the learning effective, but the number is few. Tafazoli argues that technology-based course is best regarded as a student motivator. Students, teachers, administrators and parents' attitudes define whether the aims and goals can be achieved effectively and adequately through technology based tools. The study investigated the attitudes of ESP students towards Blended Learning (BL) in the management institutes of Assam. The students frustration was quite vocal when they said they preferred BL but teachers were inefficient on many occasions I handling BL. Apart from these the digital tools were also obsolete. The students agreed upon the fact that most of the time internet connection was slow and the computers were not functional. Students strongly appreciated in BL. It can be concluded that the majority of the students, keeping in line with modern development in technology, feel comfortable with technology and believe that technology can save their time and effort. Electronic book Electronic book or e-book is one that utilizes computer technology to deliver multimedia information in the form of a compact and dynamic. He also outlines some of the classroom learning problems for students from non-English speaking backgrounds include:

- Listening comprehension difficulties due to limited vocabulary, poor grasp of syntax, and the speed at which other speak.
 - Reading difficulties due to differences in basic phonology, limited sight vocabulary, and (when reading fiction) not having had firsthand experience of situations or contexts being described.
 - Inability to engage meaningfully with new information, concepts and problems due to lack of understanding of the associated language.
 - The communication difficulty can also limit social interactions with other children.
- What is the impact we are making to the students in relation to use of technology in classrooms? Schools, management institutes and universities claim technology enhanced education.



E-learning

Although a variety of definitions but basically we can agree that the e-learning is learning by using electronic technology as a means of presenting and distributing information. Included in the definition of educational television and radio broadcasts is a form of e-learning. Radio and television education is also considered as a form of e-learning. However, it is generally agreed that e-learning reaches its ultimate form when it synergize with internet technology. Internet-based learning or web-based learning in its simplest form is the website which is used to present learning materials. This method enables learners to access learning resources provided by the speakers or facilitators whenever desired. If it is necessary that may also be provided mailing list specifically for the learning website that serves as a forum for discussion. Teachers and learners both may have limited IT skills, or be uncomfortable with electronic communication and need to learn how to use the medium effectively. ICT presents a powerful learning environment for learners in the classroom. Many countries make investments in ICT integration as ICT is viewed as an effective tool for renewing educational practice in any field

Flipped Classrooms

A growing number of educators around the world and even in many educational institutes teachers are working to turn learning on its head by replacing traditional classroom lectures with video tutorials, an approach popularly called the "flipped classroom. But is it effective. The researcher's concern is that if we are still relying on lecture as our primary mode of getting content across what is the point of flipping the classrooms anyway. Students typically are assigned to watch a video uploaded by the teacher for homework, freeing up class time that used to be spent listening to lectures for hands-on activities and application of knowledge, which used to serve as homework.

Conclusion

In conclusion, in this developing community there have been various reformations and investigations devoted to how to conduct the lessons of ESP. But, till these days mainly using traditional methods during the lesson is considered the main model of teaching in General and Specific English. In the last 10 years using technology in all teaching system of the disciplines and these years have become digital era of any field. A significant component in teaching ESP is the capability of the teacher to generate in the audience atmosphere for real communication and productive dispute. Students gain supportable communicative competences only then while





they have the chance for utilizing them in cooperating with others. Clearly, inappropriately, the teacher can be considered as the single English language, with which you can express, the students, and measured time to make a conversation with each student during the process of teaching or learning, however, the teacher is concerned that he or she is limited in the classroom. That's why, using modern technologies and programs during the lessons has opened new ways and innovations towards teaching ESP.

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