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Problems of Teaching ESP at the Technical Universities of Uzbekistan

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ABSTRACT

In this article, the problems of teaching English for special purposes are considered. According to the authors the current problems in teaching ESP have been existed for a long time not only in Uzbekistan but in the other countries as well. The author highlights the key tendencies and problems in this sphere.

Keywords:

Approaches, authentic, development. ESP, English, material, methods, teaching, system, teacher training

About three decades ago there was no English for special purposes in Uzbekistan. Universities taught general English, and even this language was used by a small number of "lucky ones" due to the difficulties of free movement and communication in the Soviet era. "However, along with global changes in the mid-80s of the 20th century, the need to learn and learn some of the features of the communication that became the language after the Second World War forced us to turn to the ESP"[2]. What are we seeing in our classrooms? We pride ourselves on the fact that our students do their homework flawlessly. The seminars look the same as they did decades ago. It is easier for a student to say "I agree with him" than to join the discussion. Universities often teach you to argue, to deny. It is time to understand the importance of personality: the student is not a robot, he must analyze, take part in the discussion, not because the teacher makes him do it, but because he wants to be heard, to have a separate point of view. To achieve this, the student must be able to take part in the planning of the educational process. Today, the interest in

learning foreign languages, especially English, is increasing day by day in Uzbekistan. Our state encourages the study of English and other foreign languages in every way. First of all, teaching a foreign language is a current requirement not only for specialist philologists, but also for other professions. In the end, finding a solution to a number of problems in teaching English to specialists for special purposes remains relevant not only in Uzbekistan, but also in foreign countries. Current problems in teaching English for special purposes have existed for a long time. First of all, it should be noted that this field appeared in Europe and America. There are scientific opinions that education in this field is on the brink of a crisis due to the disparity in teaching requirements, assignments and their results. Making education a universal field and taking into account innovative technologies is the main goal. As a result, there is a need for new specialists. A positive solution to problems in this direction is their globalization. New sources of information, great opportunities for communication have appeared. Also, the

demand for learning foreign languages is increasing day by day. This need exists not only in Uzbekistan, but also in other countries of the world. "To consider this issue, let's first look at the history of its appearance. The emergence of this direction is associated with changes in all aspects of the post-war 50s of the 20th century. By this time, there were cases of productive growth in the fields of commerce and technology, resulting in a new need. This need was reflected in the development of the international language and the emergence of new learners"[2]. New learners refer to adults whose activities at that time were closely related to commerce and technology. It was necessary for them to know a foreign language in order to sell their products, to read the rules and instructions. The emergence of new fields and the emergence of many materials available only in one language has led to an increase in people's interest in learning foreign languages. One of the main characteristics of the behavior of students of that time is that they consciously feel why they need to learn a foreign language. Changes and innovations did not cover only this field, but made radical changes in the entire field of linguistics. Since then, the study of the language structure and its grammar has not been the main goal of research. All attention was paid to the use of language as a means of communication. Among the students studying for various specialties, thoughts about taking into account the specific features of language teaching began to appear. This means that if we look at the use of language as a means of communication, we can see many differences between the fields of medicine and management. Therefore, the content of teaching a foreign language requires a different approach to different professions. Different approaches to changes in teaching English appeared in the 60s and "70s of the 20th century. By that time, the focus of teaching English for the field of science and technology had emerged, and this was equivalent to the concept of teaching English for special purposes at that time. if you tell me what you need English for, I'll tell you what field you need English for" became the main principle" [2]. "A change in the approach to the process of teaching foreign languages aimed at special

goals created the ground for the development of a fundamental turn. Since that time, this direction has developed rapidly and has been rich in changes" [3]. The student and his interests are now at the center of education. The concepts of purpose and interest appeared. Therefore, English language lessons should be organized according to the full taste of students, and this, in turn, helps to increase their interests and goals and increase the quality efficiency in receiving the studied lesson material. It has been recognized by linguists of many countries in the world and today also finds confirmation of the ideas put forward in those times. If we pay attention to the general content of teaching English for special purposes, it has several characteristics. First of all, the concepts of language for special purposes (LSP) and English for special purposes (ESP) are different in foreign language teaching methodology. "The main emphasis is on the first concept. given to the translation, which in turn is not the focus of the second concept". [5].As a first step in the process, tests can be taken to check the level of use of the language. "Special questionnaires are distributed to the students and their level of language use in their fields and professions is checked. In the course of further work, emphasis is placed on the study of authentic (purely natural language learning material related to the studied foreign language) material, development of communication skills, and problem issues related to the professional activity of the language learner. In general, it should be recognized that the development of communication skills and abilities is one of the main issues related to professional activity" [3]. There is also a different approach to English for Special Purposes (ESP) that is directly referred to as Language for Special Purposes (LSP) and focuses on translation activities. Through it, we study another culture and compare it with our own, translation is considered as an associative activity, the language of each nation reflects its characteristics, rules and principles, ideas, in a word, its worldview. "Because of this, the purpose of teaching through translation is considered as the fifth skill. And in turn, translation is considered as one of the activities of communication" [1].If we pay attention to the

issues that are seen more and more on this topic, we can single out one of the most common among them. This is the issue of training teachers who teach English for special purposes. One of the difficulties that arise in teaching this subject is the shallowness of the teachers' knowledge of the special subject, and this, in turn, students causes complications in communicating with and analyzing the given issues. Issues that need to be addressed include: Problems of special methodology, the teacher's lack of knowledge of the special subject, lack of preparatory courses, non-practical use of a foreign language in teaching, teaching methods that are used without taking into account the diversity of students' knowledge of the language being studied, lack of exhibition materials used in the lesson, low use of modern information technologies. As we have seen above, the problems observed in the methodology of foreign countries in teaching English language for special purposes are also very important for us. After all, the development of this field will create the basis for the future training of qualified specialists who know foreign languages perfectly. This is the demand of the time.

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