



**JOURNAL OF ADVANCED
SCIENTIFIC RESEARCH**



Editorial Team

Editorial Board Members

Dr. Hazim Jabbar Shah Ali

Country: University of Baghdad , Abu-Ghraib , Iraq.
Specialization: Avian Physiology and Reproduction.

Dr. Khalid Nabih Zaki Rashed

Country: Dokki, Egypt.
Specialization: Pharmaceutical and Drug Industries.

Dr. Manzoor Khan Afridi

Country: Islamabad, Pakistan.
Specialization: Politics and International Relations.

Seyyed Mahdi Javazadeh

Country: Mashhad Iran.
Specialization: Agricultural Sciences.

Dr. Turapova Nargiza Ahmedovna

Country: Uzbekistan, Tashkent State University of Oriental Studies
Specialization: Art and Humanities, Education

Dr. Muataz A. Majeed

Country: INDIA
Specialization: Atomic Physics.

Dr Zakaria Fouad Fawzy Hassan

Country: Egypt
Specialization: Agriculture and Biological

Dr. Subha Ganguly

Country: India
Specialization: Microbiology and Veterinary Sciences.

Dr. KANDURI VENKATA LAKSHMI NARASIMHACHARYULU

Country: India.
Specialization: Mathematics.

Dr. Mohammad Ebrahim

Country: Iran
Specialization: Structural Engineering

Dr. Malihe Moeini

Country: IRAN
Specialization: Oral and Maxillofacial Radiology

Dr. I. Anand shaker

Country: India.
Specialization: Clinical Biochemistry

Dr. Magdy Shayboub

Country: Taif University, Egypt
Specialization: Artificial Intelligence

Kozikhodjayev Jumakhodja Hamdamkhodjayevich

Country: Uzbekistan
Senior Lecturer, Namangan State University

Dr. Ramachandran Guruprasad

Country: National Aerospace Laboratories, Bangalore, India.
Specialization: Library and Information Science.

Dr. Alaa Kareem Niamah

Country: Iraq.
Specialization: Biotechnology and Microbiology.

Dr. Abdul Aziz

Country: Pakistan
Specialization: General Pharmacology and Applied Pharmacology.

Dr. Khalmurzaeva Nadira - Ph.D., Associate professor, Head of the Department of Japanese Philology, Tashkent State University of Oriental Studies

Dr. Mirzakhmedova Hulkar - Ph.D., Associate professor, Head of the Department of Iranian-Afghan Philology, Tashkent State University of Oriental Studies

Dr. Dilip Kumar Behara

Country: India
Specialization: Chemical Engineering, Nanotechnology, Material Science and Solar Energy.

Dr. Neda Nozari

Country: Iran
Specialization: Obesity, Gastrointestinal Diseases.

Bazarov Furkhat Odilovich

Country: Uzbekistan
Tashkent institute of finance

Shavkatjon Joraboyev Tursunqulovich

Country: Uzbekistan
Namangan State University
C/O Advanced Scientific Research,
8/21 Thamostraran Street,
Arisipalayam, Salem

EFFECTIVE METHODS OF TEACHING ESP FOR NON LINGUISTIC FACULTIES

Karimova Sevara Sherali-qizi

Teacher at English at National University of Science and Technology MISIS

Abstract. Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.

Key words: ESP, design course, develop materials, evaluation, communication, professional context.

The current study investigates problems among teachers and students at private school “Wise School” in Tashkent, Uzbekistan. Although English is of particular importance to students, particularly those who are in scientific domains, there are problems for both teachers and students. The former pertains to the critical teaching situations as far as dealing with specialist texts is concerned, but the latter refers to the students' low-level English skills and the dissatisfaction of subject-matter teachers in relation to the students' poor communication skills. Language teachers find some difficulty in teaching ESP materials due to the lexical complexity of very scientific and technical texts included in the units being taught. Also, the teachers' lack of the texts background knowledge adds a further barrier to the teaching process. Hence, the teachers will be in critical situations with their students, who are always more

knowledgeable about the text content due to their previous education. Consequently, the ESP courses don't achieve the target objectives, and this creates dissatisfaction for both students and teachers

Teaching English for Specific Purposes (ESP) to non-linguistic faculties requires a tailored approach that takes into account the specific needs and goals of the learners. Here are some effective methods and strategies for teaching ESP to non-linguistic faculties:

1. Needs Analysis: Conduct a thorough needs analysis to understand the specific language requirements of the learners based on their academic or professional disciplines. This analysis will help you design a course that targets their specific needs.

2. Content-Based Instruction: Integrate language instruction with content from the learners' academic or professional fields. This approach helps students learn English while simultaneously gaining knowledge and skills related to their subject area.

3. Authentic Materials: Use authentic materials such as academic articles, research papers, case studies, and industry-specific documents. These materials expose learners to the language and vocabulary they will encounter in their field, making the learning process more relevant and engaging.

4. Task-Based Learning: Structure lessons around tasks or projects that reflect real-world situations the learners are likely to encounter. This approach encourages active participation and problem-solving, promoting language acquisition in context.

5. Vocabulary Development: Focus on teaching specialized vocabulary relevant to the learners' fields. Help students build a strong foundation of key terminology and provide ample opportunities for practice and reinforcement.

6. Communication Skills: Emphasize the development of effective communication skills specific to the learners' disciplines. This includes practicing oral presentations, academic writing, and other relevant communication formats.

7. **Technology Integration:** Incorporate technology tools and resources that facilitate language learning and provide opportunities for self-study and independent practice. Online resources, language learning apps, and multimedia materials can enhance the learning experience.

8. **Collaborative Learning:** Encourage collaborative activities that promote interaction among learners. Group work, discussions, and peer feedback help students learn from each other's expertise and provide opportunities for language practice.

9. **Individualized Instruction:** Recognize the diverse needs and backgrounds of learners and provide individualized support as necessary. Tailor the instruction to address specific language challenges and offer additional resources or assistance when needed.

10. **Ongoing Assessment:** Continuously assess learners' progress to identify areas of improvement and adapt instruction accordingly. Use formative assessments, such as quizzes, presentations, and projects, to monitor language development and provide constructive feedback.

Remember that adapting these methods to the specific needs of your learners and their disciplinary contexts is essential. Regular reflection and feedback from students can help you refine your teaching methods and make them more effective in meeting their language learning goals.

The uniqueness of these methods is that they are intended only for teachers and students implementation through joint activities. Pedagogical cooperation The process has its own characteristics, including: the student's exam the lesson is not to be indifferent, to think independently, to create and search arrival; to continue students' pursuit of knowledge in the educational process provide; independent approach to the student's ability to learn approach to the issue; pedagogical and demanding always organize activities in cooperation; problem teaching here let's talk about technology. Problem-based learning is complex and effective is an educational process. This is a

lesson, the teacher teaches the students creating problem situations and educational tools and problems in their work and examines the conclusion on mastering new ones by examining knowledge.

The analysis of the result of this study showed that a professional ESP teacher must be able to switch from one professional field to another without being obliged to spend months on getting started. The material should be provided by the professors or experts in the subject. It should be authentic, up-to-date, and relevant for the students' specializations. The ESP teacher ends up performing five different roles including teacher, collaborator, course designer and materials provider, researcher, and evaluator. The first role as 'teacher' is synonymous with that of the general English teacher. It is in the performing of the other four roles that differences begin to emerge.

References

1. Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge university press.
2. Paltridge, B., & Starfield, S. (Eds.). (2014). The handbook of English for specific purposes. John Wiley & Sons.
3. Widodo, H. P., & Pusporini, R. (2010). Materials design: English for specific purposes (ESP). HP Widodo, & L. Savova, The Lincom guide to materials design in ELT, 147-160.
4. Anthony, L. (1997). Defining English for specific purposes and the role of the ESP practitioner. Retrieved November, 18, 2008.
5. Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge university press.
6. Anthony, L. (2007, October). The teacher as student in ESP course design. In The Proceedings of 2007 International Symposium on ESP & Its Applications in Nursing and Medical English Education (pp. 70-79).