

TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)
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Abstract: *this article examines the issue of how important foreign language training of medical students. English for Specific Purposes (ESP) courses should empower students to satisfy their language needs. However, many universities, these courses are mostly taught based on the Grammar Translation Method focusing on teaching grammatical rules and reading comprehension. The present study aims at proposing an innovative approach for teaching English to Medical students that can improve students' proficiency in different language skills.*

Keywords: *ESP; medical students; Innovative approach, language.*

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ ОСОБЫХ ЦЕЛЕЙ
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Аннотация: *в данной статье рассматривается вопрос о том, насколько важна иностранная языковая подготовка студентов-медиков. Курсы английского языка для особых целей (ESP) должны давать учащимся возможность удовлетворять свои языковые потребности. Однако во многих университетах эти курсы в основном преподаются на основе метода грамматического перевода с упором на преподавание грамматических правил и понимание прочитанного. Настоящее исследование направлено на то, чтобы предложить инновационный подход к преподаванию английского языка студентам-медикам, который может улучшить знания студентов по различным языковым навыкам.*

Ключевые слова: *ESP, студенты-медики, инновационный подход, язык.*

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. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world instead, it is integrated into a subject matter area important to the learners [1, p. 107]. However, ESL and ESP diverge not only in the nature of the learner, but also in the aim of instruction. In fact, as a general rule, while in ESL all four language skills; listening, reading, speaking, and writing, are stressed equally, in ESP it is a needs analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. An ESP program, might, for example, emphasize the development of reading skills in students who are preparing for graduate work in business administration; or it might promote the development of spoken skills in students who are studying English in order to become tourist guides. As a matter of fact, ESP combines subject matter and English language teaching. Such a combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, computer science or tourism. Being able to use the vocabulary and structures that they learn in a meaningful context reinforces what is taught and increases their motivation [2, p. 78]. The students' abilities in their subject-matter fields, in turn, improve their ability to acquire English. Subject-matter knowledge gives them the context they need to understand the English of the classroom. In the ESP class, students are shown how the subject-

matter content is expressed in English. The teacher can make the most of the students' knowledge of the subject matter, thus helping them learn English faster. The term "specific" in ESP refers to the specific purpose for learning English. Students approach the study of English through a field that is already known and relevant to them. This means that they are able to use what they learn in the ESP classroom right away in their work and studies. The ESP approach enhances the relevance of what the students are learning and enables them to use the English they know to learn even more English, since their interest in their field will motivate them to interact with speakers and texts. ESP assesses needs and integrates motivation, subject matter and content for the teaching of relevant skills. A teacher that already has experience in teaching English as a Second Language (ESL), can exploit her background in language teaching. She should recognize the ways in which her teaching skills can be adapted for the teaching of English for Specific Purposes. Moreover, she will need to look for content specialists for help in designing appropriate lessons in the subject matter field she is teaching [3, p. 314]. As an ESP teacher, you must play many roles. You may be asked to organize courses, to set learning objectives, to establish a positive learning environment in the classroom, and to evaluate student's progress.

References / Список литературы

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