

INTEGRATED PEDAGOGICAL APPROACHES IN TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP) FOR PSYCHOLOGY STUDENTS: A FRAMEWORK FOR PROFESSIONAL COMMUNICATIVE COMPETENCE**Isanova Visola Oybekovna**Jizzakh state pedagogical university(JDPU)
oybekovna_vs@mail.ru**Abstract**

This study explores the integration of discipline-specific content into English language instruction for undergraduate psychology students. Teaching English for Specific Purposes (ESP) in the field of psychology requires a dual focus: the acquisition of complex terminological lexicons and the development of empathetic communication skills in a second language (L2). Through a mixed-methods research design involving 80 psychology students, this paper evaluates the efficacy of Content and Language Integrated Learning (CLIL) and Case-Based Learning (CBL). The results demonstrate that incorporating psychological case studies and simulated therapeutic dialogues significantly enhances both linguistic proficiency and professional readiness.

Key Words

ESP (English for Specific Purposes), CLIL (Content and Language Integrated Learning) Professional Communicative Competence, Psychological Discourse ,Case-Based Learning (CBL) ,Technical Terminology Acquisition, Higher Education Pedagogy ,Clinical Communication Skills.

Introduction

In the contemporary era of globalized science, English has become the primary medium for psychological research, international conferences, and clinical practice standards. For psychology students, learning English is no longer a peripheral academic requirement but a core professional necessity. However, teaching "General English" is insufficient for this cohort; they require **ESP (English for Specific Purposes)** that mirrors the cognitive and emotional demands of their future profession. The challenge lies in the nature of psychological discourse, which is characterized by abstract concepts (e.g., *cognitive dissonance*, *maladaptive behavior*) and the necessity for high-stakes interpersonal communication. This paper proposes a framework that moves beyond rote memorization of terms toward an integrated model of professional communicative competence.

Theoretical Framework

The teaching of English to psychology students is based on two main educational ideas: **CLIL** (learning a subject through English) and **Social Constructivism** (learning through interaction). These theories explain why students learn better when the language is connected to their future jobs.

Content and Language Integrated Learning (CLIL)

CLIL is a popular method in European and Asian universities. In this model, the focus is not just on "grammar rules," but on "psychological ideas." For example, instead of learning the *Past Continuous* tense using general sentences, students learn it by describing a patient's behavior in a case study.

This approach is effective because it creates a **double learning effect**:

- **Cognitive Engagement:** Students think about psychology, which is their main interest.
- **Natural Acquisition:** They "pick up" the language while focusing on the subject, similar to how children learn their first language.

Social Constructivism and the Zone of Proximal Development (ZPD): According to Lev Vygotsky's theory, people learn best when they work with others and solve problems together. In the ESP (English for Specific Purposes) classroom, the teacher uses a technique called "Scaffolding."

Scaffolding means providing temporary help. For psychology students, this help might be a list of "useful phrases" for a counseling session, such as:

- *"How does that make you feel?"*
- *"Can you describe the situation?"*

As the students become more confident, the teacher removes this help, allowing the students to become independent and professional speakers.

The ESP Motivation Model: Psychology students are often more motivated when they see the **immediate benefit** of English. According to modern motivation theories, when a student realizes that English is the "key" to reading the latest research or working in an international clinic, their "Instrumental Motivation" increases. This makes them work harder than they would in a general English class.

ESP for Psychology: More than Just Vocabulary; Theoretical research shows that ESP is not just about learning words like *"Schizophrenia"* or *"Therapy."* It is about learning the **"discourse"**—the specific way psychologists talk, write, and think. This includes learning how to be polite, how to keep secrets (confidentiality), and how to show empathy to a patient using English.

Methodology

This section explains how the research was done. To find out if the ESP (English for Specific Purposes) method is effective, we organized a 14-week practical experiment at the university. Participants: We chose **80 second-year psychology students** to take part in this study. All students had an intermediate level of English. We divided them into two groups:

- **The Control Group (40 students):** They studied "General English" using a standard textbook. They focused on daily topics like travel, shopping, and hobbies.
- **The Experimental Group (40 students):** They studied "ESP for Psychology." Their lessons were specifically designed to help them in their future careers as psychologists.

Research Design: The study used a "Pre-test" and "Post-test" model to measure progress.

Pre-test: At the beginning, both groups took a test to check their starting level. The results were almost the same.

The Intervention: For 14 weeks, the Experimental Group followed a special psychology-based English program.

Post-test: At the end of the semester, both groups took a final test to see which group improved more.

The ESP Learning Activities (For the Experimental Group) We used three main activities to teach the students:

- **Case Studies:** Students read real stories of famous patients. For example, they analyzed the symptoms of a person with *Social Anxiety* and discussed the case in English.
- **Role-Plays:** Students practiced in pairs. One student played the "Psychologist" and the other played the "Client." They practiced how to start a session and how to ask sensitive questions politely.
- **Term Work:** Instead of learning random words, students studied the "roots" of words. They learned that *-phobia* means fear and *-logy* means study, which helped them understand many scientific terms easily.

Results and Discussion; After 14 weeks of study, we compared the results of both groups. The data showed a clear difference between the students who studied General English and those who studied ESP (English for Psychology).

Improvement in Test Scores: At the end of the semester, we gave a final test to everyone. The test included professional vocabulary, reading psychology articles, and a speaking part.

- **The Control Group:** Their scores improved a little bit (about 10%). They were good at general grammar, but they struggled with professional psychology terms.
- **The Experimental Group:** This group showed a big improvement (about 30%). They could easily explain psychological theories and use the correct terminology.

Speaking Confidence and Professional Skills: The most interesting result was in the **speaking part**. Psychology is all about talking to people.

In the final role-play, students in the Experimental Group were much more professional. They did not just use simple words like "*sad*" or "*angry*". Instead, they used professional words like "*depressed*" or "*anxious*". They also learned how to listen actively and ask polite questions in English, which are very important skills for a future psychologist.

Discussion: Why was the ESP method better? There are three main reasons why the Experimental Group was more successful:

1. **Interest and Motivation:** Students were more excited because they were learning things they actually need for their career. They didn't feel like they were "just learning English"; they felt like they were "becoming international psychologists."
2. **Immediate Practice:** Because we used role-plays and case studies, the students could use the new words immediately. This helped them remember the words much longer than if they just memorized a list.
3. **Real-world Context:** Using real psychology materials (like TED Talks or articles) prepared them for real professional situations.

Challenges and Observations: However, we also noticed some challenges. Some students found the professional articles quite difficult at the beginning because the language was very formal. The teacher had to spend more time explaining the difference between "Everyday English" and "Scientific English." For example, the word "*affect*" in general English is a verb, but in psychology, it can also be a noun meaning "emotion."

Conclusion

The main goal of this research was to see if teaching English through psychology topics is better than teaching general English. After 14 weeks of study, we can conclude that the **ESP (English for Specific Purposes)** approach is highly effective for psychology students. The experimental group did not only learn more vocabulary, but they also became more confident in using English for professional tasks. The results proved that when students see how English is useful for their future job, they become more motivated and active. Using role-plays and real-life case studies helped them move from "knowing the rules" to "using the language."

Pedagogical Recommendations: Based on the results of this study, we provide the following recommendations for university teachers and curriculum designers:

- **Integrate Content and Language:** Teachers should stop teaching English in isolation. Instead, they should use materials like psychological reports, research abstracts, and therapy simulations.
- **Use Active Learning:** Methods like **Case-Based Learning** should be the center of the lesson. This helps students think like psychologists while they practice English.
- **Team Teaching:** It is helpful for English teachers to collaborate with psychology professors. This ensures that the professional content is accurate and up-to-date.
- **Focus on Soft Skills:** In ESP for psychology, teaching "empathy" and "active listening" in English is just as important as teaching grammar.

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