

TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Annotation: In this scientific article, teaching English is discussed and showed its purposes. In addition, lots of information about teachers, their roles, responsibility and others are given in it.

Key words: EPS teacher, linguistic development, methodology, “General English” teacher.

The importance of the English language cannot be denied in this modern society since it is the language most commonly taught as a second or foreign language in many countries in the world. As a consequence, it brings students a wide range of opportunities that would benefit their personal and professional growth.

English for Specific Purposes (ESP) reflects the worldwide interest in the study of English. Among the factors influencing the creation of this academic subject are the following: – the introduction of governmental mass education programs with English as the first or the foreign language; – the need of English as a common medium of communication and a consequence of the growth of business and increased occupational mobility; – the facilitation of access to scientific and technical literature. ESP has developed its own methodology and its research draws on research from various disciplines. ESP has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation.

The Role of the Teacher ESP has a lot in common with teaching of general foreign language. However, in both cases it is necessary to consider linguistic development and methodology; to have insights in contemporary ideas regarding the position and role of foreign language teachers as well as the position and the role of foreign language learners; to face new technologies offered as a means improving the process of teaching and learning Foreign Language for Specific Purposes. In this context, the ESP teacher must fill many roles and acquire certain knowledge. Dudley Evans describes the true ESP teacher as the one who performs five different roles; they are:

- 1) Teacher;
- 2) Collaborator;
- 3) Course designer and materials provider;
- 4) Researcher;
- 5) Evaluator.

Thus, he or she is responsible for organizing courses, setting learning objectives, establishing a positive learning environment in the classroom, and evaluating student progress. In the light of our problem, organizing courses means setting learning goals, transforming them into an instructional program with the timing of activities. This is, in actual flow, selecting, designing and organizing course materials, supporting the students in their efforts, and providing them with feedback on their progress. Setting goals and objectives means the arrangement of the conditions for learning in the classroom and setting long-term goals and short-term objectives for student’s achievements. The knowledge of students’ potential is central in designing a syllabus with realistic goals that takes into account the students’ concern in the learning situation. Creating a learning environment means creating the atmosphere in the classroom for acquiring language proficiency by means of using the language in interaction with other speakers. Here the teacher should create an atmosphere in the

language classroom, which encourages the students. Learners must be self-confident in order to communicate, and the ESP teacher bears the responsibility aiming in building the learner's confidence. Evaluating students sees a teacher as a source of information that helps students identify their language learning problems and find solutions to them, find out the skills they need to focus on, and take responsibility for making choices which determine what and how to learn. The first role as "teacher" is synonymous with that of the "General English" teacher. In terms of the ESP theory and practice, the ESP teacher must first work closely with field specialists to meet the specific needs of the learners and adopt the methodology and activities of the target discipline. The second role can emerge from such a collaboration that does not have to end at the development stage and can extend as far as provide teaching. When team teaching is not a possibility, the ESP teacher must collaborate more closely with the learners, who will generally be more familiar with the specialized content of materials than the teacher him or herself. Both "General English" teachers and ESP teachers are often required to design courses and provide materials. ESP practitioners are obliged to develop original materials; it is here that the ESP teacher's role as "researcher" is especially important. The elaborated materials should provide the classroom audience with appropriate material background. The final role as "evaluator" might possibly be the most neglected, however; few empirical studies, that test the effectiveness of ESP courses, have been made. They provided the education community with the results in this domain. The counseling role of an ESP teacher is actually a restricted pedagogical therapeutic role, which should not be equated with professional psychiatric one. A counseling teacher is a good, intelligent, creative, sincere, and energetic person, who is warm towards learners and responsible for sound judgment. The counseling teacher should act in the way that seems attractive, trustworthy, and skillful. Some personal attributes such as warmth and positive regard, cultivating hope, and being non-judgmental and sympathetic are of essential importance for an ESP teacher. Furthermore, a counseling teacher should have some therapists' characters such as emotional stability, open-mindedness, commitment, genuineness, flexibility, interest in people, confidence, sensitivity, and fairness. This humanistic approach enhances the positive, non-competitive, uncomplicated, and openly reflective role of learners. Certainly, in such an accepting atmosphere, teaching and learning activities occur in a cooperative way. This cooperative approach helps language teachers and content teachers to deal with major problems more conveniently than traditional approaches.

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