

INCORPORATING PROJECT WORKS IN ESP CLASSROOM

Beshariq tuman 1-son kasb-hunar maktabi Ingliz tili fani o'qituvchisi:

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ANNOTATION

After becoming independent the demand for learning foreign languages, especially English was exceeded. We can say that in these years in every family of our country has a chance of using internet and this process also requires the necessity of English. These events make English teachers who are working at secondary and professional schools work harder than they before. This qualification work is for the teachers who are working at professional schools and is shown by special programmes. In writing qualification work it is shown that the necessity of learning English as a second language in ESP classes, the four branches of English learning, the importance of English for specified classes, difficulties for English teachers in this type of teaching.

Key words: teaching technique, innovation, teacher-centered approach, student-centered approach, to modernize, problems in teaching, mixed-ability groups, background, distance learning

Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP doesn't involve a particular kind of language, teaching or methodology. The basic question of ESP is Why does this learner need to learn foreign language? The purpose of learning English became the core. Steven's (1988) definition of ESP makes a distinction between:

1) Absolute characteristics (language teaching is designed to meet specified need of the learner; related in content to particular disciplines, occupation and

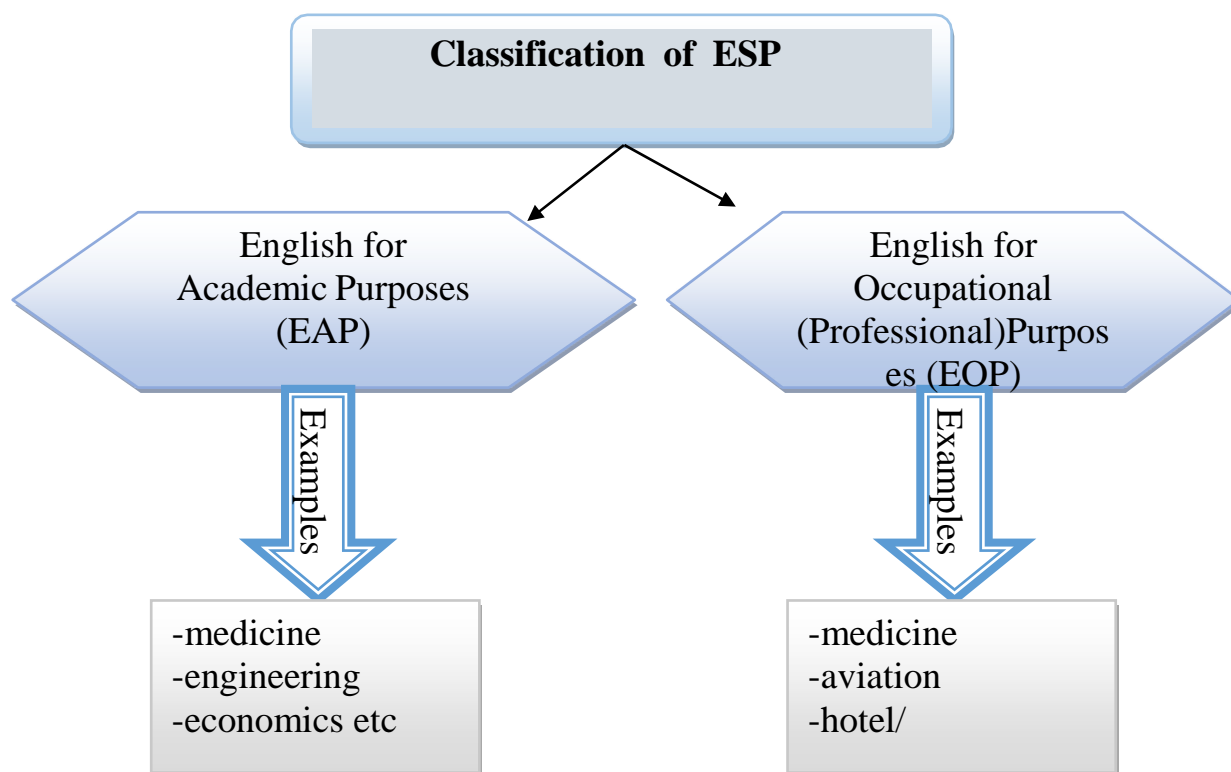
activities; centered on the language appropriate to those activities in syntax, text, discourse, semantics etc.)

2) two variable characteristics at annual Association of Teacher Education in Europe conference.

Robin’s definition of ESP is based on two criteria:

1) ESP is normally “goal-centered”;

2) ESP courses develop from a need analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in.



English for academic purposes , taught to students before or during their degrees, is one sort of ESP, as is Business English. Aviation English is taught to

pilots, air traffic controllers and civil aviation cadets to enable clear radio communications.

TYPES OF ESP. ESP is traditionally been divided into two main areas according to when they take place:

1) **English for Academic Purposes (EAP)** involving pre-experience, simultaneous/in-service and post-experience courses, and

2) **English for Occupational Purposes (EOP)** for study in a specific discipline (**pre-study, in-study, and post-study**) or as a school subject (**independent or integrated**).

Teaching in ESP classroom, its issues, advantages and students' attitude.

This study attempts to explore the application of project based learning in ESP course for English pre-service teacher in English Education Study Program. The result of the observation shows that the students were getting confused in the beginning of doing the projects. The first project was doing need analysis to the target situations. To do this, the students were asked to arrange questionnaire and set the interview to the targets in order to gain basic information from the target situation. Most of the students got difficulties in organizing the questionnaires and questions for interviewing the target. By guiding from the lecturer, the students designed the outline of questionnaires and the interview. The instrument should reveal the students need in English in particular field of study. The students could get the basic information of the target situations by analyzing the result of interviews and observation. The basic information the students got in need analysis were divided into two parts. The first was about the students personal information and their attitude towards English, like their motivation, their proficiency according to themselves. The second part was the students need in English, the students lack of English, and the students want in English, include the topics that they want to learn in English. In designing the syllabus, the students felt difficult in determining the language focus in a unit and relating it with content focus,

especially for class 4C which did the project about mathematics fields. The focus overlapped in some groups. To overcome this problem, the writer asked every group to communicate each other so that there were no similar topic in a coursebook. Each group should submit the outline of their unit which consist of language focus and content focus.

The role of ESP teacher. Many linguists admit that the ESP teacher` work involves much more than teaching. Dudley-Evans and St.John (1998) prefer the term” ESP practitioner” as this definition seems to be more detailed and complete. They distinguish the following key roles of ESP practitioner:

- ♣ teacher
- ♣ course designer and materials provider
- ♣ collaborator
- ♣ researcher
- ♣ evaluator

The first role as 'teacher' is synonymous with that of the 'General English' teacher. The methodology changes as the teaching becomes more specific. In the case of ESP classes, the teacher is no longer a “primary knower”. To sum up, in my paper I concerned with “English for Specific Purposes” (ESP). I introduced the theoretical background concerning ESP and mentioned some characteristic features closely connected with process of ESP learning. I drew the special attention to organizing ESP course and selecting material as an important phase to fulfill its demands and to achieve satisfying goals in ESP process of learning. I also pointed out some differences between the role of “ESP” and “General English” teacher and stressed the importance and possible ways of evaluation. I mentioned 'learning centered approach based on learners' needs, expectations and learners' way of learning language. They are mainly learners' needs that must be met rather than teachers' ones and it depends on learning strategies and teachers' attitude to ESP

course that is why a motivation was emphasized as a necessary part of a learning process as well.

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