

Development stages of ESP in teaching English in Uzbekistan

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Abstract: In this article, opinions are given about the implementation of ESP in Uzbekistan, its importance for representatives of various fields. Also, the work of the President of the Uzbekistan focusing on the development of foreign languages is briefly covered.

Key words: ESP (teaching foreign languages for special purposes), professional education, higher education

Since the 1960s, ESP has been at the forefront of teaching English as a foreign language for professional purposes for the first time. ESP is an important and unique branch of ELT English language teaching.

Its introduction in Uzbekistan meant quality, development - oriented, situational teaching in education. Of course, although the introduction of this theory was slow, we can see its great development in recent years. In particular, if we look at the decision no. 1875 of December 10, 2012, "On measures to further improve the system of foreign language learning" its essence is foreign education for young people throughout Uzbekistan connecting languages, ensuring that the young generations can express their thoughts flawlessly in another language. The following reforms were made at the end of this decision:

- 1) Step - by - step introduction of teaching English from the 1st grade in all regions of the Republic;
- 2) In higher education, international specialties and some specializations are taught in English;
- 3) To provide students and teachers of general, secondary special and vocational education with textbooks and instructional manuals on teaching a foreign language.

Uzbekistan's policy of openness, its active entry into the world market, and the expansion of international cooperation in all fields increase the need to know foreign languages. Therefore, this approach to teaching English has gained a strong importance in recent decades. It has been widely promoted in courses designed for professionals in engineering, tourism, healthcare, aviation, informatics and business contexts. It is used in general and multidisciplinary education, especially in vocational, trade and service schools. And also, at the video selector meeting on May 6, 2021, chaired by President Sh. Mirziyoyev, the development of a "system that will be a solid foundation for the future" for teaching foreign languages and future plans regarding this issue were discussed. "Since we have set ourselves the goal of building a competitive state, from now on graduates of schools, lyceums and universities must have a perfect knowledge of at least 2 foreign languages. This strict requirement should become the main criterion for the activity of the head of every educational institution", says Shavkat Mirziyoyev. For this purpose, it was announced that the Agency for Popularization Foreign Languages will be established under the Cabinet of Ministers. During this meeting, Resolution N- 312 of the Cabinet of Ministers of the Republic Uzbekistan dated 19. 05. 2021 "On measures to effectively organize the popularizations of learning foreign languages" was developed, according to which the 2024 - 2025 school year it was determined that all foreign language teachers working in general secondary special and professional educational institutions must have at least a B2 level national or equivalent international certificate. In the same decision, the development of special programs (tailor - made programs, executive courses, English for business representative or accountants) adapted to the needs of professors and teachers of foreign languages of higher education institutions was approved. The most important action on the introduction of foreign language teaching is the decree of the President of the Republic of Uzbekistan "On approval of the innovative development strategy "for 2019- 2021, which makes Uzbekistan one of the 50 countries of the world by the year 200 including in the ranking of the leading countries, the level of complete improvement of the quality and coverage of education, the development of a continuous education system, ensuring its flexibility, and the establishment of a personnel training system based on the needs of the economy. Currently, there many monographs on the theory of ESP, the methodology of teaching ESP students has been development,

and various studies are being conducted. It is worth noting that the officials of our country are putting forward the idea that every student graduating from higher educational institutions should know at least one foreign language perfectly. However, most of the students who are graduating from higher educational institutions in our country in the field of philology (foreign language) have a different level of foreign language knowledge. Differs from the requirements of those studying in the field, almost equal half of them do not have language certificates. The reason is that there is no single foreign language program aimed at teaching foreign languages to students, and there is a problem of developing a new curriculum. We development stages of English for Specific Purposes (ESP) in teaching English in Uzbekistan would likely follow a general trajectory similar to other countries, although the specific context of Uzbekistan may influence certain aspects.

1. **Recognition of Need:** This stage involves recognizing the need for ESP in Uzbekistan. It might begin with educators and policymakers identifying specific industries or professions where English language proficiency is crucial for success, such as tourism, IT, or business.

2. **Needs Analysis:** Once the need for ESP is recognized, the next step is to conduct a thorough needs analysis. This involves identifying the language skills and communicative tasks required by learners in their specific field or profession. In Uzbekistan, this might involve collaboration between English language educators and professionals from various industries.

3. **Curriculum Design:** Based on the needs analysis, curriculum designers develop ESP courses tailored to the specific language needs of learners in Uzbekistan. These courses focus on relevant vocabulary, language structures, and communication skills required in their chosen field or profession.

4. **Materials Development:** ESP materials are developed or adapted to support the curriculum. This might include specialized textbooks, authentic documents, case studies, and multimedia resources relevant to the target industries in Uzbekistan.

5. **Methodology Selection:** Educators select appropriate teaching methodologies and approaches for delivering ESP courses. Communicative and task-based approaches are often favored, as they allow learners to practice using English in authentic professional contexts.

6. **Teacher Training:** Teachers undergo training to familiarize themselves with the principles and practices of teaching ESP effectively. This training may include workshops, seminars, and professional development programs focused on ESP methodology and materials development.

7. **Implementation and Evaluation:** ESP courses are implemented in educational institutions across Uzbekistan. Ongoing evaluation and feedback mechanisms are established to assess the effectiveness of the courses and make necessary adjustments based on learner needs and feedback from stakeholders.

8. **Integration and Expansion:** As ESP becomes more established in the education system, efforts may be made to integrate it more fully into mainstream English language teaching programs. Additionally, new ESP courses may be developed to meet the evolving needs of learners in emerging industries or professions.

Throughout these stages, collaboration between educational institutions, industry stakeholders, and government agencies is essential to ensure the relevance and effectiveness of ESP in Uzbekistan. Additionally, ongoing research and evaluation play a crucial role in refining ESP practices and addressing the evolving language needs of learners.

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