



TEACHING ESP AT HIGHER EDUCATION

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Abstract. Consideration of problems of English language teaching in modern higher education in conditions of educational reforms from the point of view of competent approach is made. Mentioning different techniques and methods of language teaching also analyzed the difference between format of teaching depending on specificity and orientation of institution.

Key words: competency, EAP, ESP, CLIL, language educational policy.

Integration of Uzbekistan into the western economical society puts in front of the Uzbek people actual purpose to learn English language. In modern world English language is considered as one of the main skills learning as reading ability, having computer skills and math. Higher education is as globalized as economics nowadays. In Uzbekistan as in many other countries English is taught as foreign language within general educational programs (EFL – English as a foreign language). Considering specifics of EFL format English language teaching many of the teachers recently note insufficiency of this approach. The base of this approach is an idea of the foreigner whose aim is to as much as possible to imitate native speakers conduct. According to D.Greddol English language learner is considered as linguistic tourist-he has right to visit but has no right permanent residence, and also he should respect superiority of native speakers. Such kind of approach can be considered as legacy of that times when spread of English language in the world was caused by economic and geopolitical dominance of English speaking countries. In modern society according to statistics English is native language only for one of the four English speaking people consequently in most of cases English language present as lingua franca, i.e. serves as mediator in communication being non native for both of communicators.

Methods of English language teaching develop in such ways, to respond public, political and economical needs of new world, in which it is taught and used. Let's briefly look through the most popular approaches of learning and teaching English language at present.

Interesting but causing some disputes approach-EFL (English as lingua franca). Its topicality follows from above mentioned fact spread of English language as a language of international communication. In this approach the main point is success of communication rather than follow of norms and rules of native speakers. A number of linguist investigators work on composition of the hull definition of the most typical specifics of use of English as lingua franca. It includes for example, simplification of verb paradigms, shifts in use of articles and prepositions, preferred use of infinitive rather than gerund form, extension compatibility of wide value verbs etc.

Important part of ELF approach is fact that people using English as lingua franca considered as active and competent user of the language, who has no need to follow straight formal rules, if communicative success can be achieved even without it. Consequently ELF is considered as enough adequate form of language responding to its functions.

Question on cultural neutrality of ELF is disputable. Different opinions are said beginning with linguistic imperialism (ELF promote dominance of English speaking countries), absence of cultural marking or conversely multiculturalism of EFL.

No matter of shortcomings of this approach it is obvious that ELF in modern world gives more motivation for learning language than EFL. Possibility of inter cultural communication in any point of the world attract people more than dive in traditions, culture and mentality of English speaking countries learning EFL. In this sense spread of ELF probably even promotes decrease of Anglophones dominance.

Important way to increase effectiveness of language courses development of new techniques of teaching. One of such techniques is CLIL approaches (content language integrated learning) integrated learning of language and subject. This approach implies learning of one or more subjects in foreign language. Education become double focused subject is taught through language and language is taught through subject. Either subject teachers conduct their classes in foreign language or language teachers include material concerning the subject in their classes. Among advantages of CLIL following pointed out. In the base of techniques the accent is given on natural language and subject which interests the learner. Education happens in the process of language use. Quantity of auditory classes on foreign language increase much. The problem is that CLIL is not easily integrated into already existing educational plans. A serious learning of any subject requires already prevailing language skills. Besides it is not easy to prepare teachers able to teach within the CLIL.

However, there is a scholastic direction which for a long time successfully combines language teaching with investigation of any kind of discipline. It is ESP (English for specific purposes) which sometimes is called "CLIL for adults".

Business English, English for jurists, engineers, medicine, pilots, financiers and so on, i.e. it is English for the different specialties and economy spheres. ESP is intended to satisfactions of learners needs, uses methodology of suitable specialty, and focuses on relevant for this specialty language in grammar, lexicology, discourse and genre. ESP can be learned as by working specialists having enough professional experience so by students who are only preparing to work at any of the spheres. In first case English is only as a tool of professional communication. In second case learning of English frequently introduce students with new themes, approaches, methods, existing in that specialty they are learning. That is language learning actually integrated with education of special discipline.

Speaking on English language in higher education should be mentioned EAP (English for academic purposes). EAP focuses on those skills which are necessary for successful education at institution acquiring specialty on English language including undergraduate education. Besides, teaching specialty (terminology, typical forms of discourse and etc.) EAP includes base skills necessary to study at higher education and communication in academic environment. Internationalization of higher education made EAP one of the most topical spheres in learning English. Universities – organizations with compound structure, with well established academic traditions and culture. Even, studying native language students get through hard period of adaptation to university environment. While teaching on foreign language they come across with more problems. At the same time if student positively adapt and successfully graduated education on foreign language he can be easily considered as valuable specialist. The point is not that he graduate prestigious institution and can speak foreign languages. Important thing is that at the process of education he acquires valuable skills of adaptation, flexibility, diplomatic skills in communication with poly cultured environment, analyses of different points of view and development of own unique creative approach. Even if he will not work in international companies, he will be able to build successful career in internal market and to be beneficial to his sphere.

Fact that more and more universities aim to get on international level raises one more problem which hasn't been investigated enough till this time. Universities of non English countries willing to teach foreign students work out courses on English language face with problem lack of professionals. But if university wants to get on international level it can put task to its teachers to learn English and work out special disciplines in English. EAP/ESP for teachers can include base level introduction to special terminology and grammar. On more advanced levels it includes gaining of oral skills of making presentations in English, academic written speech, conduct of

scientific discussions, writing of scientific articles, and composition of professional portfolios.

All teachers realize that at least 6 English sources necessary to develop new course which also need time and intellectual efforts.

Speaking about academic English we inevitably face with formation of universities language education politics. Modern investigations in the sphere of theory and techniques of professional education showed that appropriately formed and consequently realized language educational politics of the university provides satisfaction of personal needs; inquire of society and demands of government for the higher education. Quality of universities professional education closely connected with universities language education. And cooperation of different specialists at the university helps to improve qualitative realization of language educational politics. Increase of language educations status in frames of professional education will help from one side to improve level of learners on different education levels. And also it will be stimulus of professional improvement of teachers of ESP. Improvement of language competence of the teachers respectively contribute increase of academic mobility which one of the main sides of the integration process of high education and integration of universities to international education environment. High academic mobility of higher educational institution teachers contribute to the development of new tendencies of teaching, creation of international educational programs and international scientific investigatory projects. As a result of these processes will be improvement of education quality, its transition on modern level, increase of institutions prestige and its attractiveness for the students.
