



## Distinctiveness Of Teaching English For Specific Purposes

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**Annotation:** ESP concerns the specific English language needs of the target learners. It refers to teaching a specific genre of English for students with specific goals which is oriented and focused on English teaching and learning. ESP is designed and developed based on an assessment of purposes and needs and the activities for which English is needed. All issues concerning teaching English to non-philological fields and its outcomes are discussed in this article..

**Key words:** English for Specific Purposes, needs analysis, relevant language, learning objectives, establishing learning environment ,evaluating the students' progress.

The term ESP (English for Specific Purposes) improves the relevance of what the learners are learning, then enables them to use English that they have known before. English for Specific Purposes (ESP) assesses the learners' needs and it integrates motivation, subject matter, and content for the teaching of relevant language learning skills.

Almost every discipline, such as business, medicine, and many scientific and technological fields, has its own terminology used in the course. These terms can be a lot more sophisticated and difficult to understand. Because English is so widely spoken and learning English for Specific Purposes is becoming more and more vital in today's developing world.

ESP concerns the specific English language needs of the target learners. It refers to teaching a specific genre of English for students with specific goals which is oriented and focused on English teaching and learning. ESP is designed and developed based on an assessment of purposes and needs and the activities for which English is needed. Some teacher's roles, such as asking to organize courses, setting the learning objectives, establishing a positive learning environment and evaluating the students' progress. While, the learners are related to a specific interest in learning and well-built learning strategies.

It reinforces what is taught and boosts their enthusiasm to learn English when they can utilize the vocabularies and structures that they have to learn in a meaningful context. Knowledge of the topic matter enables them to place the terminology and structures of the ESP classroom in a real-world perspective. Students' abilities in their academic areas grow, as does their ability to learn or master English.

The large number of different professions need for ESP specialisms, all of which belong to some common features, such as specific needs, technical specialized vocabulary and documentation, specialized texts and interaction, an identifiable working environment, and so on. To provide for these specific needs in English teaching/learning, ESP mainly concentrate to the language skills, structures, functions and vocabulary that will be needed by the members of a

chosen target group in their professional and vocational field. Nevertheless, it should be mentioned that, as Hutchinson and Waters quotes, ESP “is not a particular kind of language or methodology” but “an approach to language learning, which is based on learner need”.

In accordance with common practice with these supreme characteristics of ESP, the roles of ESP teachers and learners at least to some scope differ from the roles of GE teachers and learners. The next important factor in which ESP vary from GE are materials used for teaching and/or learning.

The following parts first shortly describe some urgent issues concerning both ESP teachers and learners. This is caused more in-depth discussion of important matters concerning ESP materials.

Teaching English for Specific Purpose is essential in higher education by the teaching standards in academic setting or workplace later on. Teaching ESP means the teacher addresses to the material to content of students’ subject field or knowledge which should be applied based on the needs analysis.

Teaching ESP is often reported as a learner-based approach, which suggests that one of the fundamental responsibilities of the ESP user is to examine the gap between learners’ current and target competencies. The diagnosis, directed to as needs analysis (NA), is a starting moment for further activities and concerns thorough research into the objective and subjective needs of the learner group and several other factors are connected with the planned ESP course, such as information about the environment in which it is to be conducted.

When we mention about the objective needs of the target learners, the needs-identifying responsibility involves first of all the necessity to collect and investigate data, usually accessible in the form of samples of written or transcribed texts, audio or video recordings from the target community.

Advancement in technology have highly developed the range of options available to ESP teachers and extend the importance of new forms of research activity that study linguistic phenomena through large collections of texts. The target situation analysis that oriented to the professional performance, can be used as a starting point for developing a course.

Based on a brief overview of some basic characteristics of ESP and different writers’ views on materials designing and/or writing in ESP, it can be decided that there are no absolute criteria to hope when selecting teaching or learning materials and deciding whether to apply readymade textbooks or home produced materials.

In the ESP materials are demanded movement and that part of the role of the ESP user is to design suitable materials to befit the needs of the target learner group. Though materials designing is a very essential element of ESP use, designing them by accidental is best regarded as the last resort. It looks only founded when all other possibilities of providing learners with needs-specific materials have been expended.

In the process of selecting appropriate materials, it is essential that ESP practitioners get acquainted with ESP textbooks currently available on the market. In the case of well-organized disciplines, such as banking or accounting, for example, teachers can select from a wide range of off-the-shelf ESP textbooks that are well prepared in recent research and composed of wide range of authentic target community or workplace data. This does not seem the case with younger subject areas (e.g. logistics, music), for which there only very few or no subject-specific textbooks available. To supply learners with the materials belong to their specific needs, many ESP teachers come across with the challenge of designing ready made materials, adapting materials originally designed for other purposes or editing published materials connected with a given subject area. In

doing so, they can be provided by relevant studies in the ESP specialty and/or sub-specialty field as well as in the target field itself.

It is also absolutely essential that they have various contacts and experiences in the target setting (e.g. clinics in various healthcare settings). Since the majority of ESP teachers are not specialist in the target sphere, it shows that the more experiences they have in the target setting and the more they know about it, the more effectual they are likely to be in distinguishing the course objectives and selecting appropriate materials for it. In the cases when there are not subject-specific ESP materials currently available or when published materials can only be drawn on selectively, language instructors are left no choice but to develop new ones.

Concluding I would like to mention that teaching of English for Specific Purpose is essential in higher education by the teaching standards in academic setting or workplace later on. Teaching ESP means the teacher addresses to the material to content of students' subject field or knowledge which should be applied based on the needs analysis. This guide to several problems in the teaching of ESP. At the same time, although it is very demanding and time-consuming, writing materials also allows the teacher to be actively busy in developing and teaching courses.

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