

## THE DEVELOPMENT OF ESP IN UZBEKISTAN AND METHODS OF USING NEW PEDAGOGICAL TECHNOLOGIES IN TEACHING

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**Abstract:** *This article discusses the condition of ESP in Uzbekistan. Moreover, it focuses on the main factors of teaching English for Specific Purposes (ESP) using new pedagogical technologies. The importance of using interactive methods and non-traditional approaches in teaching has been proved with the scientific facts and personal experience of the author.*

**Keywords:** *English for Specific Purposes (ESP), teaching, methodology, higher education, interactive methods, skills, knowledge, non-philological higher education, lexical competence, approach.*

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**Introduction.** Today, English language teaching in non-philological higher educational institutions is mainly focused on terminology of students' studying fields. Scientific research on English language teaching in energy fields was carried out by the scientists of our republic. It should be noted that at present day, the competence approach is widely applied to the teaching process of all subjects. Now it has become clear that it is not enough to give students knowledge, skills and qualifications in science, but it is necessary to form the competence of practical application of the acquired knowledge, skills and qualifications in various situations.

**Materials and Methods.** Therefore, education based on the competence approach is aimed at forming the ability to apply the acquired knowledge, skills and abilities in their personal, professional and social activities, and students have independent thinking and active citizenship learning, initiative ability to use information and communication technologies wisely in their activities, conscious choice of profession, healthy competition and general cultural skills.[1;13]

In fact, the changes taking place in our society today have led to a radical change in the quality of education and the approaches and views towards it. That is why most of the work of today's young scientists in the field of pedagogy is focused on the concept of competence.

In the past, it was enough for the teacher to form students' knowledge and skills, but today, the requirements for students and the attitude towards the knowledge and skills that they are supposed to acquire are somewhat different changed. Now, they are required to have the ability to apply the acquired knowledge and skills in professional practice. It is expected that students will have practical knowledge in their future professional and social life, and based on this knowledge, they will be able to make independent decisions, consciously acquire a profession, conduct healthy competition, and use the skills of working with colleagues.

As a confirmation of the above-mentioned points, we can say that teaching using case technologies is a modern technology that allows students not only to acquire knowledge and

skills, but also to freely use them in practice.

**Results and discussion.** Cases are about the description of different life situations, and students are required to observe the situation and evaluate the effectiveness of the actions and solutions they want to implement. But in any case, working on a practical action model is an effective means of forming important professional characteristics that students - future specialists require in the labor market.

A student who has studied various problem situations in a group or individually and tried to find a solution, will have formed ways and skills to solve potential problems in the future, as well as teamwork skills. It develops skills such as independent thinking and initiative for different situations.

The traditional approach to English for Special Purposes (ESP) teaching, which denies the need for different methods, is considered insufficient to meet the linguistic and, more broadly, educational needs of ESP students.

The Fourth Industrial Revolution has caused enormous changes in all areas of education, and ESP teaching is no exception. It is important to recognize that ESP instructors should take a more holistic approach rather than focusing on readily available information in order to create linguistically functional actors in the labor market. In order to get the expected results from the students, ESP teachers should help them to expand their communicative or communicative abilities, which in turn will enhance their communicative abilities in the workplace. In doing so, ESP teachers are seen to create a profound change in language teaching methods, the purpose of linguistic education, and the demands of linguistic understanding.

In fact, it is considered today's demand for ESP teachers to abandon traditional methods and use new educational technologies. Also, the methods and technologies chosen by them should expand the communicative capabilities of students in their professional activities.

In an interview, Professor M.T.Iriskulov explains the old education system as follows: Previously, in the traditional approach, each section of the language was taught separately. We used to teach pronunciation, that is, phonetics. In this case, the studied words should correspond to the rules of pronunciation; the level of use in life was not taken into account. Today, in the teaching of foreign languages, the grammar-translation method is abandoned, and pronunciation and grammar, word selection, speaking, listening comprehension, and writing are carried out at the same time. Now the focus is on teaching to speak that language from the first day. Those who studied earlier knew the rules of pronunciation and grammar well, but they had difficulty in communication. Today, our task is to bring theory into practice, and it is important to give priority to the implementation based on the integration of skills[2;27]

From the given opinion, we can clearly understand that today it is not possible to conduct educational activities with only theoretical knowledge. In English teaching in particular, there is a huge difference between just teaching a student grammar or phonetic rules and teaching how to apply theory in practice.

We believe that teaching language skills through case technologies in the fields of energy will not only help students develop their language competence, but they will also learn how to critically think about problems, think independently, and approach problems based on their acquired knowledge. It is not wrong to say that the development of skills such as problem solving and critical thinking among students in the field of energy is an important requirement of today due to a number of problems, such as the energy shortage and the increase in the need for alternative energy sources, which are causing various discussions in the entire world community. It would be desirable if we could build these skills in English and make students think freely in

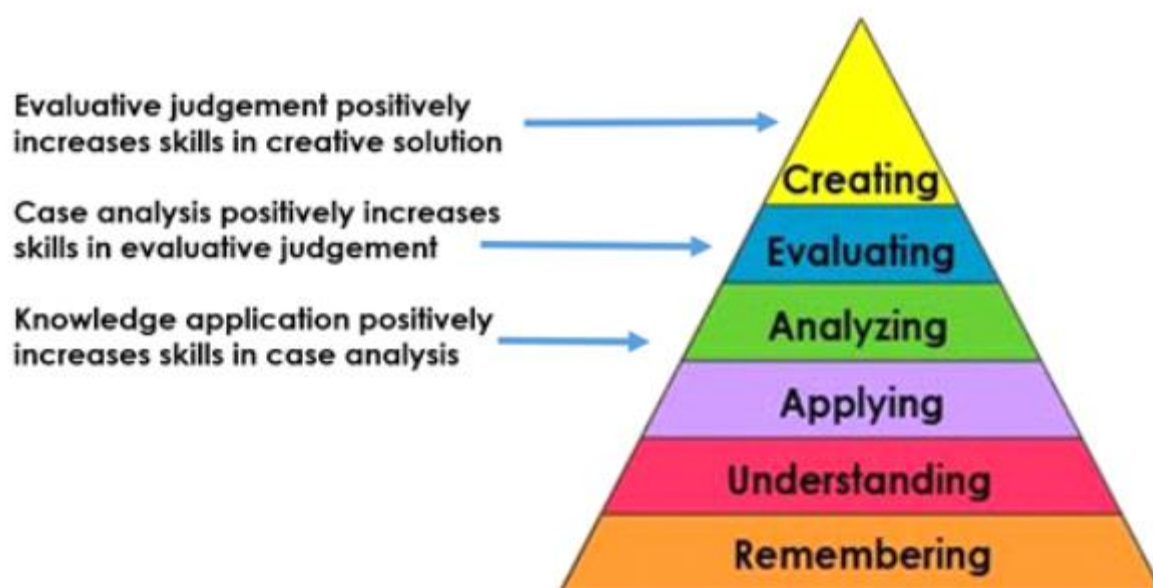
English. The ultimate goal of this is to develop students' professional skills in English.

For this, students find creative, innovative ideas and use them in educational activities. On the one hand, creative teaching strategies increase motivation, which is a catalyst for learning. The use of innovative teaching strategies has been a hot topic since the last decade. Many studies consider creativity as a personality trait and intellectual ability of various individuals, which relates creativity to intelligence or knowledge.[3;226-250]

In our opinion, the methods and technologies used by ESP teachers in the course of the lesson should be focused on the development of motivation, which serves to increase students' many researches and interest in the language. More precisely, we think that lessons organized through case technologies will help students to think creatively, to be able to make logical conclusions and, of course, to develop communication skills.

For example, the University of Connecticut recommends several case-based learning techniques. According to him, in case-based learning, students learn to interact with and manipulate underlying knowledge by working with situations that resemble specific real-world scenarios. Case studies encourage students to use critical thinking skills to identify and reduce problems, develop and evaluate alternatives, and propose solutions.[4]

In fact, Nkhoma (2016), who studied the importance of developing situation-based learning activities based on Bloom's taxonomy of thinking skills, suggests that this approach encourages deep learning through critical thinking.



**Pic.1: The development of skills using cases**

In our country, through a number of decisions and orders, foreign language teaching and requirements for students are being updated. That is, the state educational standard for foreign languages of the continuous education system "Requirements for the level of preparation of graduates of all stages of education in foreign languages" will be gradually implemented starting from the 2013-2014 academic year. Implementation was implemented.

**Conclusion and future scope.** Based on this point of view, let's analyze the science program approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan, developed for all educational areas of the National University of Uzbekistan named after Mirzo Ulugbek. The guidance and recommendations section for practical training includes the following sentences: "This program is aimed at students achieving B2 (CEFR) level and above. Achieving this level ensures that students can communicate freely in language-related

situations that arise in educational and professional activities and effectively solve the situation. On the basis of the scientific program, the content of syllabuses and practical exercises is developed in departments for non-philological areas based on the scope of specialization.[5]

The main goal of teaching a foreign language in non-philological areas is that students can communicate freely in the studied English language, and become experts who can use the learned language skills in their scientific and professional life. According to it, the main goal of teaching a foreign language in non-philological fields is to prepare future experts who freely use a foreign language in their everyday life, scientific and professional activities. At the same time, it is to develop a sense of patriotism in them, to develop independent research, knowledge and skills both outside the classroom and after graduating from higher education institutions, and to be able to write scientific articles on universal and industry-related topics, to develop logical thinking skills.

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