



Comparative Methodological Analysis Of The ESP And EGP Approaches

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ABSTRACT

This article presents a comparative analysis of the teaching of English for General Purposes and English for Special Purposes, to present arguments regarding approaches designed to organize and ensure high efficiency in mastering the English language for special purposes.

KEYWORDS

English for special purposes, of English for general purposes, personality-oriented approach, participants in the educational process

INTRODUCTION

English is widely used into all spheres of human activity and is considered the common language of communication in engineering and technical disciplines, commerce, sports, information technology and etc. Modern technologies contribute to the active exchange of scientific and professional achievements in all fields of science,

technology and production around the world. The importance of the English language for the world community is great and depends not only on the number of people who use it in communication, but also on the various purposes of its use in the professional sphere.

The need for English for international use in science, technology, education and business has influenced the growing demand for learning English for specific purposes. This direction in teaching has received its characteristics of the language for special purposes related to the implementation of specific professional tasks, it is called "English for Special Purposes" (ESP), recently it has been rapidly developing and occupies a special place in teaching English [1]. Many professions are international and qualification requirements are also internationally standardized and become common in certain areas: medicine, business, science, aviation, information technology and so on. The language of the different professional communities reflects the academic and professional practice of different models of English for specific purposes, which is based on professional skills as well as experience in teaching English that combines disciplinary knowledge in integrated areas of many disciplines. Consequently, there is a need to develop common approaches to teaching English ESP that will provide students with the opportunity to acquire ESP skills [2].

MATERIALS AND METHODS

For communication at any stage of professional activity, it is necessary to develop a certain set of oral language skills, therefore, the training of specialists in the English language program for special purposes is of great interest to the professional community. Teaching special language models is associated with a wide scientific exchange and training of active competitive specialists. The development of approaches to teaching the ESP course is based on comparing it with the EGP course. While in the course of teaching

under the EGP the teacher uses English for instrumental purposes with prepared special curricula, programs and teaching standards, then in teaching the ESP course the teacher acts as a co-author, designer, curriculum developer, researcher, ally and assessor of knowledge. The main goal of any ESP course can be presented in two ways:

- Knowledge of the basics of grammar and the necessary professional lexical minimum, while it should be remembered that any professional knowledge undergoes changes over several years, and, consequently, systematic changes in the necessary teaching materials reflecting the current state science and technology in this area [4].
- For a successful learning process, special attention should be paid to the selection of authentic teaching materials, preferably from reliable sources of English, and adapting these sources to the specific needs of the learners associated with this target situation.

Methodists identify the following principles:

- The reliability of the required set of materials and educational situations close to reality;
- Multitasking, focused on several areas: understanding the subject content, gaining cognitive skills through the analysis of subject content, developing speech and language skills, creating an atmosphere of cooperation in a group work mode;
- Teaching activities through the participation of students in the preparation of the project, in the process and at the stage of presentation; student participation in the development of

assessments and self-assessments; - one of the key factors of interaction between teacher and student;

- Safety of the learning environment by creating a favorable environment for all participants in the educational process;
- Educational support in the form of the necessary educational language and speech support, which is acquired in the course of joint educational activities and serves as the basis for the teacher's methodological actions [5].

RESULTS AND DISCUSSIONS

Most of the research published in the literature regarding the features of ESP naturally focuses on the importance of integrating ESP and EGP within the corporate educational process of educational institutions. This is confirmed by which emphasize the importance and need to take into account the needs of students and conduct a targeted analysis of the learning situation, which, in turn, will allow finding an effective way to master foreign language skills for specific purposes. However, a number of leading researchers of this issue [5] argue that professionally oriented teaching of a foreign language should and can be an incentive for the formation of the personality of a specialist who leads an active life during the entire period of work. In addition, on the basis of a comparative methodological analysis of the ESP and EGP approaches, the researchers substantiated the need to shift the emphasis of teaching a foreign language towards a subject-oriented integrated general foreign language and a foreign special language, which contributes to the effective formation of a foreign language professional communicative competence of a specialist.

- ESP is viewed by scientists as an approach in the educational process, and not as a product, which implies that the subject of research is not linguistic, but linguodidactic aspects;
- Analysis of the needs of students is the basis for drawing up programs, courses for teaching a professionally oriented language (a foreign language in professional activity);
- ESP strives to generate grammatical skills for specific situational contexts;
- ESP - a language subtype limited to professional industrial situations;
- The ESP course can be developed for corporate purposes in a narrow specialized area for specific disciplines;
- ESP programs are designed for students of elementary education level, intermediate and advanced levels of training, as well as for ready-made specialists in accordance with the requirements of a corporate customer;
- ESP is based on the general methodology of teaching a foreign language and is a reflection of the methodology typical for teaching specialized disciplines [15];
- In the process of teaching ESP, all methods and principles correspond to the teaching of cooperation, when the teacher and the student interact with each other.

It is important to divide the approaches in the educational process into two categories of listeners:

- a) University and college students studying in technical specialties and
 - b) Ready-made specialists who are trained in English courses for special purposes
- Experience has shown that it is best to start training ESP students in parallel with the

study of specialized technical disciplines related to the future direction of special professional training, with the joint coordination of training programs for technical disciplines and close interaction of teachers of these disciplines. In most universities, general English courses are included in the program of general subjects from the first year of study, and in the second year it is often proposed to study under the program "Foreign language in professional activity", when the student has no idea about the nature of his future professional specialization and is studying this discipline "blindly.

The objectives of the ESP courses can be described as: cultural / educational, personal, academic / professional. The first two are focused on student self-esteem, predicting life success, optimism or professional pessimism in terms of mastering ESP. The specific features of the ESP course are the peculiarities of teaching a professional language, its goals and objectives, the level of its further application, topic and content, the definition of language skills in this professional area [9]. The planning and development of a learning strategy differ depending on the age of students, their level of training and motivation for learning, and most importantly - on meeting the needs of the student at this stage of learning, a specific goal and situation [8].

CONCLUSION

In conclusion, ESP is more effective in increasing student motivation because it is directly related to their specific professional career and meets their needs, and therefore, it is easier for students to adapt to their professional environment. When teaching an

EGP course, students have a common standard English learning goal that does not always meet the language needs of the students and reduces learning efficiency.

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