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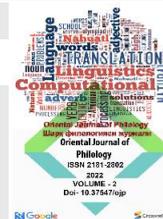
TEACHING OF ENGLISH FOR SPECIFIC PURPOSES: KEY ASPECTS

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ABOUT ARTICLE

Abstract: This article studies and clarifies the essential aspects of English for Specific Purposes (ESP), including its definition, scope, historical background, main characteristics, types, and goals. It also examines the objectives of ESP instruction, the role and preparation of ESP teachers, as well as the aims of ESP courses and programs. Despite the existing contradictory views on ESP policy, it can be clearly stated that this field represents the teaching of English to those who pursue specific goals - professional, academic, or scientific. The article analyses the key roles and functions of foreign language teachers for specific purposes. It defines the main tasks and responsibilities of teachers in higher education system whose professional activity is multifaceted and multifunctional, and also analyzes ESP courses and their distinctive features.

INGLIZ TILINI MAXSUS MAQSADLAR UCHUN O'QITISH: ASOSIY JIHATLAR

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MAQOLA HAQIDA

Annotatsiya: Ushbu maqolada ingliz tilini maxsus maqsadlar uchun (ESP) o'qitishning asosiy jihatlari, jumladan, uning ta'rifi, qo'llanish sohasi, tarixiy asosi, asosiy xususiyatlari, turlari va maqsadlari o'rganilgan va tahlil qilingan. Shuningdek, ESPni o'qitish vazifalari, ESP o'qituvchisining roli va

tayyorgarligi, shuningdek, ESP kurslari va dasturlarining maqsadlari ko'rib chiqiladi. ESP siyosati bo'yicha mavjud qarama-qarshi qarashlarga qaramay, ushbu soha aniq maqsadlarga — kasbiy, akademik yoki ilmiy — erishishni ko'zlagan shaxslarni ingliz tiliga o'rgatishni anglatishini aniq ta'kidlash mumkin. Maqolada maxsus maqsadlar uchun chet tili o'qituvchilarning asosiy rollari va funksiyalari tahlil qilinadi. Shuningdek, oliy ta'lim tizimidagi o'qituvchilarning ko'p qirrali va ko'p funksiyali kasbiy faoliyati doirasida ularning asosiy vazifalari va majburiyatlari aniqlanadi hamda ESP kurslari va ularning o'ziga xos xususiyatlari tahlil qilinadi.

ПРЕПОДАВАНИЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ: КЛЮЧЕВЫЕ АСПЕКТЫ

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О СТАТЬЕ

Аннотация: В данной статье изучены и рассмотрены основные аспекты английского языка для специальных целей (ESP), включая его определение, сферу применения, исторический фон, основные характеристики, виды и цели. Также рассматриваются задачи преподавания ESP, роль и подготовка преподавателей ESP, а также цели курсов и программ ESP. Несмотря на существующие противоречивые взгляды на политику ESP, можно чётко утверждать, что эта область представляет собой обучение английскому языку тех, кто преследует конкретные цели — профессиональные, академические или научные. В статье анализируются ключевые роли и функции преподавателей иностранного языка для специальных целей. Определяются основные задачи и обязанности преподавателей в системе высшего образования, чья профессиональная деятельность носит многогранный и многофункциональный характер, а также анализируются курсы ESP и их отличительные особенности.

Introduction. English for Specific Purposes (ESP) reflects the global interest in learning English. Several key factors contributed to the establishment of ESP as an academic discipline:

- the launch of large-scale government education programs with English as either the first or a foreign language;

- the growing need for English as a common medium of international communication, driven by business expansion and increased job mobility;

- the necessity of accessing scientific and technical literature.

Over time, ESP has developed its own methodology, drawing insights from multiple disciplines. The main element of ESP is needs analysis, aimed at preparing learners to use English effectively in academic and professional tasks.

2. Problem statement: ESP – definition, development, and types

Since the mid-20th century, ESP has grown into one of the most significant areas within English language teaching. Scholarly debates and consensus among educators have led to defining ESP as "the area of inquiry and practice concerned with developing language programs for learners who require English to meet a predictable range of communicative needs". In other words, ESP refers to teaching English tailored to a specific profession, subject, or purpose.

Hutchinson and Waters [1] identified two major historical events that shaped the rise of ESP. The first was the post- Second World War period, which brought unprecedented global expansion in science, technology, and economics. With the United States emerging as an economic superpower, English naturally assumed the role of the international language. The second event was the Oil Crisis of the early 1970s, which led to the transfer of Western expertise and investment into oil-rich countries - knowledge that was primarily transmitted through English.

The origins of ESP have been widely discussed by the scholars, and three main factors are consistently recognized as driving its development: the demands of a new world, advances in linguistics, and a focus on the learner [1].

The first factor is demand of a new world: The need for English tailored to specific professional and academic purposes grew rapidly. Unlike earlier periods, when English language development followed its own course, it now had to respond directly to learners' practical needs.

The second factor is a revolution in linguistics. Linguistic research shifted from analyzing formal structures of language to studying how language functions in real-life communication. This gave rise to the idea of designing courses for specific groups of learners. Hutchinson and Waters emphasize that one crucial finding was the variation between spoken and written English. If language use changes depending on the context, then language instruction can—and should—be adapted to learners' particular communicative situations.

The third factor is focus on the learner. Advances in educational psychology revealed that learners' needs, interests, and learning styles strongly influence motivation and effectiveness. Instead of focusing only on teaching methods, researchers began to study how learners acquire language differently, employ diverse strategies, and are motivated by varied goals. Consequently, learner-centered approaches became as important as instructional methods. Designing specialized courses to address these individual needs was a natural outcome of this shift [2].

Literature Review. The analysis of theoretical works on ESP shows that it emerged during the 1950s and 1960s, a period marked by rapid international growth in science, technology, and economics, as noted by Dudley-Evans and St. John. Over time, ESP evolved into a complex, multilayered approach to language teaching, with a strong emphasis on addressing learners' specific professional or occupational needs.

ESP has been recognized as both a universal phenomenon, through the broader concept of "language for specific purposes," and as language-specific, through research conducted in various European languages.

In recent decades, numerous scholars have studied different aspects of ESP. Notable contributions include the works of T. Dudley-Evans [3], T. Hutchinson [1], P. Strevens [4], and H. Basturkmen [5, 6]. Much research has focused on the importance of needs analysis and target situation analysis in ESP instruction (Hutchinson [1], R. West, M. Long). Other studies have explored curriculum design (H. H. Stern [7], J. Ewer), while significant attention has also been devoted to discourse and genre analysis in ESP, as well as diverse methodological approaches (T. Dudley-Evans [3, 8], T. Hutchinson [1], D. Biber, Ch. Candlin, N. Fairclough, A. Henry, T. Yakhontova, O. Synekop).

In Uzbekistan, the study of ESP is also well established. Research has addressed ESP course design for different specializations: business (S. Dyudyakova), travel and leisure management, engineering (I. Chirva), and medicine. Innovative approaches have also been proposed, such as Y. Bulakhova's use of integrated multimedia in teaching information science students, or V. Strilets' project on developing an online platform for business English learners, focusing on content-based reading and writing.

However, many English teachers in Uzbekistan, although well trained in linguistics, literature, and cultural studies, but there is a lack preparation for teaching ESP in specialized fields such as science, engineering, or information technology. As a result, providing adequate professional training and fostering teachers' adaptation to ESP contexts has become a priority. Ensuring the sustainable professional development of ESP practitioners is seen as a key step due to improving ESP teaching within Uzbekistan higher education system.

3. Main part

Although ESP has had considerable time to develop, its definition and interpretation have often been a source of confusion within the ESP community. Some educators viewed it broadly as teaching English for any specified purpose, while others offered a narrower perspective, linking it to English for academic, vocational, or professional contexts.

To reduce ambiguity and provide a clearer framework, an extended definition was proposed based on "absolute" and "variable" [9] characteristics.

The absolute characteristics of ESP are that it is designed to meet learners' specific needs, applies the methodologies and activities relevant to the disciplines it supports, and focuses on the language features - such as grammar, vocabulary, register- along with skills, discourse, and genres appropriate to those fields.

The variable characteristics recognize that ESP may be tailored to particular disciplines, sometimes adopting a methodology distinct from general English. It is most often intended for intermediate or advanced learners, usually adults in higher education or professional settings, though it can occasionally be adapted for secondary school learners depending on circumstances. In most cases, ESP courses assume that learners already have a basic knowledge of English.

Depending on the discipline or professional field in which it is applied, ESP can be divided into several branches: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Vocational Purposes (EVP), English for Medical Purposes (EMP), English for Business Purposes (EBP), English for Legal Purposes (ELP), and English for Sociocultural Purposes (ESCP) (Belcher, 2009) [9,10].

English for Academic Purposes (EAP) covers pre-experience, in-service, and post-experience courses. It includes specialized areas such as English for (Academic) Science and Technology (EST), English for (Academic) Medical Purposes (EMP), English for (Academic) Legal Purposes (ELP), and English for Management, Finance, and Economics. English for Occupational Purposes (EOP) is related to study within a specific discipline- whether pre-study, during study, or post-study or as a school subject, either independently or as part of an integrated curriculum. EOP encompasses English for Professional Purposes (including English for Medical and Business Purposes) as well as English for Vocational Purposes, which can be subdivided into Pre-vocational English and Vocational English. EOP broadly refers to English used for professional contexts such as administration, medicine, law, and business, as well as for vocational contexts aimed at non-professionals. The latter may involve training in the language of specific trades or occupations, or pre-work preparation such as job seeking and interview skills [9].

ESP Teaching Objectives

According to Stern (1989, 1992) [7, 11], ESP teaching objectives can be divided into four main categories: proficiency, knowledge, affective, and transfer. Proficiency objectives focus on

achieving mastery of the four language skills: reading, writing, listening, and speaking. Knowledge objectives emphasize the acquisition of both linguistic and cultural knowledge. Linguistic knowledge includes language analysis and awareness of the systematic aspects of language, while cultural knowledge involves understanding socio-cultural norms, values, and orientations, as well as the ability to recognize what is socially and culturally acceptable. Affective objectives are related to fostering positive attitudes toward learning, including motivation to achieve second language competence, socio-cultural awareness, and an overall favorable disposition toward language learning. Transfer objectives highlight the learner's ability to apply what has been learned in one context to new and different situations.

In its turn, Helen Basturkmen (2005) [6] describes the five broad objectives in ESP teaching:

1) revealing subject-specific language use;

2) developing target performance competencies;

3) teaching underlying knowledge;

4) developing strategic competence and

5) fostering critical awareness.

Revealing subject-specific language use corresponds to Stern's (1992) linguistic and cultural knowledge objectives. Instruction with this focus aims to demonstrate how English is used in the target environment and to provide learners with insights gained from linguistic research in the field. Developing target performance competencies emphasizes equipping learners with the ability to perform occupational tasks and meet the standards expected in professional contexts. Teaching under this objective treats language operationally -highlighting what people do with language and the skills required doing so. Courses are typically structured around core skills and competencies, which are further divided into micro skills and competencies that are more specific. In Stern's (1992) framework, this corresponds to a proficiency objective.

Teaching underlying knowledge recognizes that successful use of a second or foreign language in academic or workplace settings requires not only linguistic competence but also an understanding of subject-specific and work-related concepts. Developing strategic competence is based on a three-part model of specific-purpose language ability, which includes language knowledge (grammatical, textual, functional, and sociolinguistic), background knowledge, and strategic competence. Douglas [12] views strategic competence as a "mediator" between the situational context and the learner's internal language and background knowledge, enabling them to respond appropriately to communicative demands. In this sense, strategic competence bridges the gap between contextual requirements and available knowledge, making communication possible. Fostering critical awareness involves preparing learners to meet the expectations of their target environment by narrowing the gap between their current skills and the required standards.

Instruction under this objective encourages learners to reflect on how communicative norms and practices in professional contexts are established, to critically evaluate their potential shortcomings, and to explore ways of adapting or reshaping these practices to improve their own positioning within the environment.

The Role of the Teacher

ESP shares many similarities with the teaching of general foreign languages. In both cases, attention should be paid to linguistic development, appropriate methodology, and contemporary perspectives on the roles of both teachers and learners. Additionally, the integration of new technologies has become essential in enhancing the teaching and learning process of languages for specific purposes.

Within this framework, the ESP teacher is expected to take on multiple responsibilities and acquire diverse forms of knowledge. According to Dudley-Evans [3], an effective ESP teacher fulfills five distinct roles, as follows:

1) teacher;

2) collaborator;

3) course designer and materials provider;

4) researcher;

5) evaluator.

An ESP teacher is responsible for designing courses, setting learning objectives, creating a supportive classroom environment, and evaluating student progress. In this context, organizing courses involves defining learning goals, transforming them into a structured instructional program, and scheduling activities accordingly. This includes selecting, designing, and sequencing course materials, guiding students in their learning efforts, and providing constructive feedback. Setting goals and objectives entails establishing both long-term aims and short-term targets for student achievement while creating favorable learning conditions in the classroom. Central to this process is an understanding of learners' potential, which enables the development of a real syllabus that reflects their needs and expectations. Creating a learning environment refers to fostering a classroom atmosphere that promotes language acquisition through interaction. The teacher plays a key role in motivating learners and building their confidence, as self-assurance is essential for effective communication. Evaluating students positions the teacher as a guide who helps learners recognize their challenges, identify the skills they need to improve, and develop strategies for addressing them. Evaluation also supports learners in taking responsibility for their progress by making informed choices about what and how they learn.

The first role of "teacher" largely overlaps with the responsibilities of a general English teacher. However, within ESP theory and practice, the teacher must also collaborate closely with

subject specialists in order to address learners' specific needs and to integrate the methodology and activities of the target discipline. The second role, "collaborator", often develops from such cooperation. Collaboration may extend beyond the design stage and include joint teaching. In cases where team teaching is not feasible, the ESP teacher must work more closely with learners themselves, who are often more knowledgeable about the specialized content than the teacher.

Like general English teachers, ESP practitioners are frequently expected to design courses and create materials. However, ESP teachers are often required to develop original resources tailored to the learners' discipline. In this context, the role of "researcher" becomes crucial, as materials must be informed by careful study and analysis to ensure their relevance and effectiveness.

The final role, that of evaluator, is perhaps the most overlooked. Few empirical studies have been conducted to systematically assess the effectiveness of ESP courses, yet such evaluations are essential for providing the academic community with evidence-based insights into ESP teaching and learning.

Training of ESP Teachers

Through proper training, ESP teachers acquire the knowledge and tools needed to address the specific requirements of their students' fields of specialization. A professional ESP teacher should be able to transition from one professional domain to another without requiring extensive preparation time. Instead, they apply established tools, frameworks, and principles of course design to new subject areas. The materials used must always be authentic, current, and relevant to learners' specializations.

According to Bojović (2006) [13], most teacher training programs consist of four fundamental components:

1. Selection process. Not everyone possesses the qualities necessary to become an effective language teacher. Therefore, selection procedures, whether pre-training or post-training, are important for discouraging unsuitable candidates from entering the profession.

2. Continuing personal education. Teachers must be broadly educated people. While the minimum standards for teachers vary across countries, ongoing personal development remains essential for enhancing their knowledge and competence.

3. General professional training as an educator and teacher. This component covers the essential knowledge and skills that all teachers require, regardless of subject specialization. Its main elements include the followings:

1) Educational psychology involves understanding child development, social dynamics, and educational theories. This area helps trainees grasp the fundamental nature and purpose of education.

2) Overview of a country's education system includes knowledge of various school types, both typical and alternative educational pathways, governance, funding, and reform initiatives, as well as key aspects of the country's educational history where the teacher will be working.

3) Recognition of the teacher's ethical and inspirational role, including helping to shape students' values, character, and motivation.

4) Classroom management expertise, which includes maintaining discipline and effectively working with diverse student groups.

5) Mastery of basic teaching methods and an understanding of how teachers and students interact in the learning process.

6) Acknowledging the importance of lesson planning as a core teaching responsibility.

7) Comprehension of curriculum, syllabus, and teaching resources, and their role in guiding instruction.

8) Dedication to ongoing professional development and staying connected with the broader teaching community.

4. Specialized training for teaching a foreign or second language. Teacher training for foreign or second language instruction is a complex process, but it can be better understood by breaking it down into three key components: Skill development: This includes three essential skills every language teacher needs:

a) A sufficient command of the target language for use in classroom settings.

b) Proficiency in teaching techniques and conducting classroom activities.

c) Effective classroom management, particularly the ability to monitor each student's progress and organize lessons so that more advanced learners are not held back, and slower learners do not feel discouraged.

ESP (English for Specific Purposes) courses vary depending on the field or profession they are tailored to. These courses have unique characteristics. Carver identified several common traits that teachers should focus on during instruction:

1) Use of authentic materials: Authentic resources can be used effectively if ESP courses are taught at intermediate or advanced levels. These materials, whether adapted by the teacher or modified, are often integrated into ESP, especially for self-study and research projects. Students are encouraged to explore diverse resources, including the internet, for their learning.

2) Purpose-related orientation: This involves replicating real-life communication tasks relevant to students' future professional contexts. For example, teachers might assign simulations such as preparing for a conference, writing papers, or practicing reading and note-taking skills.

3) Fostering self-direction: A key aim of ESP is to transform learners into independent language users. Teachers play a crucial role in promoting learner autonomy by encouraging students to take responsibility for their own learning.

The results of the research. ESP is a broad and multifaceted concept that emerged as a direct response to the significant changes in science and society, particularly from the mid-20th century onwards. These global transformations created a clear and urgent need for more specialized forms of English language instruction.

Depending on the professional context, ESP can be categorized into several branches: English for Academic Purposes (EAP), English for Occupational Purposes (EOP), English for Vocational Purposes, English for Medical Purposes, English for Business Purposes, English for Legal Purposes, English for Sociocultural Purposes.

Researchers have identified four main objectives in ESP instruction:

- Proficiency – improving learners' practical language use.

- Knowledge – providing relevant content knowledge.

- Affective – fostering motivation and confidence.

- Transfer – enabling learners to apply skills in real-life situations.

ESP teachers take on multiple roles, including:

1) teacher;

2) collaborator;

3) course designer and materials provider;

4) researcher;

5) evaluator.

A well-trained ESP teacher can move across different professional fields with ease, applying core principles of course design, methodology, and instructional tools without needing extended retraining.

ESP programs vary depending on the specific discipline or profession they serve. Despite these differences, they commonly feature: use of authentic materials, purpose-related orientation, fostering self-direction.

Recent studies in Uzbekistan highlight ongoing challenges in ESP education, noting unsatisfactory levels of foreign language proficiency among university graduates. These findings underscore the need for language instructors to possess not only strong teaching methodology but also a working knowledge of the relevant subject matter. Additionally, teachers must be capable of adapting their knowledge and skills to suit specific educational settings. Ultimately, for ESP to be effective, it's essential for the broader educational community to understand its purpose and to

support the various roles ESP professionals must take on to deliver meaningful and relevant instruction.

Conclusion. The current study offers insights into the modern state, tendencies, trends, and approaches used to define ESP and its key characteristics. The results align with earlier research on ESP teaching and learning while presenting a thorough analysis of ESP as a concept within various linguistic and methodological issues. In doing so, it provides educators with valuable perspectives that help create a productive environment for ESP instruction and learning.

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