

THE MAIN PROBLEMS OF UZBEK AND FOREIGN METHODOLOGY ON TEACHING ENGLISH FOR SPECIAL PURPOSES

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Abstract:

In this article, the main problems of Uzbek and foreign countries' methodology on teaching ESP (English for special purposes) are revealed. The author highlights the key tendencies and problems in this sphere.

Keywords: ESP, Special Subjects. Various approaches, authentic material, teacher training.

Introduction

Today, interest in studying foreign languages, in particular English, is growing day by day in Uzbekistan. "Our state is also actively encouraging the study of English and other foreign languages" [1]. First of all, teaching a foreign language is a pressing need of the time not only for philologists, but also for other professionals. "Ultimately, finding solutions to a number of problems in teaching English for special purposes to specialists remains relevant not only in Uzbekistan, but also in foreign countries" [4]. Current problems in teaching English for special purposes have existed for a long time. First of all, it should be noted that this area appeared in Europe and America. There are scientific views that due to the imbalance in teaching requirements, tasks and their results, teaching in this area is on the verge of a crisis. The main goal is to transform teaching into a universal field and take into account innovative technologies. As a result, there is a need for new specialists. A positive solution to problems in this direction lies in their globalization. New sources of information and great opportunities for communication have appeared. "Also, the demand for learning foreign languages is growing every day. Such a need exists not only in Uzbekistan, but also in other countries of the world" [2]. To consider this issue, let's first look at the history of its emergence. The emergence of this direction is associated with changes in all areas in the post-war 50s of the 20th century. By this time, there were effective growth in the fields of trade and technology, and as a result, a new need arose. This need was reflected in the development of an international language and the emergence of new learners. By new learners, we mean adults whose activities at that time were closely related to trade and technology. They needed to know a foreign language in order to sell their products, read rules and instructions. The emergence of new areas and the emergence of a large number of materials available only in one language led to an increase in people's interest in mastering foreign languages. One of the main characteristics of students of that time

in their character traits was their conscious awareness of why they needed to learn a foreign language.

“Changes and innovations have not only affected this area, but have made a radical change in the entire field of linguistics. From now on, the study of the structure of the language and its grammar has ceased to be the main goal of research” [5]. All attention has been paid to the use of language as a means of communication. Ideas have begun to emerge among students studying in various specialties about taking into account the specific features of language teaching. This means that, if we look at it from the point of view of using language as a means of communication, we can see many differences in the fields of medicine and management. Therefore, the content of teaching a foreign language requires different approaches for different professions. Different approaches to changes in English language teaching appeared in the 60s and 70s of the 20th centuries. By that time, such a direction as teaching English for science and technology had emerged, which at that time was equivalent to the concept of teaching English for special purposes. The motto "Tell me what you need English for, and I'll tell you what field you need English for" became the main principle.

The change in the approach to the process of teaching foreign languages, aimed at specific purposes, laid the foundation for the development of the last turning point. Since then, this direction has developed rapidly and has been rich in changes. [Hutchinson 1991: 5-21]. The focus of education has now become the student and his interests. The concepts of purpose and interest have appeared. Therefore, English lessons should be organized in accordance with the full interests of students, and this, in turn, will help to increase their interests and goals and increase the qualitative effectiveness of the acquisition of the material being studied. Linguistic scholars from many countries of the world have recognized and today confirm the ideas put forward in those times. “If we consider the general content of teaching English for specific purposes, it has several features. First of all, in the methodology of teaching a foreign language, the concepts of language for specific purposes (LSP) and English for specific purposes (ESP) are distinguished from each other. In the first concept, the main emphasis is on translation, which, in turn, is not considered the object of attention of the second concept” [4].

As an initial step, tests can be taken to check the level of language use. Special questionnaires are distributed to students, in which their level of language use in their field and professional direction is checked. In the subsequent work, the emphasis is placed on studying authentic (purely natural language teaching material related to the foreign language being studied) material, developing communication skills, and asking the language learner problematic questions related to their professional activities.

“In general, it should be recognized that the development of communication skills and abilities in the context of professional activity is one of the main issues [5].

There is also another approach to teaching English for Specific Purposes (ESP), which is directly considered as language teaching for specific purposes (LSP), and the focus is on translation activities. “Through it, translation is considered as a fundamental activity, since we study another culture and put it on a par with our own, and the language of each nation reflects its unique characteristics, rules and principles, ideas, in a word, its worldview. Therefore, the

purpose of teaching through translation is considered as the fifth skill. And translation, in turn, is considered as one of the types of communication activities” [7].

If we turn our attention to the issues that are often raised on this topic, we can single out one of the most common. This is the issue of training teachers of English for Special Purposes. One of the difficulties that arise in teaching this subject is the lack of knowledge of teachers in a specific subject, which in turn creates difficulties in communicating with students and analyzing the assigned issues. The following problems need to be solved: -Specific methodological problems, the teacher's complete lack of knowledge of a specific subject, the absence of training courses, the lack of practical use of a foreign language in teaching, teaching methods that do not take into account the differences in students' knowledge of the language being studied, the lack of display materials used in the lesson, and the limited use of modern information technologies.

As we have seen above, the problems observed in the methodology of foreign countries in teaching English language for special purposes are also very important for us. After all, the development of this field will create the basis for the training of qualified specialists who know foreign languages perfectly in the future. This is the demand of the time.

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