



INNOVATIVE AND CONVENTIONAL APPROACHES TO TEACHING ENGLISH FOR SPECIFIC PURPOSES.

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Abstract

This article explores various methods of teaching English for Specific Purposes (ESP), emphasizing the balance between conventional and innovative approaches. The study highlights the key objectives of ESP teaching, focusing on the development of language competencies required for professional and academic contexts. The role of the teacher in shaping students' linguistic proficiency is examined, with an emphasis on selecting appropriate teaching materials, designing effective curricula, and maintaining student motivation. Additionally, the article analyzes the significance of integrating traditional methods, such as structured grammar instruction and textbook-based learning, with innovative techniques, including interactive learning, case-based methods, and digital resources. The importance of psychological and pedagogical factors in method selection is also considered, particularly in tailoring instruction to students with varying levels of knowledge.

Keywords: methods of teaching, online resources, traditional methods, innovative methods, E-learning, case-method, ESP teaching, interactive learning.

Introduction

In today's rapidly evolving educational landscape, teaching English for Specific Purposes (ESP) requires a balanced approach that integrates both conventional and innovative methods. As globalization continues to shape professional fields, the demand for specialized language competencies has increased, making ESP a crucial component of higher education and vocational training. Unlike general English learning, ESP focuses on equipping students with the language skills necessary for their specific academic or professional domains. Traditional teaching methods, such as lectures, grammar drills, and textbook-based learning, have long been the foundation of ESP instruction. However, with the advancement of technology and the shift towards student-centered learning, innovative approaches such as interactive learning, case-based methods, and e-learning have gained prominence. These methods not only enhance student engagement but also foster critical thinking and practical application of language skills. This article explores the various methods of ESP instruction, analyzing their effectiveness in developing language competencies. It examines the role of the teacher in facilitating student learning, discusses the significance of integrating both traditional and modern teaching strategies, and highlights the impact of interactive learning approaches. By understanding the strengths and limitations of different methodologies, educators can design more effective ESP curricula that cater to the diverse needs of learners.



At this stage of the historical development of our state, special attention is paid to significant changes in the field of humanitarian education, which are important in the further development of natural and technically oriented education. The formation of practical skills and abilities of students is one of the main trends in the development of modern higher vocational education. However, on the other hand, the development of practical skills and abilities remains an underdeveloped area, although very important. The study of methods for the formation of foreign language competencies is important and necessary, since there are no universally effective and ineffective methods. It all depends on the skill and ability of the teacher to combine traditional and innovative methods. The innovative nature of learning should be sought in an organic combination of the best experience of traditional methodology and a modern interactive learning model. Innovation in educational activities is the use of new knowledge, techniques, approaches, technologies to obtain results in the form of educational services that differ in social and market demand. The analysis of the pedagogical literature showed that the research of the problems of humanitarization and the formation of a system of humanitarian integrated knowledge of future engineers in the context of the formation of their practical skills and teachings is of considerable interest. Some researchers believe that the main disadvantage of the traditional teaching system is that the student remains a passive learning object. For a student to become an active learning object, it is necessary to develop his cognitive activity and use different forms and methods of teaching [1]. As practice shows, among the existing methods (passive, active, interactive), the most common and effective method of teaching ESP is an interactive method, which, unlike active methods, is focused on broader interaction of students not only with the teacher, but also with each other and on the dominance of students' activity in the learning process. The teacher's place in interactive classes is reduced to the direction of activity students to achieve the objectives of the lesson. Taking into account the psychological and pedagogical aspect when choosing teaching methods, it is necessary to draw up a psychological portrait of the group and find out which methods are advisable to use in groups in which students have different levels of knowledge. This requires diagnostics of students' knowledge, make some adjustments to the training material, clearly formulate tasks, questions, guidelines with a list of recommended literature. The main tasks of the ESP (English for Special Purposes) teacher are the selection and organization of teaching materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting the motivation of students, their efforts and efforts. Selecting certain teaching materials in a foreign language for the course content, teachers or course developers thereby express their ideas, views on foreign language teaching and teaching methods. Setting the goal of the lesson to a greater extent influences the choice of teaching material. If the teacher in the lesson sets the goal of consolidating communication skills, he includes in the lesson various exercises that simulate the practice of communication in the language: business games; thematic dialogues; drawing up instructions; reports; presentations and discussions. When drawing up course, it should be borne in mind that the concept of "communicative competence" of students is considered not as the sum of their knowledge, skills and abilities, but also as a set personal qualities of students (value-semantic orientations, knowledge, abilities, skills and abilities). The evaluation criterion is their ability to solve problems and independently find answers to questions arising in the process of professional, educational, social, cultural and everyday communication in a foreign language [4]. An important element in ESP training is the teacher's ability to create an atmosphere in the classroom for live communication and

constructive debate. Students they acquire stable communication skills only when they have the opportunity to use them in communication with others. Very often, unfortunately the teacher may be the only person who speaks English with whom the students can speak, and the teacher has limited time to communicate with each student in the classroom. Therefore, the teacher must develop and use effective methods to develop communication skills in their groups, as well as involve other resources in their work, including online Internet resources, to stimulate communication outside the classroom. People are lighter learn a foreign language when they are highly motivated and have the opportunity to use their knowledge and skills in a language environment that they understand and which are interested. From this point of view, ESP is a powerful tool for making this possible. Conducting group discussions, project work and debate are effective and modern methods of teaching English for professional purposes. At the preparatory stage, students learn to formulate questions, develop a strategy for responding to questions, improve the skills of rhetoric and logic, applying and developing the acquired communicative competencies. Thus, during the debates, students have the opportunity to demonstrate both linguistic and professional competence. Many teachers combine classroom and extracurricular work with online work. In Western literature, such learning is called "blended" (blended learning) and is becoming more widespread, especially in teaching language for special purposes. Among the most common methods of teaching English for specific purposes, we can highlight the following:

1. Role-playing and business games in the target language, dedicated to professional issues and unfolding in professionally significant situations.
2. Brainstorms and discussions in the target language aimed at finding solutions to professionally significant problems (theoretical and practical).
3. "Case-method" (case studies), i.e. in-depth analysis of practical professional tasks and problems by means of the studied language in order to find them the best practical solution or several options for acceptable and rational solutions.
4. Presentations in the target language, the content of which covers professionally significant issues and problems.
5. Project learning activities, i.e. execution by means of the studied language of extra linguistic professionally directed project tasks, development which takes a long study time (from one to two weeks to a semester and even an academic year) and is associated with the preparation of a complex of materials of professional content and the solution of complex professional tasks and problems.
6. Search for professional information both in printed and, mainly, electronic sources (Internet) for performing various professional directed creative assignments.
7. Preparation of written works in the target language (essays, reports, abstracts, annotations, abstracts, articles, etc.), the content of which reflects the results creative experimental activities of students, for example, an abstract presentation of several sources studied to prepare a presentation, a written report on the implementation of a certain stage of design work, etc. [6]. Thus, ESP teaching is focused on practical, professionally oriented application. However, like any other aspect of education, teaching ESP is based on knowledge of the nature of the language, on knowledge basic methods and forms of teaching and learning. A combination of traditional teaching methods and new technologies, including the use of virtual environment to support student motivation is becoming one of the most productive



approaches in the field of ESP training today. Critical understanding of what is being studied material by students contributes to the formation of the skills and abilities necessary for them, forms linguistic, sociocultural, communicative, as well as professional competencies.

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