

## ON APPROACHES TO TEACHING A FOREIGN LANGUAGE TO ESP STUDENTS BY ORIENTING THEM TO THEIR PROFESSION

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### ABSTRACT

*The article deals with vocationally oriented foreign language teaching and its organizational foundations.*

*A comprehensive analysis of the study of various aspects of this issue and research conducted by scientists in this field have been conducted.*

*The article also discusses the specific features of vocationally oriented teaching of the English language, the principles and tasks of vocational lingua-didactics, the main principle of vocational lingua-didactics and the current issues of teaching based on the interdisciplinary connection of English with specialized subjects.*

**KEYWORDS:** *The Methodology Of Teaching A Foreign Language, Vocationally Oriented Teaching, Research Methods, Professional Language Didactics, English For Special Purposes, Interdisciplinary Integration, Specialization.*

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### INTRODUCTION

The goal of the large-scale reforms now being implemented in our country is to glorify man and create conditions for him to lead a decent lifestyle. Science, enlightenment and solid knowledge are the basis for the realization of this goal is. The issue of modernization of educational activities in the higher education system, as the main link of the continuous education system, is the main one that is waiting for its solution today. Professor J. Yoldashev says: "In general, any pedagogical process is based on the pedagogical system. Improving the quality and efficiency of education will always be connected with the modernization, improvement, consistency, and continuity of the education system, and with the innovative activities of teacher-pedagogues, who promote the activity and responsibility of students"<sup>1</sup>. Therefore, innovative activity is the demand of the time, and it makes it necessary for every pedagogue to reconsider his activities on the bases of innovative achievements in science<sup>2</sup>.

Today, when the process of information and integration has been intensifying day by day, the further expansion of socio-economic and cultural relations between countries has made learning foreign languages a vital necessity. Therefore, foreign languages, in particular, English, are taught at all stages of the continuous education system in our republic, from pre-school education to post-higher education systems, in all areas and specializations. In this process, students are taught English based on one basic program until higher education, while at the stage of higher

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education, there are two directions of foreign language teaching: for philological purposes, i.e. training of future foreign language teachers and non-philological orientation, i.e. teaching language for specific and career-oriented purposes (Language for Specific Purposes, LSP)<sup>3</sup>.

## LITERATURE ANALYSIS

There is plenty of research and observations on this topic. Therefore, in the 1970-1980s, in scientific studies of foreign language methodologists of our country (J. Jalolov, T. Sattorov, A. Soinazarov, etc.), it was determined that the system of exercises in a foreign language should be divided into types of exercises that would also contribute to formation, development and improvement of Uzbek terms. The formative exercise is designed for mastering the language material, the development exercise is for practicing the language material in speech, and the improvement exercise is performed in order to express an opinion in a foreign language, and perceive and understand the opinion of another person, i.e. acquire knowledge, skills and competencies. Receptive and reproductive speech exercises are performed according to the level of speech acquisition, more precisely, depending on the participation of the sense organs and analyzers<sup>4</sup>.

Lev Vladimirovich Shcherba, a well-known linguist and academician, was the founder of the methods of teaching foreign languages in the former Soviet Union.

The contribution of students and followers of L. V. Shcherba (I. V. Rakhmanov, V. S. Setlin, A. A. Mirolyubov, Uzbek scientists, etc.) to the development of the science of methodology and raising it to a high level is great<sup>5</sup>.

A.K. Krupchenko said that professional lingua-didactics arose on the basis of an objective social demand, that is, on the basis of the needs of the specialists of various fields to acquire foreign languages as a tool for the international exchange of information, and experience. This subject was put forward a long time ago by T. Hutchinson and A. Walters in order to teach “English for Special Purposes.”

## METHODS

The study of the sources shows that this subject has a long history and its own principles. Until now, more than 300 works on professional language didactics have been created in Western language didactics, in which the main principles of professional language didactics, such as integrative quality, multi-level, modeling, variability, communicativeness, modularity and professional orientation, have been considered.

During the discussion of this issue, a separate branch of science and a unique methodology may be noticed. In the field of foreign language teaching methods, scientific research methods are divided into two - theoretical methods and methods based on experience. The theoretical methods of research include analysis-synthesis, construction of scientific hypotheses, and modeling. Among the practical (experimental) methods, there are well-known and recommended ones such as testing, conducting experiment and purposeful observation. These are general or basic methods. Among the methods of scientific research, auxiliary or special ones are: questionnaires (surveys), tests, timing, interviews, etc.

Professional lingua-didactics as a branch of lingua-didactics is inextricably linked with didactics, professional pedagogy, professional psychology and psycholinguistics, linguistics, communication (dialogue) theory and special sciences, which can be justified by the following:

- Professional lingua-didactics is related to education, so it is inextricably linked with didactics;
- When it comes to personal qualities, abilities, and professional competence in the formation of professional communicative abilities in a foreign language, this in itself shows the connection with professional psychology and psycholinguistics;
- When it comes to teaching a foreign language, of course, professional lingua-didactics is directly related to linguistics;
- The main goal of teaching foreign languages is to teach professional, sectoral and intercultural communication, therefore, professional lingua - didactics is also related to the theory of communication and ethical standards.

A.K. Krupchenko, as the main tasks of professional lingua – didactics, pointed out the following:

- Development of the theoretical and methodological bases of professional lingua-didactics;
- Determination of the main principles of professional lingua-didactics;
- Clarification of the goals of teaching a foreign language for special purposes;
- Determination of the content of professional and sectoral teaching of a foreign language;
- Selection of forms and methods of training specialists in a foreign language;
- Shows such issues as the selection of educational and methodological support and technical means of vocational training in a foreign language.

## ANALYSIS

A.N. Kuznetsov described basic and additional principles of professional lingua - didactics, their main principles are the creation of a socio-professional environment, taking into account the requirements of a competency-based approach, integration, interdisciplinary relationship, and direction to the complex formation of professional competencies in a foreign language.

As additional principles, it is noted that a number of principles should be taken into account, such as the age of the language learner, learning problems, modularity, ensuring consistency in language teaching, originality and authenticity of materials.

Based on these tasks and principles of professional lingua-didactics, professional lingua-didactics can be interpreted as a science that studies the theoretical foundations of teaching a professional language, its methodological, didactic and linguistic features.

G. Dadamirzaev and K. Fayzullaev studied specifically the content, form and means of teaching a foreign language in connection with special subjects, which is one of the basic principles of professional language didactics. They emphasize the inter-elemental integration of different academic subjects as an interdisciplinary connection. A. Gasanov, in his work, shows the following types of interdisciplinarity:

- Methodological and conceptual relevance, helping to shape the outlook of the future specialist;
- Interdisciplinarity with content that ensures the actualization of knowledge and skills;
- Educational communication aimed at the formation of important professional personal qualities of the future specialist;

- Methodological relevance based on the connection of the subject under study with the elements of future professional activity.

The implementation of these relations, as we noted, requires the integration of the content, form and means of teaching a foreign language with specialized subjects, which has its own requirements, such as:

- Loss of repetitions in the study of topics in different educational programs;
- The possibility of setting the time limits for the study of individual issues;
- Similarity in the definition and description of scientific concepts, their consistency;
- Combining the potential of teachers of various subjects in the formation of scientific concepts and ideas among students, instilling in them practical skills and abilities;
- Teachers mutual use of students' scientific and technical knowledge, obtained in various academic subjects;
- Fulfillment of other pedagogical tasks due to the specifics of the subjects and the peculiarities of the relationship between them, etc. L. Maletina, Yu. **Karmanovas** use the term "co-teaching" in cross-subject learning, which means that an English teacher and a specialist of the subject conduct joint teaching in an English for Special Purposes class. In their opinion, the teacher of the specialty can provide information and solutions to problems related to the specialty that the teacher of English cannot explain.

## RESULTS

Methods of teaching foreign languages, according to prof. Mikhail Vasilyevich Lyakhovitsky, is a science that studies the goals, content, means of education, as well as teaching methods using a foreign language.

A. Shirokikh and others argue that the establishment of interdisciplinarity in teaching English for special purposes lies in the use of authentic materials in teaching (profile texts, video materials). In their opinion, as a result of training based on interdisciplinary communication, the specialist will have a wide range of knowledge, and most exercises and tasks should be based on a communicative approach.

Therefore, close integration of professional methodology and disciplines of teaching a foreign language, development stages and research methods in career guidance, and training is necessary.

This can be learned from the above analysis of the literature and scientific studies.

T. V. Greskaya believes that in the field of medicine the German language should be taught in connection with the Latin language, while it is necessary to take into account the concepts of interference and transposition. According to her, to understand a lexical item in German it is necessary:

- To understand Latin words;
- Know the laws of interference and transposition in the Latin and German languages;
- Be able to distinguish complex words<sup>6</sup>.

## CONCLUSION

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In a word, in this matter, one can rely mainly on research works and literature within the framework of the higher education system. As a result of the use of authentic materials directly related to the profession and field, interdisciplinary communication in teaching foreign languages in non-philological areas of higher education leads to the enrichment of students' knowledge of the specialty and awareness of the latest news in the field and helps to increase the student's motivation to learn a foreign language. In our opinion, it is important to choose the topic of the English language in connection with the topics of the core subject based on the professional needs of the specialist in integrating the teaching of English with core subjects.

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