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THE ROLE OF TEACHING FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

Definitely, foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve their methodology. The needs to understand the requirements of other professions and willingness to adapt to these requirements differentiate the foreign language teachers for specific purposes and their colleagues teaching general foreign language. ESP teaching presumes teaching of English as a foreign language regarding specific profession, subject or purpose.

The teaching of English for Specific Purposes (ESP) has been seen as a separate activity within English language teaching (ELT). It is believed that for some of its teaching ESP has developed its own methodology and its research draws on research from various disciplines in addition to applied linguistics – this is the key distinguishing characteristic of ESP. ESP, if sometimes moved away from the established trends in general ELT, has always been with needs analysis and preparing learners to communicate effectively in the tasks prescribed by their field of study or work situation. The emphasis of ELT is always on practical outcomes. The theory of ESP could be outlined based on specific nature of the texts that learners need knowledge of or need-related nature of teaching.

As with most disciplines in human activity, ESP was a phenomenon grown out of a number of converging trends of which we will mention three most important: 1) the expansion of demand for English to suit specific needs of a profession, 2) developments in the field of linguistics (attention shifted from defining formal language features to discovering the ways in which language is used in real communication, causing the need for the development of English courses for specific group of learners), and 3) educational psychology (learner's needs and interests have an influence on their motivation and effectiveness of their learning). Definitions of ESP in the literature are relatively late in time, if we assume that ESP began in the 1960s. Hutchinson and Waters (1987) define ESP as an approach rather than a product – meaning that ESP does not involve a particular kind of language, teaching material or methodology. The basic question of ESP is: Why does this learner need to learn a foreign language? The purpose of learning English became the core. Strevens' (1988) definition of ESP makes a distinction between 1) absolute characteristics (language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities; centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse; designed in contrast with General English) and 2) two variable characteristics at annual atee Association of Teacher Education in Europe conference 487 (ESP may be restricted to the language skills to be learned, e.g. reading; and not taught according to any pre-ordained methodology). Robinson's (1991: 3) definition of ESP is based

on two criteria: 1) ESP is normally 'goal-directed', and 2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English, and a number of characteristics which explain that ESP courses are generally constrained by a limited time period in which their objectives have to be achieved and are taught to adults in homogenous classes in terms of the work or specialist studies that the students are involved in. Each of these definitions have validity but also weaknesses. Considering Hutchinson and Water's definition, Anthony (1997) noted that it is not clear where ESP courses end and General English courses begin because numerous non-specialist ESP instructors use ESP approach in that their syllabi are based on analysis of learner needs and their own specialist personal knowledge of English for real communication. Strevens' definition, by referring to content in the second absolute characteristic, may confirm the impression held by many teachers that ESP is always and necessarily related to subject content. However, much of ESP work is based on the idea of a common-core of language and skills belonging to all academic disciplines or cutting across the whole activity of business. ESP teaching should always reflect the underlying concepts and activities of the discipline. Having all these on mind, Dudley-Evans and St John (1998) modified Strevens' definition of ESP. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities. 2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

In Conclusion, it is important to suggest that ESP is traditionally been divided into two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated).

THE LIST OF USED LITERATURES:

1. Anthony, L. (1997). ESP: What does it mean? ON CUE. <http://www.interserver.miyazakimed.ac.jp/~cue/pc/anthony.htm> Retrieved August, 2006. Carver, D. (1983). Some propositions about ESP. *The ESP Journal*, 2, 131-137.
2. Dudley-Evans, T., and St John, M. (1998). *Developments in ESP: A multi-disciplinary approach*. Cambridge: CUP. Gatehouse, K. (2001)

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CHET TILLARINI O'QITISHDA ZAMONAVIY TENDENSIYALAR: YUTUQLAR, MUAMMOLAR VA YECHIMLAR

Bugungi innovatsion g'oyalar va ijtimoiy rivojlanish davrini chet tillarini mukammal biladigan va so'zlasha oladigan kadrlarsiz tasavvur etish mushkul. Bilamizki, har bir sohalarda chet davlatlari bilan hamkorliklar o'rnatilib, ishchi hodimlarimiz chet ellarga malaka oshirish uchun boradilar, ular bilan hamkor bo'lib ishlaydilar. Abatta shu kabi holatlarda bevosita chet tillariga murojat qilamiz. Dono xalqimiz "Til - dunyo kalitidir"deya bejiz aytishmagan negaki, dunyo bilimlarini o'rganmoqchi va chuqur bilimga ega bo'lmoqchi ekanmiz avvalambor, o'sha davlat tilini mukammal bilishimiz shuningdek uni yoshlarga o'rgata olishimiz lozim. Shaxsda til bo'yicha bilim va malaka hosil qilishda esa bevosita chet tili darslarining sifatiga katta e'tibor qaratiladi chunki talaba yoki o'quvchi ilk chet tili ta'limini sinf xonasida jumladan dars davomida o'zlashtira boradi. Shunday ekan bugungi kunda chet tili darslarini interfaol usullarda shakllantirish, turli xildagi zamonaviy texnologiyalardan foydalanish, har bir o'quvchining intellektini to'g'ri baholash va rag'batlantirish ularni darsga jalb qilish, qiziqishlarini hisobga olish va asosan dars jarayonini oqilona tashkil etish muhim ahamiyat kasb etadi.