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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРЪ МУАММОЛАРИ

АКТУАЛЬНЫЕ ПРОБЛЕМЫ
СОЦИАЛЬНО-ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES
AND SOCIAL SCIENCES



ЭЛЕКТРОН ЖУРНАЛ

ЭЛЕКТРОННЫЙ ЖУРНАЛ

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ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО- ГУМАНИТАРНЫХ НАУК

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2023

БОШ МУҲАРРИР:

ИСАНОВА ФЕРУЗА ТУЛҚИНОВНА

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Аброр – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакаров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Гайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Тайланова Шоҳида Зайниевна – педагогика фанлари доктори, доцент.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш

ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарқанд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабоевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхати (Рўйхатга) киритилган.

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Таҳририят манзили:

Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил: scienceproblems.uz@gmail.com
Телеграм канал: https://t.me/scienceproblems_uz

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13.00.00 – Педагогика фанлари

Samadova Marg'uba Kuchkarovna
Uzbekistan State World Languages University
master's degree student

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COMPULSORY METHODS IN TEACHING ESP

Abstract. The current article discusses the main methodology of teaching ESP for adult learners. There are covered some specific approaches and techniques widely used in ESP classroom. Not only vocabulary but also other four language skills such as listening, speaking, reading and writing demand special compulsory methods to teach effectively due to the function and form of language utilized in the specific sphere. That's because, ESP teaching is considered as the one of the challenging fields of education.

Key words: ESP, methodology, function, concept checking, negative effects, positive results, confidence, content-based syllabus.

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INGLIZ TILINI MAXSUS MAQSADLARDA O'QITISHDAGI MAJBURIY USULLAR

Annotatsiya. Ushbu maqolada kattalar o'quvchilari uchun ingliz tilini maxsus maqsadda o'qitishning asosiy metodologiyasi muhokama qilinadi. ESP sinfida keng qo'llaniladigan ba'zi o'ziga xos yondashuvlar va usullar mavjud. Nafaqat lug'at, balki boshqa to'rtta til ko'nikmalari - tinglash, gapirish, o'qish va yozish kabi tilning muayyan sohada qo'llaniladigan vazifasi va shakli tufayli samarali o'qitish uchun maxsus majburiy usullarni talab qiladi. Buning sababi, ingliz tilini maxsus maqsadda o'qitish ta'limning qiyin sohalaridan biri hisoblanadi.

Kalit so'zlar: ingliz tilini maxsus maqsadda o'qitish, metodologiya, funktsiya, kontseptsiyani tekshirish, salbiy ta'sirlar, ijobiy natijalar, ishonch, mazmunga asoslangan dastur.

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ОБЯЗАТЕЛЬНЫЕ МЕТОДЫ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Аннотация. В данной статье обсуждается основная методика обучения ESP взрослых учащихся. Рассмотрены некоторые специфические подходы и техники, широко используемые на уроках ESP. Не только словарный запас, но и другие четыре языковых навыка, такие как аудирование, говорение, чтение и письмо, требуют специальных обязательных методов для эффективного обучения из-за функции и формы языка, используемого в конкретной сфере. Это потому, что преподавание ESP считается одной из сложных областей образования.

Ключевые слова: английскому языку для специальных целей, методология, функция, проверка концепции, отрицательные эффекты, положительные результаты, уверенность, содержательный учебный план.



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Introduction

Language learning is not only acquiring grammatical structure but also its function. It is important for engineering students to be able to present their ideas or exchange their opinions or follow the technological development all over the world. Most universities all over the world have been offering ESP courses besides the general English lessons to boost their confidence in this field [1].

English for Specific Purposes (ESP) is a language approach whose goal is to provide learners with defined goals and language elements they need to function as professionals. Each ESP course should be tailored to meet the specific needs of the learners. If the class consists of biologists, they should be learning specialized vocabulary from texts related to that domain; if the learners want to become engineers, then poetry and short stories will not meet their needs [2]. Still, teachers or trainers face a lot of challenges in teaching ESP courses. They implement various strategies to teach ESP courses in the classrooms and online as well.

According to Leonardi, a conversation about translation problems in ESP classroom facilitates understanding of a text by relating the analyzed text with relevant topics studied in students' L1. Besides, Leonardi highlights the contribution of translation to improved understanding and deeper analysis of a specialized text: "Before starting translating a text, the source text (ST) should be read carefully and analyzed in detail. Thus, through close reading and careful text analysis of the ST students can gain important insights into the comprehension of the text in order to avoid misinterpretations and/or misunderstandings." [7.145, 143]

Literature review

An ESP teacher will try to minimize the negative effects of the learners' emotional reactions to learning and will instead try to boost the positive emotions by using the following strategies:

- Use pair work and group work to minimize the stress of speaking in front of the class, for example, pyramid discussion;
- Structure the task, i.e. introduce the task, remove hurdles, give clear instruction, concept checking, demonstrate the task, run the activity, close the activity and give feedback;
- Give time to think and do, listen to the learners, ask questions, and answer the questions, and finally allow them to complete;

- Avoid monotonous and mechanical teaching;
- Evaluate learners' work based on their performance in tests.

Therefore, ESP teachers mostly focus on the strategies such as direct Instruction, discussion, group work, cooperative learning or collaborative learning, and performance activity.

When we talk about specific methodology, we mean all language aspects from reading complex articles to making a presentation. Hutchinson and Waters claimed that there is no specific methodology for ESP. The same principles apply with ELT methodology in general. It can be arguable whether there is a specific methodology for ESP; my experience is that knowing General English methodology does not make a teacher successful in techniques that the teacher implements in the classroom. For example; if the teacher is not familiar with such specific subject matter as the blast furnace or power station, he won't be able to want to prepare his own material for this matter. It is not always possible to find what material you want to use during the course in the coursebook. In ESP courses, the teacher has to put more effort than General English courses [5].

Dudley Evans and St John claimed that a strength of methodology is the way in which language learning and subject learning approaches can be integrated. They proposed two approaches: case studies and project work. They have stated that case studies integrate knowledge, skills, theory and any experience, especially in law, medicine, engineering and business. The only issue with case studies is the knowledge of the ESP teacher in the subject that he/she teaches. ESP teacher should work with the subject teacher if he/she doesn't have a subject background [3].

In project work, unlike case studies, students find and stimulate the information. Motivation is higher. Dudley-Evans and St John points out that project work starts in the classroom and moves outside the classroom.

Methodology

When asked to organize an ESP course for engineers in their workplace and found out what they did in their daily routine. That gave me an idea what to teach, but company asked me to teach some certain function of the target language according to the company's needs. In the homogeneous group there are used content-based approach (CBA) as they were all from different department and different branches of engineering such as civil engineer, mechanical engineer, electronics engineer, and electrical engineer. In most CBA courses, the syllabus is derived from the content area and these obviously vary widely in detail and format. Laviosa, S. and Cleverton say that it is typically only CBA following the theme-based model in which content and instructional sequence is chosen according to language learning goals. In CBA there are many activities. Laviosa lists the activities as follows [6] :

- Language skills improvement
- Vocabulary building
- Discourse organisation
- Communicative interaction
- Study skills
- Synthesis of content materials grammar

It is the teaching of content with little or no direct effort to teach the language separately from the content being taught' [5]. Claims made for the advantages of courses based on content-based syllabus include that:

- They facilitate comprehension
- Content makes linguistic form more meaningful
- Content serves on the best basis for teaching the skill areas
- They address learners' needs
- They allow for integration of the four skills
- They allow for use of authentic materials

Table. Themes defined during the ESP thematic analysis

	Themes
Learners needs	<ol style="list-style-type: none"> 1. Defining learner profile 2. Course / syllabus design
Teaching practices	<ol style="list-style-type: none"> 1. Translation as a communicative activity 2. Focusing on accuracy 3. Facilitating understanding 4. Designing specific tasks 5. Consolidating particular skills through translation or translation as the fifth skill (encompassing the other four or consolidating a particular one)
	Balancing the amount of translation activities in the ESP classroom

During the course the learners were encouraged to prepare a presentation about their daily routine or the production they made in the company. What method is chosen it depends on learners need and institution's or company's needs. There is no specific method but there will be a method you can chose the best for your own learners. Not only does it depend on needs but also expectations.

In the ESP classroom, information is usually transferred by reading a text or preparing a presentation which involves at least two or four skills. Therefore, it is appropriate to use an integrated skill approach [3].

There is no best method as Graves said. In ESP any method can be chosen to be used in the classroom according to the context, learners, and needs analysis, teaching standard and learning abilities. There is no difference between EFL and ESP in teaching method [4].

When we talk about specific methodology, we mean all language aspects from reading complex articles to making a presentation. When we chose a method to be used in ESP classroom we should think of our group of learners and adapt one method with our teaching materials. Hutchinson and Waters claimed that there is no specific methodology for ESP. The same principles apply with ELT methodology in general. It can be arguable whether there is a specific methodology for ESP; my experience is that knowing General English methodology does not make a teacher successful in techniques that the teacher implements in the ESP classroom [5]. For example; if the teacher is not familiar with such specific subject matter as

the blast furnace or power station, he will not be able to want to prepare his own material for this matter. It is not always possible to find what material you want to use during the course/program in the course book. In ESP courses, the teacher has to put in more effort than in General English courses. As I mentioned in introduction section, to find the appropriate or competent method we have to do „needs analysis“ for learners“ and institution`s benefits. All four language skills; listening, reading, speaking, and writing, are usually stressed equally in an ESL/EFL classroom, while in ESP it is learners“ needs that decides which language skills are focused, and the course is designed accordingly.

Conclusion

ESP students are usually intermediate or advanced adults who already have some acquaintance with English and are learning the language in order to communicate in a particular academic or professional context. Practically, ESP combines subject matter and English language teaching together. Above all the origins of ESP lie in satisfying learners' needs. Therefore, evaluation of the course helps to assess how far the identified needs have been satisfied. There is no dominating movement in ESP now; however, there are different approaches, materials and methods used in ESP. To conclude, ESP always goes with ESL/EFL teaching, but whatever the current trend is it is the responsibility of ESP practitioners to be sensitive to learners“ needs and their learning contexts.

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