

## USING INTERACTIVE METHODS IN TEACHING FL TO ESP LEARNERS

**Khujaakhmatova Qunduzoy***Teacher of Uzbek and foreign languages department**Tashkent Branch of Samarkand State**Veterinary Medicine University of,**Livestock and Biotechnology*

**Annotation:** *This article is dedicated to find out main problems of teaching English with interactive methods for ESP learners and come up with effective solutions for this issue. Dealing with present matters in teaching FL (foreign language) for ESP learners in this article using interactive methods can be seen as an important technique.*

**Annotatsiya:** *Ushbu maqola ESP o'quvchilari uchun interfaol usullar bilan ingliz tilini o'rgatishning asosiy muammolarini aniqlashga va ushbu muammoni hal qilishning samarali usullarini ishlab chiqishga bag'ishlangan. Ushbu maqolada ESP o'quvchilari uchun FL (xorijiy til) ni interfaol usullardan foydalangan holda o'rgatishning dolzarb masalalarini ko'rib chiqish muhim uslub sifatida qaralishi mumkin.*

These days the role and influence of English are gaining higher speed not only in the world but also in Uzbekistan. The demand for improving higher education system in Uzbekistan is becoming an important issue of the educational system of Uzbekistan. From early years paying attention to the development of teaching foreign languages not only in specialized institutions but also in non-linguistic universities has played a pivotal role according to several reforms and decrees in Uzbekistan. English for Specific Purposes (ESP) has become a successful field over the recent period. As a learner-centered approach, its main purpose has been achieving the specific needs of target learners to fulfill either their professional or vocational needs. Speaking about the history of this newborn science field, as it is known, initial origins of ESP goes back to the end of Second World War. A great variety of fields appeared and took the rapid development after the war. Economy, technology, sociology, science and such other spheres faced enormous changes and enhancements. The common language the specialists use became the English language. Therefore, need to learn English was considered as crucially important issue to become aware of the world affairs and developments in different fields for an every single specialist. That process opened a new gateway to the start and flourishing future of ESP. So, dealing with those factors in Uzbekistan a great deal of reforms have been presented in order to give an opportunity of using English for highly qualified specialists in their own field. For instance, according to the educational reform of the president Sh. Mirziyoyev in 2017 the British Council, in cooperation with the Ministry of Higher and Secondary Specialised Education of the Republic of Uzbekistan Scientific-Practical Innovation Centre has

launched the EnSPIRe-U (English for Specific Purposes Integrated Reform in Uzbekistan) programme aimed at reforming the curriculum, materials and assessment in non-philological institutions throughout the country . 31 higher educational institutions have been invited to take part in the pilot project. The overall aim of the project is to develop a holistic approach to English for specific purposes (ESP) reform at a national level and to map the key processes for the reform to succeed. The EnSPIRe-U project is planned to introduce a holistic approach in developing and implementing the new curriculum, syllabi, teaching materials, assessment criteria and training events in the ESP area. Ultimately the project aims to raise the level of English Language proficiency and strengthen English language teaching and assessment in non-philological institutions in Uzbekistan. In addition, the project aims to develop a cadre of national experts in curriculum development, materials design, training delivery and assessment. The project has five strands: Curriculum, Materials design, Assessment, Trainer training, Standards which are the underlying principle under each strand. According to this project the participants include; Andijan Machine Building Institute, Bukhara State University, Fergana Polytechnic Institute , Gulistan State University, Jizzakh Polytechnic University, Karakalpak State University named after Berdakh , Navoi State Mining Institute, Nukus State Pedagogical Institute named after Ajiniyaz, Samarkand State Institute of Economics and Service, Tashkent Finance Institute, Tashkent Institute of Arts and Culture, Tashkent Institute of Irrigation and Melioration, Tashkent Medical Academy , Tashkent Paediatric Medical Institute, Tashkent State University of Economics, Tashkent State University of Law and others. The main problems here can be how to conduct the lessons in teaching ESP. this also requires creating appropriate curriculum, syllabus, material designing and choosing suitable methods for conducting the lessons. In this case, numerous scholars have suggested their own theories, approaches and principles what kind of effective methods can be utilized in teaching ESP. According to K.Bezudladnikov, B.Kruze and M.Mosina Interactive methods have been one of the effective methods of teaching ESP while interactive environment will ease the process of learning in gaining experience from learning English . In addition, Mehmet Asmali emphasizes that using interactive technologies plays an important role to increase professional area of the students that provides students both professional and using technology abilities

Dealing with these issues while conducting the lessons the methods and approaches should be followed to develop mainly professional skills of the students. Actually, there are 4 skills which every English learner should know and be good at it, including reading, writing, listening and speaking. But when it comes to teaching ESP(English for Specific Purposes) students they have a needs for writing correctly, understanding any texts related to their field and as well as being able to communicate in English and so, the main focus here should not be enhancing language skills rather than developing professional skills of the future lawyers conducting the English lessons with interesting

methods and techniques. On the other hand, most students of ESP tend to face up some obstacles in Using English in their own speciality, since it is considered one of the complicated aspects of English. So, ESP differs from other ranges of English such as EOP(English for Occupational Purposes) and EAP(English for Academic Purposes). Shortly saying, ESP is the teaching of English for scientific, technical, and etc. purposes to people whose first language is not English. It is obvious that there are a great deal of theories and definitions towards this notion given by various scientists. The core tasks of the ESP teacher is the range and organization of training materials, preparation of operative training programs and plans aimed at obtaining the desired results to learning, support students ' motivation and their efforts. In addition, a vital component of working in groups ESP is supplying students with feedback with the help of the teacher in monitoring of the learning process, and for the organization recommended assistance to students. As the teacher comes to the classroom, it is, above all, putting certain purposes classes, which aid to create a safe learning environment, outgoing atmosphere interactivity and common assistance. Selecting these or other educational materials for foreign language for course content, trainers or course developers consequently, state their concepts, views on the teaching of foreign languages and teaching methods. This is what most B2 learners of the University of Law face many challenges while they are learning English in terms of law. In order to prevent this problem it is crucial to use intensive learning techniques and approaches such as interactive methods during the lessons to contribute great achievements of Law students in their own speciality. As we mentioned above, English is the only language which is widely spoken all over the world and it is the most commonly studied foreign language in the world. Although it compromises for perceptive and receptive skills such as reading, writing, speaking and listening which are interlinked, while English for specific purposes deals with mainly improving professional abilities of the students in terms of English by using numerous methods and approaches. So, the topicality of the research that reveals the importance of using interactive methods in teaching ESP students and effective solutions, findings towards the challenges in teaching English in terms of non-linguistic fields.

Richards and Rodger presuppose ESP as a association that pursues to serve the language needs of learners who require English so as to carry out specific roles (e.g. student, engineer, nurse) and who have to learn content and real-world skills through the standard of it rather than understand the language for its own shake. The more clear definition of ESP comes from Strevens who outlined ESP as a particular case of general category of special purpose language teaching. He further identified that the definition of ESP is essential to differentiate between four absolute and two variable characteristics. The four absolute characteristics of ESP consist of English language teaching . I. Sujana from the University of Indonesia states that the aim of ESP courses is to provide the learners with a certain English proficiency level for a situation where the language is needed to be used, then, especially for non-linguistic department

students of Indonesian university, being able to communicate English as well as utilize it for learning their disciplines efficiently would be considered as their main needs of having English. In this context, English is not only a subject matter to be studied, as it is commonly supposed as one of compulsory subjects in the curriculum, but also as a means for the students learning in their fields of study. A main factor of ESP is that bringing together subject matters and English language in the instruction, in which the students have a tendency to concern what they learn in their English classes in their study, whether it can be economics, education, accounting, business management, sciences, art, technology, medicine, law, Islamic studies, or tourism. In turn, their abilities in their subject-matter fields are placed a great support to English acquisition. Associating with the information above, it is noticeable that the organization of ESP is the simple question of what the students learn English for, in which the answer to the question relates to the learners that is their needs, the language required that is the language skills they need to acknowledge and how well, and the learning context that refers to the genres they need to master either for comprehension or production purposes. While there have been contradicting voices dealing with the historical growth of ESP, it has been extensively assumed that 1960's was the dawn of this ELT approach. Variety of research has conveyed that ESP obtained popularity in the sixties of twentieth century. Dudley-Evans and St. John mentioned that "it was undoubtedly in the mid- to late 1960's, yet, that various influences came together to generate the requirement and interest for developing ESP as a discipline". The beginning and growth of ESP have been resulted by several reasons. Among these factors Oil Crises of the last years was a foremost factor which triggered oil-rich countries opened their doors to the modern trends in Western knowledge. This has commenced an era of ELT in the gulf region. Deliberating the question whether ESP courses were more successful than General English courses in preparing students for working or studying in English, "war stories and romances" showed numerous reports about the success of different ESP courses during 1970's and 1980's. Dudley-Evans and St. John mentioned Foley who also examined "the ESP program at the University of Petroleum and Minerals in Saudi Arabia" and offered "concrete evidence for the validity of the ESP approach".

#### REFERENCES:

1. Ramirez, C.G, English for Specific Purposes: Brief History and Definitions, Costa Rica University 2015, p-383-384.
2. Rahman, M, English for Specific Purposes: A Holistic Review, Bangladesh University, 2015, p- 25-27.
3. Augustina, T. New approach to ESP learning, Indonesian University, 2016, p 178
4. Alousqe, I.N, Developments in ESP, 2016, p56.
5. Javid and Umar, Implementations on ESP, 2013, p34

6. Qayumova, Y., & Urmonova, D. (2023). EXCLAVAS OF UZBEKISTAN - COMPARATIVE ANALYSIS OF THE ICHTIOFAUNALS OF SHAHIMARDAN AND SOKH. Scientific Journal of the Fergana State University, 29(4). Retrieved from <https://journal.fdu.uz/index.php/sjfsu/article/view/30>

7. Qayumova , Y., & Komilova , X. (2023). ON THE COMPARATIVE ANALYSIS OF THE MORPHOMETRIC CHARACTERISTICS OF THE TURKISH SAND FISH GOBIO LEPIDOLAEMUS (K.KESSLER1872). Scientific Journal of the Fergana State University, (3), 156. Retrieved from <https://journal.fdu.uz/index.php/sjfsu/article/view/2622>

8. Каюмова, Ёркиной Кабиловна, et al. "ВОПРОСЫ ИСПОЛЬЗОВАНИЯ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ВАЛЕОЛОГИИ." Вестник науки и образования 9-2 (112) (2021): 16-20.

9. Каюмова, Ёркиной Кобировна, and Дилдора Икромжоновна Комилова. "Биология гусеницы гранатовой плодожорки (Euzophera Bigella Zeller)." Проблемы современной науки и образования 10 (143) (2019): 12-14.

10. Каюмова, Ё. К., Д. Э. Урмонова, and А. М. Мирзалиев. "БИОЭКОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ГРАНАТОВОЙ ПЛОДОЖОРКИ (EUZOPHERA BIGELLA ZELLER, 1848) В ФЕРГАНСКОЙ ДОЛИНЕ." The Way of Science (2014): 8.