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THE MOST EFFECTIVE TECHNIQUES FOR TEACHING ENGLISH IN EFL AND ESP PROGRAMS

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Abstract: *This article discusses methods and approaches to teaching foreign languages, especially English in two various classes, namely ESP and EFL. A series of qualitative methods such as using authentic materials, games, and activities, that is to say, total physical response, audio-lingual, and grammar-translation methods can be employed in the classroom to develop learners' language learning ability and enhance teaching outcomes considerably. Furthermore, there are some crucial aspects of teaching a foreign language that should meticulously be considered while choosing teaching methods for ESP and EFL classes. This article is also intended to elaborate aforementioned considerations.*

В этой статье обсуждаются методы и подходы к обучению иностранным языкам, особенно английскому, в двух разных классах, а именно ESP и EFL. Ряд качественных методов, таких как использование аутентичных материалов, игр и занятий, то есть полная физическая реакция, аудио-языковые методы и методы грамматического перевода, могут использоваться в классе для развития способности учащихся к изучению языка и улучшения обучения. результаты значительно. Кроме того, есть некоторые важные аспекты обучения иностранному языку, которые следует тщательно учитывать при выборе методов обучения для классов ESP и EFL. Эта статья также предназначена для уточнения вышеупомянутых соображений.

Ushbu maqolada chet tillarini, xususan, ingliz tilini ikki xil sinfda, ya'ni ESP va EFLda o'qitish usullari va yondashuvlari muhokama qilinadi. Sinfda o'quvchilarning til o'rganish qobiliyatini rivojlantirish va o'rganishni yaxshilash uchun haqiqiy materiallar, o'yinlar va mashg'ulotlardan foydalanish, ya'ni to'liq jismoniy javob berish, audio-til usullari va grammatikani tarjima qilish usullari kabi bir qator sifatli usullardan foydalanish mumkin. natijalar ahamiyatlidir. Bundan tashqari, ESP va EFL sinflari uchun o'qitish usullarini tanlashda diqqat bilan ko'rib chiqilishi kerak bo'lgan chet tilini o'qitishning ba'zi muhim jihatlari mavjud. Ushbu maqola ham yuqoridagi fikrlarga oydinlik kiritishga qaratilgan.



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Keywords: *EFL, ESP, method, approach, total physical response, audio-lingual, authentic materials, grammar-translation.*

The English language is becoming more and more well-liked and widely acknowledged as a medium for communication on a worldwide scale. In addition, English is the language of science, diplomacy, the media, and international information sources. To put it another way, learning English opens the door to prospects for a successful life and profession.

The importance of teaching English to students in Uzbekistan has grown significantly in recent years. Undoubtedly in response to the parents' increasing demand that it be taught to their children at younger ages in order to give them valuable knowledge. With the significant development of the provision for foreign language teaching at the primary levels in Uzbekistan, ministries of education have started to respond. Numerous significant and significant implementations have been made as a result of the Presidential Decree "On steps to further strengthen foreign language learning system" [1]. The resolution "On Adopting the State Educational Standards of Continuous Education in Uzbekistan (Requirements to the Content and Level of Learners on Foreign Languages)" was made by the Cabinet of Ministers of the Republic of Uzbekistan. The straightforward procedure [2] has been in place since the 2013–2014 school year. For ongoing instruction in foreign languages, state educational standards specify the objectives and duties of the core subject matter of teaching and studying foreign languages. In addition, the government provides state-of-the-art equipment and financing for the English departments at numerous colleges and institutions. Additionally, the amount of hours spent on foreign language instruction has increased. Language teaching and learning methods include a number of master classes, training sessions, and exchange programs.

It is imperative to note that educators should use caution while deciding on the best teaching strategy for English lessons. In order to effectively teach young learners, teachers must be extremely determined and picky when selecting their teaching strategies. In fact, language learning procedures can incorporate beneficial and productive instructional techniques. For instance, the most widely used techniques include audio-lingual, TPR, grammar-translation techniques, as well as the use of authentic materials, songs, and poems, as well as a variety of engaging and beneficial games and exercises. TPR and audio-lingual approaches, in particular, are extremely beneficial for young learners due to their capacity for quick second-language acquisition and adaptation. Undoubtedly, the learning



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process may not be successful if the teacher does not employ the proper approaches to teach young students. As a result, in order to successfully teach English, teachers must also be aware of the usual traits of their students.

For instance, the audio-lingual approach aims to help students become accustomed to speaking and understanding other languages from earlier years. The tunes, short texts, and various assignments to hone producing skills are thought to be the most crucial elements in this process. The goal of the Audio-Lingual Method (ALM) is to foster communication among the students. The fundamental audio-lingual exercises include dialogue memorization, drills, repetition, use of small pairs, and grammatical games (Larsen-Freeman, 2000).

English for Special Purposes (ESP) is currently taught in a variety of settings throughout the world. This approach to teaching the English language has developed impressively and has assumed a leading role in teaching English for professional purposes since the 1960s, when it first started being discussed about ESP as a divided heading in education English as a remote dialect. In addition to conventional preparation, you need a tool that enables you to successfully exchange professional data in the context of the active development handling of global information professionals integration and commerce. That tool might be a professionally positioned unique reason language or dialect. There is no specific technique, but you can pick the one that works best for your individual students. It does not solely depend on needs, but also on preferences. Data is typically exchanged in the ESP classroom by reading through content or creating PPT.

According to the writing, ESP is centered on vocabulary and reading comprehension rather than mastering a dialect structure or field. There have been many glances and conversations about ESP. Hutchinson and Waters (1987) said that ESP isn't a method; rather, it's a thing, however this is frequently not the case. Its curriculum, content, and presentational style set it apart from traditional English education. In order to achieve their goal in an ESP classroom, students are more likely to need to be at a middle-of-the-road level. As a result, in ESP classrooms, learners are guided, observed, and divided rather than being taught the target dialect word by word. The process of learning a language involves more than just acquiring linguistic structure. It is essential for design students to be able to communicate their ideas, exchange opinions, and keep up with technological advancement on a global scale. When we discuss a specific technique, we consider all linguistic points of view, from reading in-depth publications to introducing ourselves. According to Hutchinson and Waters (1987), there is no specific method for ESP. The ELT technique is subject to the same criteria. Whether there is a



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specific strategy for ESP is debatable, but in my opinion knowing the Common English approach does not make a teacher effective in the strategies they use in the classroom. For instance, the instructor won't be able to need to arrange his claim material for this subject if he is not familiar with such specific subject matter as the impact heater or control station. Finding the materials you need to use during the course in the course book isn't always possible. The teacher educator educator must exert more effort in ESP classes than in Common English courses. According to Dudley Evans and St. John (1998), dialect learning and subject learning methodologies can be coordinated through the use of quality of technique. They suggested two strategies: case thinking and extended work. They have stated that the case considers synchronized knowledge, skills, hypotheses, and any engagement, particularly in law, medicine, construction, and business. The knowledge of the ESP instructor within the subject matter that he or she teaches is taken into account as a case-specific consideration. If an ESP educator lacks a solid subject background, they should collaborate with the subject instructor.

In conclusion, I want to emphasize that numerous factors, including language learning styles, affect a language learner's performance when learning a language, especially a second language. It's vital to remember that before they approach their pupils in a different way, teachers must first conduct some learning style research. In EFL and ESP lessons, picking the right strategy is crucial. TPR and audio-lingual teaching methods are regarded as being particularly effective in the teaching of productive skills. The aforementioned teaching methods can help students in EFL and ESP programs attain their goals.

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