

Innovation Teaching Technology in ESP groups by activities

Sobirova Robiyaxon Mahamatismoyilovna

Namangan Engineering and Construction Institute

Department of Foreign Languages

Phone number: +998934921228 ;

Email: srobiyasaku75@gmail.com

Annotation: English for Specific Purposes (ESP) is taught all over the world in different directions. Since the 60s of the last centuries, when it first started being talked about ESP as a separate direction in teaching English as a foreign language, this aspect of English language teaching has developed considerably and has taken a leading position in teaching English for professional purposes. In the context of the dynamic development process of international integration and exchange of information professionals in any industry, in addition to traditional training, you need a tool that allows you to effectively and efficiently exchange professional information. That tool is a professionally oriented special purpose language or a language.

Key words: Teaching foreign languages, project-based learning, information technology, other pedagogical approaches.

Currently, the sphere of education is in the everlasting process of adopting and shifting to new approaches and tools. Traditional translation and grammar approaches have given way to communicative and learner-centered ones [1] that require of a teacher to generate qualitatively new ideas, acquire new skills and use innovative tools. Two such approaches are TBL (Task-Based Learning) and PBL (Project-Based Learning).

Teaching foreign languages implies all the above mentioned. Task-based learning, where the central focus of the lesson is the task itself, shifts the stress from a grammar point or a lexical field to completing the task. So, learning this or that grammar structure is not the main objective anymore. This also means that to complete the task successfully learners need to use the appropriate language and share their ideas. Thus, the language serves as an instrument of communication which is aimed at helping complete the task successfully. The learners are free to use any language they need to fulfill their task. Normally this kind of activity is an open task, so there is no “correct answer”, which is also encouraging and contributes to motivating students.

They can decide on their own how to reach the objective, applying language structures they see fit. Being focused on learners’ needs by putting them into true-to-life communicative situations and allowing them to involve all their language resources to cope with them, task-based learning possesses the advantage over more traditional methods. The project-based learning (PBL) approach takes learner-centeredness to an even higher level.

PBL often makes a task the focus of a whole term or academic year. Generally, there are considered to be four elements which are characteristic of all project-based activities or classes. They are the following:

- A central topic from which all the activities derive and that drives the project towards a final objective;
- Access to means of investigation to collect, analyze and make use of information. Nowadays the Internet has become the main tool and facilitator;
- Large number of opportunities for exchanging ideas, collaborating and interacting with other learners, which is crucial in this technique;
- A final product (normally a tangible one and created involving new technologies available) in the form of reports, presentations, videos, webpages, blogs, posters, etc.

Project activity has long been used in teaching in the framework of communicative and activity approaches, and a project activity with web quest elements in teaching ESP (English for special purposes) is a common technique nowadays.

In its most common sense, a project activity is any activity aimed at making learners complete some thematic tasks requiring preliminary preparation and investigation. Thus, a group of teenage learners working on a project to develop a series of posters on how to protect the environment is an example of a project.

The British Council website on teaching English gives the following definition of project activity:

“Project work is work which focuses on completing a task. Project work normally involves a lot of resources - time, people and materials - and learners practice a range of skills and language systems”

2. Methodology

Nowadays the global aim of education, in particular in the field of foreign language teaching, tends to be interdisciplinary, i.e., it is to provide not only linguistic training, but also give an insight into learners' specialization also via involving them into performing some professional tasks, which is aimed at overall improvement of teaching process and results and shifting to implementation of the practically oriented approach in training.

For this reason, the authors have undertaken the experiment with the purpose of justifying the expediency of the above-mentioned approaches. In this paper the authors describe the steps and course of the experiment and present the results. Thus, a group of second year students is given a task in the framework of English language lesson on web design to test a set of website builders with further analysis and description of the achieved result. The whole procedure is supposed to be carried out in English. The project is a short term one to ensure fulfillment of the task and students' not losing interest in the activity. First and foremost, the idea of the task was explained and the students of information technology institute were divided into subgroups of 4-5 people, to be precise there were 5 subgroups of 3 to 5 students. The idea of the task is multistage.

First students need to research on and find out the main requirements to what makes an efficient and attractive web site. To make sure they are successful in their choice of the sources of information they are provided with the links. So, the students are to elaborate a shortlist of criteria for creating a site and those for web site builders they will be using for the next lesson.

As the next stage comes discussion of the lists of requirements. In this preliminary task the students proved to be diligent and eager to conduct the research and improve both their creating software and speaking English skills. If to speak about the features of a successful website, the groups came up with rather a wide list of criteria ranging from up to the point and objective to particular ones.

The overall shortlist for websites requirements:

- user-friendliness (easy to understand and navigate)
- adaptability (for different devices)
- security
- coherency of content
- it must upload fast

The overall shortlist for web site builders' requirements:

- user-friendliness (easiness to understand and use)
- variety of available tools and elements
- availability of a free trial period
- an option to update written code
- an option to export data

We find it necessary to provide the diagram with statistics on the results of students' project work and improvements.

English for Special Purposes (ESP) refers to the teaching and learning of English as second/foreign language, which, unlike other pedagogical approaches, is at the heart of the course content and objectives according to the specific needs of the target students. Thus, often argued that ESP is a general term that covers a range of diverse learning contexts.

List of References

1. Mirziyoyev Sh.M. Critical analysis, strict discipline and personal responsibility should be a daily rule of every leader. –T .: "O'zbekiston", 2017. - 104 p.
2. Mirziyoyev Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan. –T .: "O'zbekiston", 2017. - 32 p.
3. Bilsborough K TBL and PBL: two learner-centered approaches British Council Teaching English. Project work <https://www.teachingenglish.org.uk/article/tbl-pbl-two-learner-centred> approaches
4. Saunders C et al 2011 Virtual space and place: Theory and test MIS Quarterly 35(4) 1079-1098
5. Coldwell J, Craig A, Goold A 2011 Using eTechnologies for active learning Interdisciplinary Journal of Information, Knowledge, and Management 6 95–106