



## PROFESSIONAL ENGLISH LANGUAGE INSTRUCTION FOR STUDENTS IN THE FIELD OF SPORTS ACTIVITIES AS A PEDAGOGICAL PROBLEM

Journal Website:  
<https://masterjournals.com/index.php/crjp>

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Submission Date: October 02, 2024, Accepted Date: October 07, 2024,

Published Date: October 12, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-10-04>

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### ABSTRACT

The English for Specific Purposes (ESP) course plays an important role in professionally oriented foreign language learning. The main reason for studying all the ESP (English for Specific Purposes) programs listed below is to emphasize increasing their effectiveness through experiments conducted in various professional fields: 1. the ESP program requires a unique teaching methodology, 2. clear definition of professional needs, 3. the application of acquired knowledge in practice, 4. it is necessary to adapt new methods and strategies to sports activities through the study of experience in other areas.

### KEYWORDS

Programs, methodology, knowledge, professional needs.

### INTRODUCTION

Historically, the development of the ESP course began in the 1960s, during which new approaches to language teaching methodology emerged. For example, the ESP is considered an early period of development in the 1960s, and in 1987 Hutchinson and Waters were working on a translation of a guidebook

for travelers written in the 16th century, that is, in 1576. Furthermore, in 1976, Ticco's research recommended "professional German language instruction for students".

As can be seen from the above data, at the initial stage of English for Specific Purposes (ESP), materials were



developed in accordance with different specialties. Therefore, ESP materials initiated the process of teaching English through specific contexts in areas such as business, medicine, engineering, and aviation. In connection with this development, in the 1960s, leading scholars such as John Swales and Michael West emphasized the linguistic demands of science in vocational language instruction.

The main goal of the English for Specific Purposes (ESP) course is to develop important materials for effective communication through industry-specific contexts in professionally oriented English language learning. In our study, we primarily examine the process of professionally-oriented English language learning under the term ESP (ELT).

EAP (English for Academic Purposes) is designed for academic English, primarily for university students learning a second language.

### **Literature review**

Hutchinson and Waters, in their 1992 research, state that ESP is a basic approach that focuses on the learning process of how to use language in practice. Lorenzo's 2005 research suggests that ESP leads us to learn language more effectively when we focus on working with contexts rather than learning grammar and language systems.

GE is a program designed to help students develop everyday communication, and covers language skills and topics such as grammar, vocabulary, speaking, reading, and writing for effective communication in various social and professional contexts. EST- these programs are aimed at teaching science, technology, engineering, mathematics (STEM) fields, and non-philology majors will learn the knowledge and communication skills necessary for understanding complex scientific and technical concepts and communicating in English. intended for erasing. EBE -

this program is designed to study terms, phrases, expressions, in particular, in business, finance, economics and other professional fields, as well as to prepare knowledge and skills for professional conditions. ESS is an important task of teaching English for social studies. For example, teaching a foreign language in fields such as sociology, psychology, anthropology and political science, that is, reading and writing academic texts, participating in discussions and presenting research results to social sciences, helps to develop language skills.

EOP is a program that specifically teaches English language skills in professional settings, while EVP relies on exercises and tasks to develop English language skills for technical occupations, i.e. industry-specific vocabulary and communication skills in the work process. In 1997, the Japanese scientist Antoni developed and put into practice the educational programs of the universities for the purpose of teaching specific sciences to the profession in his scientific research. He says that it is intended for the fields of chemistry.

VESL- professional English language training includes exercises and assignments, as well as field-specific vocabulary and dialogues. EPP is a program aimed at learning vocabulary, communication skills, professional etiquette, meetings, contracts, presentations, negotiations related to professional fields such as business, finance, health and law. EGP covers a wide range of language skills such as grammar, vocabulary, listening comprehension, speaking, reading and writing to develop everyday communication by working in industry-specific contexts. EGAP is a program intended for students preparing for master's and doctoral studies at English-speaking universities. This program aims to develop research students' advanced research and writing skills. ESAP is a program that helps to improve the level



of knowledge of science, technology, engineering, mathematics, social sciences, humanities and other professional subjects by adapting the language skills of reading, writing, listening and speaking in English.

To date, the teaching of the English language with a focus on the profession is classified around the world as follows.

EELS -English as a Second Language

MT - Emergency Medical Technician

ELT -English Language Teaching

ESP -English for Specific Purposes

GE -General English

EST -English for Science and Technology-

English for Technical Training (ETT)

English for Professional Development (EPD)

English for Vocational Education (EVE)

English for Certification Preparation (ECP)

English for On-the-Job Training (EOJT)

English for Safety Training (EST)

EBE -English for Business and Economics

ESS - English for Social Sciences

EAP -English for Academic Purposes

EOP -English for Occupational Purposes-

English for Nursing (EoN)

English for Construction (EoC)

English for Aviation (EoA)

English for Retail (EoR)

English for IT (EoIT)

English for Hospitality (EoH)

English for Customer Service (EoCS)

EVP -English for Vocational Purposes-

English for Culinary Arts (EoCA)

English for Automotive (EoA)

English for Beauty Therapy (EoBT)

English for Construction (EoC)

English for Electrical (EoE)

English for Healthcare Support (EoHS)

VESL -Vocational English as a Second Language

EPP -English for Professional Purposes –

Business English (BE)

Technical English (TE)

English for Healthcare (EHP)

English for Tourism and Hospitality (ETH)

English for Legal Purposes (ELP)

English for Finance (EF)

English for Management (EM)

English for Marketing (EMk)

EGP -English for General Purposes

EAP -English for Academic Purposes

EGAP -English for Graduate Academic Purposes

ESAP -English for Specific Academic Purposes

### **METHODOLOGY**

The table above highlights that ESP is the main approach to vocational language teaching. The concept of ESP makes language learning easier, so let's cover the following. There are five concepts of ESP, 1. Authenticity, 2. Research base, 3. Language/text, 4. Need, 5. Learning/methodology.



1. The first concept that appeared in the course of ESP development was authenticity, which appeared in the mid-1960s. Close defines the main concept in his 1992 research. Before developing appropriate ESP materials, teachers need to understand students' goals, tasks, and skills. That is, it makes a great contribution to the development of the authentic study department. Taking into account the above, it should be noted that the main purpose of ESP is usually the development of communicative competence. That is, he believes that it can be achieved by studying real materials related to various fields.

2. Let's look at the research base. Halliday, McIntosh and Strevens realized the importance and necessity of a research base for ESP in their research in 1964. Therefore, it is necessary to analyze and study terms, terms, expressions and sentence patterns in the process of teaching the language to students for their profession.

3. There are international ESP projects implemented in 1990 (language/text). The first of them is Seaspeak, a practical project for learning the professional language of applied linguistics and engineering. Seaspeak, published in 1987-1988, features English as the primary language for the first time. Projects such as Airspeak in 1988 and Policespeak in 1994 also involved a major research phase in collaboration with linguists and technical experts. Newspeak studies show four main concepts: purpose, process, subject matter, and discourse types. Thus, it is argued that ESP materials fill a major gap in language learning and provide the right direction.

- the ability to understand how sentences are used and the rhetorical function of language.
- the ability to combine sentences through the grammatical harmony of the text.

4. The main concept of English for Specific Purposes (ESP) is to consider the needs of students (learning needs). This, in turn, is an important task for the systematic analysis of communication needs and meaningful creation of the curriculum. Curriculum development, teaching methodology selection and evaluation approaches are approaches aimed at combining language and its content, and in developing the content and methodology of students' specializations, it is necessary to pay attention to the needs of non-philology students. Therefore, the curriculum is structured according to the main questions: what language skills are required (reading, writing, listening, speaking) and what are the important features of language in these tasks? Is it necessary to learn linguistic knowledge in vocational training? These questions should be answered.

5. Basically, educational programs are developed based on the needs of students, adapting materials related to the field of (learning/methodology). That is, relying on such approaches as "learner-centered", "task-based", "activity-based" and "problem-solving", the structure based on the communicative approach helps to develop the educational system.

## RESULTS

It is known that the ESP development process is divided into five stages and studied:

1. register analysis; choice of words and understanding of linguistic aspects contribute to the professional development of the language. This stage is taken from Halliday's functional grammar and aims to clarify the features of vocational education. Initially, register analysis was used to design ESP courses. That is, it is intended for grammatical and lexical materials, and grammatical and lexical forms are used more often in scientific and technical writings.



This stage of ESP development is also referred to as the stage of basic language comprehension. This stage is mainly intended for studying technical features in a foreign language in the 1960s and 1970s. For example, Ewer and Latorre's 1969 study of a basic academic English course is a similar example of an ESP program based on register analysis.

Ewer and Latorre rate the above stage as follows. It includes ten main areas of exact sciences on a subject related to the field.

2. rhetorical or discourse analysis; Because register analysis works within words and sentences, Hutchinson and Waters (1987) argue that the second stage of ESP development, in particular, is the translation of words and sentences into speech. Therefore, in the 2nd stage, he identifies lexical and linguistic tools as a result of working with texts related to the field. It is these tools that make up the ESP curriculum. The speech analysis approach helps to develop the speech, especially the materials developed on the basis of functions. That is, due to the limitation of words and phrases, the field-specific textual concept of the genre analysis approach makes up for many of the shortcomings.

3. target situation analysis- target teaching analysis; the limitation of genre analysis is not applied in the pedagogic process of the 2nd stage approach, therefore, the analysis of targeted teaching is created. Therefore, this process is an analytical approach that emphasizes the systematic design of the course based on the needs of the students. For example, Munby's needs analysis model of 1978 clearly defines the main purpose of ESP. This stage makes a great contribution to determining the linguistic characteristics of students in vocational education and to the formation of educational programs.

4. skills- analysis of study skills and strategies- analysis of skills and strategies during study; Based on Allwright's 1982 research, strategy analysis helps sports professionals to identify effective methods and strategies for learning English. It is known that at this stage in the professional development of the language, there are processes of general thinking and interpretation, which makes it possible to extract meaning from speech. In particular, this stage improves working with various authentic materials, such as determining the meaning of words from context and creating meaning from word combinations through exercises and assignments.

5. analysis of learning needs - analysis of basic learning needs: this stage is focused on understanding the language learning process. In other words, a language-based approach looks at the motivation of students and what is needed to achieve the goal.

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