



PRACTICAL APPROACH IN TEACHING ENGLISH IN UZBEKISTAN

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Article history:	Abstract:
<p>Received: February 10th 2022 Accepted: March 11th 2022 Published: April 30th 2022</p>	<p>This article analyzed hypothesis of the study is that if learners of any proposed EST course are involved in the selection of course material (reading and listening material) and in the design of the course, such involvement of the learners will enhance their interest and motivation level, foster their critical thinking skills, make them take part in various language activities enthusiastically and result in their effective learning. Moreover, such a step would make teaching-learning process enjoyable and pave the way for achieving the course objectives.</p>
<p>Keywords: Describing, Defining, Discussing, Analyzing, Comparing And Contrasting, Enumerating, Evaluating, Illustrating, Summarizing (Technical Writing).</p>	

PURPOSE: Main purpose of the research is to design a *collaborative content-task based course English for Medicine* and to find out the usefulness and learner effectiveness and its impact on the ESP teacher and learners.

The paper delineates the process of evaluating the *Foreign language in Medicine* for course determining the learners target needs, the conception of the idea of learner participation in the course design, the nurturing of the idea, the setting of course objectives, the selection and production of course materials, the teaching-learning of the course and evaluating its effectiveness.

The aim of the course is to encourage learners to do participative learning of the English language and help them in acquiring communication skills.

The objectives of the course are:

- To adapt teaching according to CEFR requirements.
- To help learners improve their vocabulary and to enable them to use words appropriately in different contexts.
- To familiarize learners with different rhetorical functions of Scientific English.
- To help learners develop key techniques that could be adopted while reading texts.
- To help learners develop listening skills for academic and professional purposes.
- To help learners acquire the ability to speak effectively in English in real life situations.
- To provide practice in realizing the meaning potential of a text and to make the learners become familiar with different reading strategies.

- To help learners acquire interpretative and study skills, including library and Internet reference skills.
- To train learners in organized academic and professional writing.
- To develop aural competence and oral fluency of learners.
- To help learners achieve proficiency in the effective use of language in various authentic career-related situations.

The course consists of five components: **Listening, Speaking, Reading, Writing** along with grammar and vocabulary. The duration of the course is 6 semesters and the total number of teaching hours per semester is 72. 72 hours are allotted according to the themes. It is supposed to teach all the four skills, grammar and vocabulary related to the themes. Furthermore there are special hours allotted to self-study, which comprises 56 hours. The type of tests and the final exam that are given to students are in written form. There is one problem in exams that students' listening and speaking skills were not assessed. Consequently, some teachers also felt that it was not necessary to teach those two important skills. The tests and the exam were not challenging at all. That is why there is a need to involve all the 4 skills in testing and exams. The course materials presented in working program are organized around topic areas, namely, food, city house, family, transport, technology, communications, environment and industry. Since these topics are not specific to students of water industry and melioration, most students did not consider it an ESP course that caters to their specific needs and reflects their interests. Since it does



not deal with themes (topics) related to the field of water industry and melioration, I feel that it is necessary to provide supplementary materials in order to make the course more interesting and relevant to the students of the mentioned direction.

Some teachers expressed that most first-year students did not have good communication skills and so they could not follow lectures in English properly and could not take part in academic activities actively. The teachers give different types of assignments to the students and to complete the assignments the students need to have good written and oral communication skills. Those teachers wanted the ESP teacher to improve the students' communication skills. This was a challenge for all the English teachers. Our country needs the specialists who can compete in their branch and specialization, have a good command of foreign languages, especially English as the international language. Therefore, we need special approach to teaching English as for Specific Purposes. And teaching ESP intensively in Uzbekistan is considered to be an essential point.

The following suggestions are given to improve the *foreign language in Medicine*.

- To teach English intensively we can involve all the four skills including grammar and vocabulary. In checking up the students' comprehension and language acquisition it is necessary to test using the four components: listening, speaking, reading and writing.
- The teacher should provide supplementary materials according to the needs of the students. Thus, all kinds of clubs and optional courses should be organized in order to compensate the lack of hours in the working program. A supplementary course or clubs with necessary environment for learning English are very efficient in learning the language.
- The teacher should find out the students present and future needs and accordingly design the lessons.
- The students should be involved in the design of such a course with their proposals.
- To use specific vocabulary and terms of Water Industry and Melioration.

According to Dudley-Evans and St John (1998), the key stages in ESP are needs analysis, course (and syllabus) design, materials selection (and production), teaching and learning, and evaluation. Information and data concerning what and how the students want to learn, how they want to involve themselves in the

course design, etc, were collected by administering needs assessment questionnaires. The needs analysis questionnaire helped me to gain an insight into the students present and future language/communication needs, what language skills they need to develop, how the students want to involve themselves in the course design, what teaching methodology the ESP teacher should follow, how they would like to contribute to the success of the course, how they would like to be assessed at the end of the course, etc. The learners had mentioned the following skills as their immediate language needs:

- attending lessons and listening (listening skills),
- reading texts related to water industry and melioration (reading skills),
- taking part in group discussions, giving seminars / presentations (speaking skills), participate in extra classes,
- defining technical terms, writing assignments based on the functions such as

The questionnaire was distributed to the students of Medical and we can observe the results above mentioned. As it seen from the table it is clear that the students firstly preferred reading skills, then speaking and writing, next grammar and vocabulary, listening was the last in the order. As the English and Uzbek languages are quite different in their structure it is difficult for Uzbek learners to construct and make up sentences. That is why the most difficult in grammar they underlined this point.

The course objectives, according to Ellis and Johnson, are the goals of a course in English, as indicated by the needs analysis, and expressed in terms of what the learner should be able to do.

According to Swaffar (1998) there are many advantages of using authentic texts in the classroom: Learning is enhanced by the use of texts of particular interest to a class

1. There will be an increase in variety and spontaneity in classes that introduce authentic materials
2. Exposure to a variety of vocabulary and structures will occur
3. Students will capitalize on their prior cultural and schematic knowledge to contrast target situations and genres with those of their own culture (p.18).



As part of the first assignment each student was given the task of selecting his / her own reading texts from sources such as newspapers, magazines, journals, books and the Internet and was also asked to give his / her reasons for selecting the reading material. The response to the assignment was very positive.

The reading texts selected by individuals but not shortlisted by groups were not rejected. The students were asked to prepare an oral presentation based on the same topic. This further enhanced their interest and motivation in the course.

Furthermore, as the English language and Uzbek language belong to different groups there could be difficulties in pronunciation, spelling, word order, some diphthongs and sounds do not exist in Uzbek language, that is why they can have difficulties in pronouncing them. It depends also on the personal ability of students to acquire the language. As some specialist advice in this case we need an individual approach to teaching. In this case the students' needs are analyzed and the individual approach is used.

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