

REFORMING ESP IN UZBEKISTAN

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Abstract

This article is an attempt to understand the nature of English for Specific Purposes (ESP), tracing its history and development as well as about the EnSPIRe-U project which introduced a powerful approach in learning English and implementing new curriculum, syllabi, teaching materials, assessment criteria and training courses in the field of ESP in Uzbekistan.

Резюме

Эта статья представляет собой попытку понять природу английского языка для конкретных целей (ESP), проследить его историю и развитие, а также о проекте EnSPIRe-U, который внедрил мощный подход в изучении английского языка и внедрил новую учебную программу, учебные планы, учебные материалы, критерии оценки и учебные курсы в области ESP в Узбекистане

Rezyume

Ushbu maqola aniq maqsadlar uchun o'qitiladigan ingliz tilining tabiatini (ESP) tushunish, uning tarixi va rivojlanishi, shuningdek, O'zbekistonda ESP sohasida yangi o'quv dasturi, o'quv rejalari, o'quv materiallari, baholash mezonlari va o'quv kurslarini taqdim etgan EnSPIRe-U loyihasiga bag'ishlangan.

Key words: English for Specific Purposes (ESP), EnSPIRe-U (English for Specific Purposes Integrated Reform in Uzbekistan), curriculum, materials design, assessment, learners' needs.

Ключевые слова: Английский для конкретных целей (ESP), EnSPIRe-U (Интегрированная реформа в Узбекистане для обучения Английского для конкретных целей), учебная программа, разработка материалов, оценка, потребности учащихся.

Kalit so'zlar: Aniq maqsadlar uchun ingliz tili (ESP), EnSPIRe-U (O'zbekistonda aniq maqsadlar uchun moljallangan Ingliz tilini o'qitishning integrallashgan Reformasi), o'quv dasturi, materiallarni loyihalash, baholash, o'rganuvchilar ehtiyojlari

Learning a foreign language is such a complex process that this process needs lots of requirements not only on knowledge of language units but also on natural understanding like why I need, or what I need to learn. In this case these kind of questions are usually given by those learners who are ESP learners.

Firstly, giving factors about background of ESP which stands for English for Specific Purposes. The spread of English language is closely linked to the World War II. During the war, Technology and business were regarded dominant fields, thus most people needed an international language, such as English to make continuous advancement on a large scale. Then, English became the world's most prestigious and widely accepted language. The result was a whole new generation of people wanting to learn English, not for the pleasure prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. [2:6] Since English is considered to be a lingua franca or trade language, it has created a new audience of foreign language learners in the 21st century.

From the early 1960's, English for Specific Purposes (ESP) has evolved into one of the most popular areas of EFL teaching today. The number of universities offering an MA in ESP is growing (e.g. The University of Birmingham, and Aston University in the UK) as is the number of ESP programmes available to international students in English speaking nations. [3]

A great number of the definition can be found from various ESP scholars, especially Dudley-Evans, Tony (1998), Hutchinson, Tom & Waters Alan (1987, Setevens gave further definitions. Regarding Dudley-Evans, he emphasized below:

1. ESP is defined as meeting the specific needs of the learners
2. ESP uses the underlying methods and activities of the discipline it serves

3.ESP is focused on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre. [3]

The definition Dudley-Evans offers is clearly affected by that of Strevens, although he has further developed it considerably by removing the absolute characteristic that ESP is "in contrast with 'General English', and has included more factor qualities. The division of ESP into absolute and variable characteristics, specifically, is exceptionally useful in settling contentions concerning what is and is not ESP. From the definition, we can see that ESP can yet not really worried about a specific discipline, nor does it need to be focused on a certain age group or capacity range. ESP should be considered easy to be an 'approach' to teaching, or what Dudley-Evans describes as an 'attitude of mind'. This is a similar conclusion to that made by Hutchinson, who state "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning". [3]

Taking a programme for the improvement of ESP in Uzbekistan, there are new developments and change in educational area. Especially, the most important condition was the introduction in the activities of children's educational institutions, secondary special educational institutions, the main provisions of the Strategy for innovative development of the country for 2019-2021, which states that "the main objectives of the Strategy to achieve the main goal: the entry of the Republic of Uzbekistan by 2030 into 50 leading countries of the world in the ranking of the Global Innovation Index; "improving the quality and coverage of education at all levels, developing a system of continuing education, ensuring the flexibility of the training system based on the needs of the economy." (Decree of the President of the Republic of Uzbekistan. On approval of the strategy of innovative development of the Republic of Uzbekistan for 2019–2021. [4]

Likewise, in 2016 the British Council, in participation with the Ministry of Higher and Secondary Specialized Education of the Republic of Uzbekistan Scientific-Practical Innovation Centre has launched the EnSPIRe-U (English for

Specific Purposes Integrated Reform in Uzbekistan) project aimed at reforming the curriculum, materials and assessment in non-philological institutions throughout the country. In the beginning 31 higher educational establishments got involved in the pilot project.

The general target of the project is to enhance a unique approach to English for specific purposes (ESP) nationally and to direct the main learning processes for the new way to get succeeded. The EnSPIRe-U project is aimed at introducing a powerful approach in advancing and implementing the new curriculum, syllabi, teaching materials, assessment criteria and training courses in the ESP field. Which is based on five strands:

1. Curriculum
2. Materials design
3. Assessment
4. Trainer training
5. Standards which are the underlying principle under each strand. [4]

The ESP curriculum which is based on the national standards of Uzbekistan and the international standards of the Common European Framework of Reference for Languages (CEFR) was developed as part of the EnSPIRe-U project and was carried out by a team of experts from various universities in Uzbekistan in collaboration with the Ministry of Higher and Secondary Education of the Republic of Uzbekistan and the British Council.

The Uzbekistan Cabinet Minister's decree on "The requirements of knowing languages for all stages of education" requires that all non-linguistic students at Uzbekistan universities must achieve CEFR Level B2 within seven semesters. [1] For this reason, Level B1 should be considered an acceptable level of proficiency, and foreign language commands at all levels should be recognized as a positive achievement. The curriculum is designed to be flexible for each university to meet the specific academic and professional language needs of its students and covers a wide range of genres, topics and materials. The teachers' lesson plans based on the

discourse structure of the text associated with the particular characteristics of the selected genre.

The Nukus State Pedagogical Institute is also included in the project and The Master students of the English language faculty of the Nukus State Pedagogical Institute, are taught the ESP course in which the students learn about the factors that will be needed in the teaching of ESP in the future. As future teachers, they have practiced on many useful things, including how to teach ESP learners, how to evaluate and use authentic materials during the learning process.

Considering the needs of ESP learners, teachers needed to create a dictionary base for the subject. Therefore, corpus linguistic tools create a possibility to them to access the dictionary and create text in the fields.

In the period of a new stage of development, education must meet the current needs of society. In the context of the development of civil society, education is one of the priority tasks of the state. In conditions of improving all spheres of socio-economic life, the formation of civil society institutions in the country, an important factor is the further development of education institutions and schools, which provide an innovative breakthrough in obtaining decent knowledge with the help of qualified ESP teachers.

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