



Irina PANFEROVA
Senior researcher
TSPU named after Nizami
teacheriren@mail.ru

CURRENT STATUS OF TEACHING ENGLISH FOR SPECIFIC PURPOSES AT ECONOMIC UNIVERSITIES

Мақолада олий таълим муассасаларида махсус мақсадга йўналтирилган инглиз тилини ўқитишнинг интеграцион жараёнлари масалалари ёритилган. Муаллиф иқтисодиётнинг турли тармоқларига профессионал мутахассисларни тайёрлашда инглиз тилини ўрганишнинг зарур эканлигини таъкидлаб, унинг аҳамияти ва дифференциациясини ўрганиб чиққан. Ушбу тадқиқот ҳозирги глобаллашув жараёнида ва жаҳон ҳамжамиятида кенгайиб бораётган ўзаро иқтисодий алоқалар шароитида профессионал мутахассисларни тайёрлашда амалий аҳамиятга эга.

В статье освещаются вопросы современного обучения английскому языку для специальных целей в условиях расширяющихся экономических взаимодействий, для того чтобы определить основные тенденции в сфере преподавания и в процессе изучения английского языка для специальных целей. Автор также рассматривает необходимость интеграционных подходов к формированию профессиональной иноязычной компетенции в условиях экономического вуза и факторы глобализации и международной стандартизации, влияющие на современные требования, выдвигаемые к профессионально-ориентированному обучению иностранным языкам.

This article is dedicated to exploring the status of teaching ESP in the increasingly globalized economic environment to identify the mainstreaming trends in teaching and learning foreign languages for specific purposes. The author discusses the necessity of integrative approaches to formation of professional linguistic competences and academic skills at Economic Universities, bringing innovative technologies into teaching and learning foreign languages for specific purposes, and various topics of interdisciplinary research. The study also considers a number of issues that we face with regard to such factors as globalization of education and international standardization of requirements for language education.

Калит сўзлар: инглиз тили, касбий лаёкатлилик, шаклланиш, мулоқот, ўқитиш.

Ключевые слова: английский язык, профессиональная компетенция, формирование, общение, преподавание.

Key words: English, professional competence, formation, communication, teaching.

Radical reforms initiated in Uzbekistan have caused the creation of a system of education which is relevant to socio-economic transformations of modern society and its development prospects. The National Program for Training Personnel in the Republic of Uzbekistan emphasized the need to improve the quality of professional training in higher education and, on the basis of world achievements in the education system, it should be focused on the formation of a new generation with high national and professional culture, creative and social activity, the ability of self-orientation in the society, as well as the ability to solve problems in the future(1, p. 1–3).

In light of the Resolution of the President of the Republic of Uzbekistan Islam Karimov "Measures of further improvement of the system of learning foreign languages" and current changes to the state educational standards of the Republic of Uzbekistan, relevant professional training specialists who can be adapted to the conditions of formation and development of market relations, and wide international contacts have become significantly topical(2). This provision in the education system makes the integration processes in the field of teaching English for Specific Purposes (ESP – English for Specific Purposes) according to the specificity of higher education institutions with economic profile in Uzbekistan. In accordance with this provision, the differentiation of learning English is revealed as an essential component in training specialists in various branches of the economy. Certainly, on the one hand, learning English language is of great practical importance in connection with the growing scale of globalization, the expansion of economic relations between Uzbekistan and other countries of the world community and, on the other hand, due to the need to train highly qualified specialists of economic specialties according to the requirements of modern higher education.

One of the priority aims in methodology of teaching foreign languages, especially English, is the creation of a multi-level training courses developed in the context of long-term learning. It should be noted that the study of the English language has to be based on multidisciplinary integration and aimed at comprehensive development of communicative, cognitive, informational, socio-cultural, professional competencies of students(3, p. 38–39). Along with this, it is necessary to take into account peculiarities of specialties that are available in a certain higher education institution, intercultural trends in modern society, as well as a student-centered approach(4).

Recently, the political, economic and social conditions have dictated the priorities for the use of English as the medium of communication, so the issue to update methods of teaching English for specific purposes at universities is becoming increasingly important. In order to meet state educational requirements imposed to the content and level of training university graduates, there is a need for practical fluency in oral and written foreign language speech. Hence, a limited number of training hours devoted to

learning English at economic universities is a serious problem. Therefore, the study of English for Specific Purposes aims to practical mastery of the language, the specificity of which is determined by subsequent professional activities.

It is known that today's issue of methods of teaching English in order to communicate has been received a lot of attention. However, the problem of teaching English for Specific Purposes in non-language higher education institutions has still remained the relevant issue lately.

To date, the level of preparation of students of economic universities has conclusively shown that:

– students have difficulty in situational using language phenomena, for example: to use the modal structure *you shall* in contract forms (as it is not used in General English (GE)); or to use *if...would* in formal letters (because such the form cannot be used in Conditionals), and etc.;

– students do not have enough skills to use specific economic vocabulary and stylistic forms of Business English in particular, confusing: *diversification* and *distribution* are similar in GE in their Russian translations but they have different meanings as economic technical words; and using Spoken English phrases «*I want to do something / I ask you to do ...*» instead of official style «*I'd rather do something / Would you mind doing something / I'd be grateful if you would do something*» and so on;

– many students have only learned to use very simple grammatical and lexical structures in speech, having difficulty to apply the language elements that make foreign-language statements natural with extensive use of professional terminology. For example, Present and Past Simple Tenses are only used, but Past and Future Perfect Tenses, Passive forms, mixed types of Conditionals are not applied, and most students have difficulties in the following categories: «*condition / process*» (leasing, liquidity, clearing, emission), «*activity components*» (assets, liabilities, margin, share capital, investment grant), «*contract forms*» (consignment, addendum, accounting by acceptance, acquisition, authentic documents), which are complicated by specificity of economic area.

In this connection, it is necessary to study theoretical assumptions associated with the mechanism of formation of speaking skills in the learning process of economic specialties. This requires the development of a set of effective teaching methods teaching specialized communicative competence.

Currently, English has become international and is taught all over the world in different directions. Since the 60s of last century, when ESP was first mentioned in the USA as a separate direction in teaching English as a foreign language, this aspect of English language teaching has evolved considerably and become a leader in teaching English for professional purposes (5, p. 399–410). In the context of the dynamic

development of the process of international integration and the exchange of information, professionals in any industry, in addition to conventional training, need a tool that allows exchanging professional information effectively and efficiently. Such the tool is a professionally oriented language, in other words, English for Specific Purposes. Today, the development of language skills of foreign language communication at universities with economic profile and using professional terminology can lead to a high level of training and preparedness of students. That will provide them with the possibility of future competent interstate negotiations, business, participation in business meetings, presentations, maintaining international contacts with foreign investors, etc. As previously noted, one of the objectives of higher education has become the problem of training qualified specialists who must be ready psychologically, morally and professionally to thrive in the era of economic, social and ideological progress. Therefore, in the process of education as one of the time intervals of socialization, there are some factors contributing to the change in the consciousness to the more progressive forms that will be necessary for future professionals of economics, and these factors should be considered during implementation of the social order in teaching English in higher education institutions.

Thus, at the present stage of development of the practice of foreign language teaching at economic universities, integration of academic and professional activities causes the production of a model of teaching English for specific purposes in the learning process when it is not just one of university disciplines, and a means forming creative and professional training in the modern economic institution and aiming at universal improvement and personal development. That, in turn, allows further to define the innovative character of the forms and methods of teaching students of economic specialties, covering major aspects of life as a factor of professional foreign language competence; increases the possibility of impact on the formation of a fully developed competent specialist who will be able to adapt to the constantly changing realities of the labor market; identifies and develops individual educational interests and creativity in solving professional problems; practical skills and knowledge of specialized English language in the process of development of their profession; helps to make the social activity of students-economists more concrete in the world arena; promotes professional and career growth, competitiveness in the modern world.

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