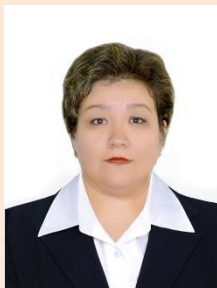


МУТАХАССИСЛИК УЧУН ИНГЛИЗ ТИЛИ (ESP)**TIPS OF TEACHING ENGLISH FOR BANKING PURPOSES****Mukhayyo ZIYAYEVA**

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Аннотация

Инглиз тилини махсус мақсадларда ўқитадиган ўқитувчилар билан умумий инглиз тили ўқитувчилари орасида умумийлик жуда кўп. Ҳар иккиси ҳам таълим беришда индивидуал ёндашувни талаб қилади, аммо махсус инглиз тилини ўқитишда ўрганувчиларни тил ўрганишдан мақсади, эҳтиёжини тушунишни талаб қилади. Бизнес соҳасидаги тил ўқитувчилари ҳам таълим мобайнида ўз йўналишларини самарадорлиги ҳақида хавотирга тушадилар. бу кўпинча бизнес инглиз тилини ўқитиш бизнесни ўқитиш билан бир хил эканлиги ҳақидаги тушунчага олиб келади. Аслида бу ўрганувчиларни бизнес соҳасида инглиз тили кўникмаларини ривожлантиришга олиб келади.

Аннотация

Преподаватели иностранных языков для конкретных целей имеют много общего с учителями общего иностранного языка. И те, и другие требуют развития индивидуального подхода к обучению, тогда как необходимо понять конкретные потребности, желание и цель изучения английского языка. Многие преподаватели английского языка как иностранного пугаются перспективы преподавания делового английского языка. Это часто связано с тем, что преподавание делового английского – это то же самое, что преподавание бизнес-исследований. Фактически, это помогает учащимся развивать свои знания английского языка для использования в бизнес-контексте.

Abstract

Foreign Language Teachers for Specific Purposes have a lot in common with teachers of general foreign language. Both require the development of individual approach in teaching, whereas there is a need to understand the specific necessities, aim and purpose of learning the English for specific purposes while demonstrating teaching. Many teachers of English as a foreign language feel intimidated by the prospect of teaching business English. This often stems from the perception that teaching business English is the same thing as teaching business studies. In fact, it's more about helping learners develop their English skills for use in a business context.

Калит сўзлар: инглиз тили махсус йўналишларда, умумий инглиз тили, ўқитувчи, ўқитувчини ривожланиши, методология.

Ключевые слова: английский для конкретных целей, общий английский, преподаватель, развитие преподавателей, методология.

Keywords: ESP, GE, teacher, teacher development, methodology.

The educating of English for Specific Purposes (ESP) has been viewed as a different movement in English language teaching (ELT). It is trusted that for some

of its showing ESP has built up its own particular strategy and its exploration draws on look into from different teaches notwithstanding connected etymology – this is the key recognizing normal for ESP. ESP, if now and again moved far from the built up patterns all in all ELT, has dependably been with needs examination and getting ready students to convey viably in the errands recommended by their field of study or work circumstance. The accentuation of ELT is dependably on down to earth results. The hypothesis of ESP could be illustrated in light of particular nature of the writings that students require learning of or require related nature of instructing.

Considering the attributes of ESP courses, Carver (1983) states that there are three features regular to ESP courses:

1) Authentic materials – the utilization of legitimate learning materials is conceivable on the off chance that we acknowledge the claim that ESP courses ought to be offered at a moderate or propelled level. The utilization of such materials, adjusted by instructors or unmodified, is regular in ESP, particularly in self-directed studies or research undertakings. The understudies are typically urged to direct research utilizing a wide range of assets including the Web.

2) Reason-related orientation – alludes to the reproduction of open errands required by the objective circumstance. The instructor can give understudies distinctive errands – to mimic the meeting planning, including the readiness of papers, perusing, note-taking and composing. As an example orientating from the point of business at Financial areas can bring much more effective results, whereas consulting with the customers (providers and purchasers), phone discussion is more needed in this sphere than just teaching General English.

3) Self-orientation – implies that ESP is worried about transforming students into clients. For self – bearing, it is essential that instructor urge understudies to have a specific level of independence – opportunity to choose when, what, and how they will contemplate. For high-capacity students it is basic to figure out how to get to data in another culture.

Since ESP courses are of different sorts, contingent upon particular logical field or calling, and have particular highlights, educators instructing such courses need to assume diverse parts and secure certain learning.

Analyzing the entire author separated the following tips of dealing with English for specific including banking purposes:

1. Discover what Learners truly need to accomplish:

You'll be instructing occupied grown-ups who are accustomed to working towards goals. You ought to hence examine with them toward the start of the course what they might practically want to accomplish. This generally implies separating things into aptitudes: calling all the more successfully, written works

more reasonable messages, leading gatherings, and so on. Educators should help set these destinations by breaking down the necessities of the students right off the bat. This 'needs examination's would then be able to be imparted to the students and alluded to as a method for keeping them connected with and spurred all through the course. Remember however those individuals' employments create and change, so you may need to concur on new targets sometime later.

2. Get a reasonable thought regarding the settings in which students utilize English:

An imperative piece of the requirements investigation process ought to be a dialog about the setting in which the course members need to perform: Why are they learning English? Who do they speak with in their work and under what conditions? Somebody who is learning English just to look over familiarity abilities will have diverse necessities and desires to somebody who is learning English to direct a group working in another nation. We ought to likewise recall that business is led on a worldwide level and there is a solid probability that your understudies will speak with other non-local speakers. It's a smart thought to inquire about diverse correspondence and discover how individuals from various foundations work together. You can discover loads of assets on the web identifying with culturally diverse correspondence and there are many books regarding the matter.

3. Be efficient however keep vitality levels high:

To establish the correct connection, it's essential to educate in a systematic manner. This influences what you say, and how you carry on, yet in addition what you wear. In case you will work in-organization, at that point dependability, demonstrable skill and ability are vital. Moreover, business English students, similar to all students, require rousing. A gathering of directors who have recently returned from a long business outing will require their coach to keep their vitality levels high, and as with all classes, there should be a sure level of amusement. Understudy talking time (STT) is probably going to be considerably higher in a business English classroom, so guarantee there are a lot of chances for shared undertaking work and talking practice. Where conceivable, leave perusing and composing for self-study or homework.

4. Pick your materials shrewdly:

As in the general English classroom, students will anticipate that you will convey materials to class. There are loads of books and online assets accessible; however it's vital to pick materials that make 'bona fide' circumstances in the classroom. Presumably the most imperative asset is simply the students. They can give you genuine materials from their working lives - the things they have to peruse and comprehend, or maybe even make and present. These could be

handouts, messages, PowerPoint introductions or reports. Students will likely anticipate that you will take some of these assets and make your own worksheets from them. This shouldn't be a frightening background however! Bear in mind: focus on objectives and necessities. Discover why these assets are imperative and what your students need to gain from the lesson. At that point go to a concurrence with them about how to address these issues.

5. Be adaptable and endeavor to envision issues:

Agents can have exclusive requirements. They may request classes before they begin work, amid noon or toward the finish of the working day. This implies coaches can wind up working long days – maybe beginning the five star at 7.30 in the morning and completing the last lesson at night. What's more, students may scratch off at last as a result of unexpected issues: maybe an essential call has come in, or their prepare is postponed. In spite of the fact that this can disappoint, business English instructors and coaches need to acknowledge that, for students in the working environment, work is unmistakably their need. To lessen the anxiety, it can be a smart thought to arrange a cancelation strategy with the organization ahead of time – request that they ensure they illuminate you 24 or 48 hours ahead of time, for instance. A further issue might be the quantities of individuals going to class. It's not unordinary to plan for a gathering of six to eight individuals and have just a single individual appear. Attempt and make exercises that will chip away at a balanced premise.

Business English instructing can be extremely intriguing and fulfilling. Despite the fact that instructing in-organization representatives requires an assortment of aptitudes and procedures, it for the most part comes down to great arrangement and an expert approach.

Here, it would be better if we observe a sample activities for banking purposes, where the content is focused on running business with specific vocabulary and construction of skill integration.

Topic: Dumped

Aim: to develop students’ awareness of dealing with Running business on listening, speaking, writing and reading by means of English.

Activity 1. Before you listen: Match the words and phrases in the boxes to their definitions.

Dump someone (v.)	See each other (v.)	Proper (adj.)
A couple (n.)	Capital (n.)	Take it easy (expression)

Definitions:

- 1 Two or three
- 2 Be calm
- 3 Date
- 4 Stop dating someone
- 5 Money to invest
- 6 Correct

Activity 2. Listen and complete the missed parts

Carlos: Listen, Sarah, I just don't get what the problem is! I'm only 1..... here in the cafe, it'll only be for a bit, Tony'll be back next week.

Sarah: I just thought you 2.....than to make sandwiches in a little cafe.

Carlos: It's quite a nice cafe!

Sarah: Well, yeah, I know it is, I mean it's a good place for us all to 3..... and hang out, but, well, you know ... I thought you wanted to own arestaurant.

Carlos: I do!

Sarah: And when's that going to happen?

Carlos: I ... I don't really know ... when I've got 5.....

Sarah: And when will that be?

Carlos: Don't really know ... soon – I hope!

Sarah: Well, let me know when it happens!

Carlos: Sarah – I'm not sure what you mean.

Sarah: I just, I just think perhaps we should 6.....for a bit, maybe stop seeing each other for a while.

Carlos: Oh. Well ... OK ... I guess ... Whatever.

Sarah: Bye now ... I'll see you around, OK?

Activity 3. Discussion questions:

What is running business? How do you start your business?

Make a list of ways developing a successful business.

Write a letter to investors about your ideas of setting business and persuade them to work with you

Write a concept of successful business plan

Why do you think a business plan is important?

Research the successful business ideas and give your opinion about them.

Activity 5. Role card #1

You group should perform a manager of a foreign company in Uzbekistan, who is going to hire a new employee. There are four candidates who are applying for this job and all four have higher education and know English quite well.

- One is a middle-aged Uzbek woman, married with 2 children.
- The second is a Russian male who has just graduated from the university.
- The third is a young unmarried Tajik woman.
- And the last one is an ex-group mate of yours.

Who will get the job? Based on what assumptions did you make this decision?

As you see all activities are focused on the content of running business, whereas they develop communicative competence of business learners. With the help of these activities we can develop students' ability of critical thinking, creating and communicating in English by improving their ability in the context that they are specified as Hutchinson stressed.

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