

STUDY ENGLISH, STUDY THE WORLD



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Abstract

English Language teaching, in our case it is ESP, should be learner-centered. It should respond to language needs of the learner. Then as the emphasis is on the specific purpose aspect of the language teaching we should determine the way to teach ESP.

Besides teaching language we should teach literature, culture, art, country study so that the students may have the cultural background learning of classical literature, legends of the old and medieval ages and modern literature too. On an ESP lesson the students also learn traditions and cultures of the English speaking countries. Besides classroom activities on journalism we have to use supplementary materials: such as British and American literature, art pieces; make the students read and translate novels, stories and try their pen in translating poems. These tasks educate the students, make them more inquisitive, and develop creativity and critical thinking.

The linguistic and country study competence is the ability to perform the cross-cultural communication based on the knowledge of lexical units with a national semantic component and skills to adequately apply them in real situations.

Keywords: learner-centered; cultural background; supplementary materials; language competence; language skills; learning strategies; policy.

ДУНЁНИ ИНГЛИЗ ТИЛИ БИЛАН ЎРГАНАМИЗ

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Аннотация

Кейинги йиллари чет тилини ўргатишда уни ўрганувчиларга йўналтириш орқали, яъни касбий фаолиятда чет тилдан фойдаланишнинг зарурати қанчалик муҳим эканлигига а катта эътибор қаратилмоқда. Шундан келиб чиққан ҳолда, ESP бўйича ўқитиш учун ўқув материаллари ва методикаси режалаштирилмоқда.

Тил ўргатиш билан бир пайтда биз талабаларнинг тили ўрганилаётган мамлакат ҳақида кўпроқ нарсаларни билишлари учун ўша мамлакат адабиёти, маданияти, санъати ва мамлакатшунослигини ҳам ўргатамиз. Талабалар инглизлабон мамлакатларнинг урф-одатлари ва анъаналарини билишлари керак. Журналистлар учун белгиланган инглиз тилини ўрганишдан ташқари, талабалар инглиз тилидаги адабиётларни ўқийдилар,

фильмлар томоша қиладилар, санъат асарлари билан танишадилар, ва буларнинг барчаси журналистларга инглиз тилини ўргатиш таркибига киради. Бундай кенг кўламда ўқитиш талабалар билимини оширади, дунёқарадини кенгайтиради, қизиқишлари ижодий фикрлашига таъсир қилади.

Калит сўзлар: ўрганувчига қаратилинган ўқитиш усули; маданий хусусиятлар; кўшимча материал; тил компетенцияси; тил кўникмалари, ўргатиш стратегиялари; полисемия.

ИЗУЧАЯ АНГЛИЙСКИЙ, ИЗУЧАЕМ МИР

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В последнее время большое внимание в обучении иностранному языку направлено на ориентирование на обучающихся, т.е. имеется ввиду насколько необходимо использование иностранного языка в профессиональной деятельности. Исходя из этого, планируется учебный материал и методика обучения ESP.

Обучая языку, мы одновременно обучаем литературе, культуре, искусству, страноведению, чтобы студенты знали все о стране изучаемого языка. Студенты должны знать обычаи и традиции англоязычных стран. Помимо изучения английского языка для журналистов, студенты читают литературу на английском языке, смотрят фильмы, знакомятся с искусством, – и это все тоже относится к обучению журналистов иностранному языку. Такое разностороннее обучение расширяет кругозор студентов, образовывает их, развивает любознательность и креативное мышление.

Ключевые слова: ориентированный на обучающихся; культурные особенности; дополнительный материал; языковая компетенция; языковые навыки; стратегии обучения; полисемия.

As Casden C. reminds us, “we must always remember that language is learned not because we want to talk or read or write about language, but because we want to talk and read and write about the world”.

To my mind, when a teacher prepares for a lesson he doesn't think of striving to be an effective teacher. A teacher just determines what he is going to do on the lesson, how it is going to happen and the most suitable ways of providing the materials to the learners. English Language teaching, in our case it is ESP, should always be learner-centered. It should respond to language needs of the learner. Then as the emphasis is on the specific purpose aspect of the language teaching we should determine the way ESP must be taught.

I came to the fact that besides teaching language we should teach literature, culture, art, country study so that the students may have the cultural background

learning of a classical literature, legends of the old and medieval ages and modern literature too.

On an ESP lesson the students also learn tradutions and cultures of the English speaking countries. Besides classroom activities on journalism we have to use supplementary materials: such as British and American literature, art pieces; make the students read and translate novels, stories and try their pen in translating poems. The students learn masterpieces of famous British and American painters, describe them, learn their history and the biography of the authors. These tasks educate the students, make them more inquisitive and develop creativity and critical thinking.

The linguistic and country study competence is the ability to perform the cross-cultural communication based on the knowledge of lexical units with a national semantic component and skills to adequately apply them in the situations of cross-cultural communication to achieve the mutual understanding (4). The use of this aspect helps motivate students to study foreign languages which is very important in the lack of language environment (3, 80). Teaching foreign languages on the basis of current country study materials contributes to the formation of linguistic country study competences. It increases the general horizon of students and helps motivate the further study of foreign languages.

Our students learn 4 skills: listening, reading, writing, speaking. Besides these they learn reflecting, meditating upon a lot of things they come across. Speaking is being developed while learning all the other three skills. All the four skills are closely connected though we don't aim at all the skills on the lesson. If the level is intermediate, or upper-intermediate, or advanced the listening level must be higher. Sometimes the teacher doesn't pay attention to that and the students get used to having a lower level. In any case the students should see that every time the level of listening is more difficult and they have to cope with it. It may be audio or video, but the students should watch and try to apprehend the text, and see that this time it's different and the task given is different.

In the first year I took into practice working at the map of the world. Our journalism students should learn the names of continents, countries, cities, people, languages, famous geographical names in English. It may be presented in different ways. When you travel around the world, go on a trip to other continents and visit the country you've been dreaming of and learn the neighbouring countries, seas and rivers, traditions and customs of their people it makes the students get involved into the world around. It would help them to learn a new vocabulary as vocabulary

is a key concern of learners – the area they would like to focus on – and which a central topic to successful language learning is.

It is going on a par with learning journalism terms. Journalism terms for our students are all words concerning media, politics, diplomacy, business, culture and other spheres of our life as our students' job is directed at having their finger in all these pies. The vocabulary learning is deliberately aimed at consciously enhancing the students' knowledge.

There must be a kind of "threshold" for the students that they should get over when learning the vocabulary. Some day they may come to knowing first "low-frequency" words, and advanced students may cross the threshold of "high-frequency" words (2).

A greater part of vocabulary learning is done alone at home. Our task is to guide their work on how best they can do it at home. I wish we could teach them to go on learning efficiently at home after class and to be able to cope without the teacher's support. Then we should help them with some skills to work. The students often work out their own strategies and share them with the teachers and their fellow-students. Sometimes these strategies are unconscious and can't bring to great efficiency, but it's their know-how and the student may benefit by using these ways. I try to show the students a clear evidence of a direct link between vocabulary, knowledge of word meaning and success in reading. Just learning vocabulary is not sufficient for reading comprehension, for comprehension doesn't only depend on the size of the reader's vocabulary, but on the semantic network. We try to learn the words as they are arranged in a network of interrelated concepts. The higher the level of the students' knowledge of the language, the better they remember words in semantic clusters. The activation of a word in a network aids comprehension. Such activated words make the students predict and anticipate the developments in the story. I often introduce new words in writing a word they know, *say, press*, and tell the students to use the word in all possible combinations with the words related to it. Today these words are verbs, next time they may be nouns, phrases or adverbs. In such a way I try to bring the students to the new vocabulary I'm introducing at the moment. It helps the learners build up new networks or maintain and expand existing networks. It helps to facilitate fluency in lexical access, leads to automatical vocabulary recognition (2, 112). Our students are taught special terminology in the first year; terminology makes the greatest part of their language vocabulary. A term is in many respects a very peculiar type of word. An ideal term is monosemantic. If such a word is used within its own sphere, it does not depend on the microtext. But the meaning of the

word used in another context may be changed, and then we come to polysemy. If a word is independent of the context its meaning is in no contextual meaning. If a word is part of a set phrase it has got another meaning, which the student may be unaware of. So the students should be taught all these language meanings and should not be confused of them.

Low- level students are usually keen on learning words from a bilingual vocabulary list which is not so effective if they don't activate the words in automatic lexical access. A total language experience in which the skills of reading, writing, listening, and speaking are practised through a thematic approach seems to be the most efficient way of ensuring lexical repetition and reinforcement.

Going through the experience of a number of years of my work I could see that each student had his/her own learning style and preference. I understood that I should encourage the students' awareness that all methods are good for learning. I am not going to judge their way of work and in any case it only will motivate their learning strategy.

Whenever I start working at vocabulary I usually try to make the students assured that the tasks are solvable for all the students to do. Thus, I start with the things that are familiar to all the students. Each student feels easy at the first, second step, then there comes a "threshold" difficult of access or lighttreadable. My aim is to assure every student to feel he may do this or that task though after making some effort. And the students should see that these efforts are fruitful. A very important moment comes when the students have to evaluate their classroom work by the end of the lesson. The students are judges of their work themselves, as they evaluate the work of their groupmates.

They could see the advantages or disadvantages of their systems of vocabulary work. They could value the strategies offered by the teacher and their fellows. They could see their work in perspective and determine their own strategy of the vocabulary learning. The promotion of the students' creative potential provides the realization of the teachers' educational purpose as well as the students' practical ones. The work is an actual source of motivation for learning foreign languages.

The discussion of the strategies used ensures that the students understood how the strategies work and provide an example for each of them.

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