



APPROACH TO TEACHING ENGLISH TO AUTOMOTIVE STUDENTS

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Abstract

English for Special Purposes (ESP) is an often defined approach to teaching English, focused on the requirements and goals of the learner. ESP is a popular option for teaching English in secondary and tertiary educational institutions in Uzbekistan, especially among students studying automotive engineering language students, especially for academic and professional purposes. There is also a strong emphasis on reading skills that allow students to understand real-world materials related to their majors with ease.

This article presents the reader with a theoretical study of the fundamental ideas behind English language proficiency (ESP), including its definition and function as a learning approach. It also discusses related topics such as needs analysis, which is a core feature of ESP, curriculum, learning objectives, materials, methodology, and ESP-based English language teaching assessment.

Keywords: ESP, ELT, automotive, higher education, approach to learning, competence, meeting specific needs of the learner, presentation of understanding, reading skills, speech act, genre, needs, deficiencies.

Introduction

Targeted Needs are situations in which students with a certain level of English proficiency will need to use the language. English Language Instruction for Special Purposes (ESP) is designed to prepare students for such situations. Since the early 1960s, English as a Foreign Language (ESP) has been one of the most important areas of language training for English-speaking learners because it includes instructional objectives, Resources and processes designed to meet students' needs and future interests. mind. These days, ESPs are also used by English Learners, General English Learners, not just those who have reached a basic level of English proficiency or those who are learning a language for specific purposes.

There are several definitions of ESP. Some scholars believe that ESP is limited to teaching English in any context. Some, on the other hand, are more accurate, calling it English language instruction for academic purposes, English language instruction for professional or professional purposes, or instruction for non-native English speakers learning English for specific purposes.

According to Hutchinson and Waters (1987, p. 19), ESP is a method of teaching languages in which all content and methodological choices are based on the students' motivation to learn. According to Robinson (1991, p. 1), ESP is a business that combines practice, teaching, and education. It is based on three basic realities of knowledge: language, pedagogy, and the area of specialization of the participants or students. ESP is a movement that addresses the language needs of students who need to learn



English for specific functions (e.g., students, engineers, or nurses) and who need to do so for the acquisition of content and practical skills, rather than simply mastering the language for its own sake (Richards and Roger, 2001, p. 107).

A more detailed explanation of ESP was given by Stevens (1998), who classified it as a subset of the broader category of special language education. He went on to say that in order to distinguish between the two variable and the four absolute aspects, the idea of extrasensory perception must be understood. Students; b) are tied in content (i.e., in their topics and topics) to specific disciplines, occupations and activities; c) focused on the language corresponding to this activity in terms of syntax, vocabulary, discourse, semantics, etc. Stevens, 1998, pages 1–2. The work of Dudley-Evans (1998) markedly improved on Stevens by eliminating absolute qualities that claim that extrasensory perception is "contrary to 'general English' and by revising and expanding the number of variable characteristics." Consequently, Dudley-Evans' definition of extrasensory perception is given in terms of absolute and variable characteristics: Qualities that are unchangeable.

1. ESP is designed to meet specific student needs;
2. ESP focuses on language relevant to this activity in terms of grammar, vocabulary, register, learning skills, discourse and genre.
3. ESP uses the basic methodology and practice of the discipline it serves.

And on the other hand, it can be characterized as follows:

1. ESP can be related to or designed for specific areas. Although most ESP courses require a basic knowledge of linguistic systems, they can be designed for high school students.
2. In certain learning scenarios, ESP may use a technique other than General English;
3. An ESP is likely to be created for adult learners, either in higher education or in professional work.
4. ESPs are often designed for intermediate and advanced learners (Dudley-Evans, 1998).

It is generally accepted that the basic principle of English proficiency (ESP) is that all program development decisions should be based on the needs of students in order to guarantee their proficiency in the language. In this regard, the term "specific" in extrasensory perception has taken on a new meaning as the discipline has evolved. It was used to describe a set of specialized terms for a particular field or profession in the 1960s (Hutchinson & Waters, 1987, p. 9; Dudley-Evans & St John, 1998, p. 1; Smoak, 2003, p. 23).). It has been used to describe the needs and interests of students from the 1980s to the present (Stevens, 1988, p. 2).

According to these definitions, English for Specific Purposes (ESP) is defined as teaching students to use the language in an academic, professional or work environment where it is needed.

Results and Discussions

Dudley's description of Evan, consisting of three absolute and five modifiable characteristics, provides the idea that extrasensory perception can be used, but not necessarily limited to a particular discipline, age group, or spectrum of ability. It should be understood simply as a learning strategy, or, as Dudley-Evans put it, a "mindset." This assumption is similar to that of Hutchinson and Waters (1987, p. 19), who characterize ESP as an approach to language education, in which all decisions about technique and content are motivated by the student's desire to learn. The meaning of the word "special" in ESP



supports the idea of ESP as a language teaching methodology. It should be understood simply as a learning strategy, or as Dudley-Evans put it, a "mindset." This assumption is comparable to that put forward by Hutchinson and Waters (1987, p. 19), who define ESP as an approach to language instruction in which each choice of method and content is determined by the student's motivation to learn. The definition of "special" in ESP supports the principle that material and methodology are implemented according to the needs of the individual student. In other words, the specialized goal is the purpose for which language learners acquire the language, not the nature of the language being learned (Mackay & Mountford, 1978). For this reason, ESP is widely used to help language learners adjust to the specifics of their native language or to acquire the skills needed for the field, profession, or workplace for which they hope to learn English. In teaching English in Indonesian secondary and university institutions, the ESP method is widely used, especially when teaching students who do not speak English. This is in line with the Government's education policy, which emphasizes that the teaching of English at the tertiary level should aim to improve students' ability to use the language for academic and professional purposes, especially when reading textbooks for classwork, as well as their ability to communicate effectively in English with others. This is especially true for students who study in a non-English department. This suggests that the ability to read is given priority in teaching English, as it is the most effective way to teach students about their subject of study. This is also because Hutchinson and Waters argue that the specific goal most common at participating universities is to read specialist literature in English, and that the emphasis is mainly on the general content of the course to cover general issues such as reading strategies rather than the general content of the course. than specific conversations, depending on the subject specialization of students, and that reading specialist literature in English is the most common specific goal at participating universities. The authors further explain that as a result, there is an agreement in teaching and learning to focus on teaching reading strategies through authentic materials and the use of the mother tongue in speaking in the classroom, while paying attention to learning. grammar at the minimum necessary to understand academic texts is the focus of the authors' attention (Hutchinson & Waters, 1987). As reading is the most important skill in teaching English, this approach will also include teaching other language skills such as speaking, listening and writing, all of which will be enhanced by incorporating language components.

As stated earlier, the goal of ESP courses is to prepare students with a certain level of English proficiency for the situation in which the language will be used or for target needs (Sujana, 2005). Thus, for students who are not proficient in English at Indonesian universities, the ability to communicate in English and use English to study their subjects effectively is considered the most important advantage of English proficiency. Although English Language is often taught in schools as a subject, and it is also used by students as a tool to explore their fields of study. In this context, English is not just a subject that needs to be studied, as it is often taught as one of the required courses in the curriculum. It is a fact that the English Language Enhancement Program (ESP) combines subject matter and English language instruction in such a way that students can apply what they learn in English classes immediately into their studies, whether they are studying economics, pedagogy or accounting, or business management, or science, or Islamic conduct. or tourism. As a result, their knowledge and experience in their



respective subject areas are extremely beneficial to their English learning efforts. From the information presented above, it is clear that the basis of ESP is the simple question of why students learn English, and that the answer to this question relates to the learners, i.e. their needs, the required language, i.e. the language skills they need to master and how well, and the context of learning, which relates to genres, which they must master either for understanding or for production purposes, and the learning context is defined as the genre they must master either for understanding or for production (Dudley-Evans, 2001, pp. 225-238).

Needs analysis as a key feature of ESP

In the ESP, needs analysis is the most common characteristic and is generally seen as a criterion or key feature of ESP. In the past, ESP focused primarily on target requirements or end-of-course requirements, and in order to be effective, it is usually necessary to consider the initial needs of learners, which may include training needs. ESP needs analysis serves three main purposes as criteria: Firstly, it allows for a more diverse contribution to the content, design and implementation of the educational program; secondly, it allows for more efficient use of limited resources; and thirdly, it allows for a more efficient use of limited resources. Secondly, it can be used in the development of goals, objectives and content. As for the third reason, it can be used to evaluate the effectiveness of an existing program (Richards 1996).

A number of methods for determining the parameters of a course of study are called needs analysis (Nunan 1988). Needs analysis, in the broadest sense, is a method of gathering information about students' needs. The term "needs" in the context of "needs analysis" can refer to many different things. In this context, the term "needs" can be more accurately translated as "goals." Widdowson goes on to say that it is not only objective, but it has to do with the actions that students must take to truly learn the language. associated with transient behavior (Widdowson, 1990).

In addition, needs can be described as what the user society as a whole considers necessary or desirable to be studied in the curriculum of a language educational institution (Mackay & Mountford 1978). Target needs and learning needs, according to Hutchinson and Waters (1993), are two different types of requirements. Target needs refer to what learners are expected to accomplish in a target scenario, whereas learning needs refer to what learners are expected to accomplish in a target scenario what students should learn in the target situation. Need, disadvantage, and desire are three useful concepts to consider when determining target needs. Needs are those that are dictated by the requirements of the target scenario, such as food and shelter. This indicates that the most important thing for learners to understand is how to act well in target circumstances. There are gaps between target competence and students' existing skills, which are known as deficiencies. Deficiencies can only be addressed when instructors or course developers have identified the needs of the students they teach. Take care to be aware of the requirements that determine the circumstances of extrasensory perception. Awareness is a type of perception that can vary depending on a person's perspective or perspective. When learners have a thorough understanding of the requirements of the target situation and already have a specific understanding of their own shortcomings, their perceptions may not always align with those of other



stakeholders, such as teachers, course developers, or sponsors. As a result, the desires of all groups involved in ESP implementation must be optimally reflected. The information and abilities that learners will need in the target context are called learning needs. If the starting point in ESP is called "deficiencies" and the destination is called "needs and desires," then the path leading from the starting point to the destination is called "learning requirements."

Based all the categories presented above, students are considered to be the heart of any program. They are no longer the subject of lessons; rather, they are the subject of instruction. Their requirements will determine the specification of the curriculum content, which will include consideration of things such as language abilities, structures, functions, concepts, topics, scenarios, and interlocutors, as well as other factors. There is a high probability that some changes will be made from the group of students. Different types of student requirements will be met in different ways. In particular, and once again, in the context of the requirements that determine the reasons why they are learning English. Needs assessments are usually carried out before or at the beginning of the training course. The first step in conducting a requirements analysis is to determine what data will be collected, when it will be collected, who will collect it, how it will be collected, and for what purposes. The information gathered about students' requirements naturally divides into two distinct areas. The former includes mainly biographical information, while the latter is more personal, dealing with the student's choices and impressions of his or her own needs and desires (Nunan 1988).

For example, formal procedures such as standardized interviews and competency assessments are used, whereas informal strategies such as classroom observation and self-assessment are used by students to assess their own learning activities. Newspaper observation and advertising are the four strategies used to study demand. Compared to other methods of obtaining useful information, the questionnaire is quite inexpensive. To obtain acceptable data from the questionnaire, it is necessary to use a systematic approach. For example, it is recommended that questionnaires that students already know about and a sufficient explanation of what they are for so that the whole class understands what they are for. Moreover, the language in which questionnaires are written should be at a level that students can understand, rather than being as simple as possible as is the case with guidelines (Yalden 1987). Fitzgerald presents a set of guidelines for developing questionnaires and interview questions that include:

1. Historical context. Curriculum vitae are required for consideration, as well as educational attainment, valuable language learning experience, and current competence in the target language.
2. The second type of language style is one in which questions are used to determine whether students learn better through conversations, mastering existing skills before trying new ones, learning grammar and mastering important vocabulary enough before reading a book, and so on.
3. Foreign language proficiency requirement This is due to the reasons why students decide to enroll in language courses, as well as the language abilities they want to acquire and the situations in which students will use the language.

In more detail, Yalden (1987) identifies the key components that must be present in questionnaires and interviews in order to be valid: (1) the goals for which students hope to master the target language, (2)



the context in which they will want to use the target language, (3) the roles of the learners and their interlocutors, (4) the communicative activities in which the learners will participate, and (5) the language functions involved or that, what learners need to know about the target language for learners to be able to use or use the target language, (6) the concepts involved or what learners will need to be aware of, (7) the skills needed to combine discursive and rhetorical skills, (8) the variety or varieties of target language that will be required, and the levels of spoken or written language that learners need to achieve.

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