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Hilola QURBANOVA,
Teacher Institute of ISFT
E-mail: qurbanovahilola20@gmail.com

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APPROACH TO ESP COURSE DESIGN

Annotation

The following article outlines an ESP (English for Specific Purposes) course intended to improve agronomy students' speaking and reading abilities. With the help of carefully chosen resources and a student-centered, problem-based learning (PBL) approach, the course gives students the language skills they need for their line of work. The focus is on learning certain words and expressions that are essential for comprehending intricate documents such as contracts and medication compositions. The education also cultivates oral communication skills important for agronomists in international trade, negotiations, and interactions with foreign investors. By combining reading (including real materials) with problem-solving exercises, the course design acknowledges the significance of striking a balance between language acquisition and content. By using a case study approach, the course encourages students to think critically and expand their vocabulary by examining many points of view.

Key words: Problem-based approach (PBL), Medicine formulations, Contracts, Formative assessment, Summative, Reflection, Scaffolding, Textbooks.

ПОДХОД К РАЗРАБОТКЕ КУРСА ESP

Аннотация

В данной статье описывается курс ESP (английский для специальных целей), направленный на улучшение навыков говорения и чтения студентов-агрономов. С помощью тщательно отобранных ресурсов и подхода, ориентированного на студента, проблемно-ориентированного обучения (PBL), курс дает студентам языковые навыки, необходимые им для их работы. Основное внимание уделяется изучению определенных слов и выражений, которые необходимы для понимания сложных документов, таких как контракты и составы лекарств. Обучение также развивает навыки устного общения, важные для агрономов в международной торговле, переговорах и взаимодействии с иностранными инвесторами. Объединяя чтение (включая реальные материалы) с упражнениями по решению проблем, дизайн курса признает важность достижения баланса между усвоением языка и содержанием. Используя подход к изучению случаев, курс побуждает студентов мыслить критически и расширять свой словарный запас, изучая множество точек зрения.

Ключевые слова: Проблемно-ориентированный подход (PBL), лекарственные формулы, контракты, формативное оценивание, суммативный анализ, рефлексия, поддержка, учебники.

ESP KURSLARINI DIZAYNLASHGA YONDASHISH

Annotatsiya

Quyidagi maqolada agronomiya talabalarining nutq va o'qish qobiliyatlarini yaxshilashga mo'ljallangan YESP (Maxsus maqsadlar ushuni ingliz tili) kursi ko'rsatilgan. Yehtiyotkorlik bilan tanlangan manbalar va talabalarga yo'naltirilgan, muammoli ta'lim (PBL) yondashuvi yordamida kurs talabalarga o'z ish yo'nalishi ushuni zarur bo'lgan til ko'nikmalarini beradi. Asosiy ye'tibor shartnomalar va dori kompozitsiyalari kabi murakkab hujjatlarni tushunish ushuni zarur bo'lgan ba'zi so'zlar va iboralarni o'rganishga qaratilgan. Ta'lim, shuningdek, xalqaro savdo, muzokaralar va xorijiy investorlar bilan o'zaro munosabatlarda agronomlar ushuni muhim bo'lgan og'zaki muloqot ko'nikmalarini rivojlantiradi. O'qishni (jumladan, haqiqiy materiallarni) muammoni hal qilish mashqlari bilan birlashtirib, kurs dizayni tilni o'zlashtirish va mazmuni o'rtasidagi muvozanatni saqlash muhimligini tan oladi. Keys-stadi usulidan foydalangan holda, kurs talabalarni tanqidiy fikrlashga va ko'plab nuqtai nazarlarni o'rganib, so'z boyligini kengaytirishga undaydi.

Kalit so'zlar: muammoli yondashuv (PBL), tibbiyot formulalari, shartnomalar, formativ baholash, summativ, refleksiya, iskala, darsliklar.

Introduction. The course focuses to develop students' reading and speaking skills at the same time by using different methods and materials by the end of the course. Vocabulary is very important in improving reading, especially if those words are terminologies or phrases. Reading is a must-know skill for Agronomists, as they must understand every clause in medicine formulations and contracts. Language is very important for the complete understanding and compliance of written English instructions and agreements on medicines. Not only they should be good at reading, but also their oral competence should be high. It is the task of agronomists to communicate through direct words, usually when exporting and importing medicines or making agreements or conversations with foreign investors. In addition to various methods, there is also a large contribution of materials. Although the method is well organized, if there is no consistency in the selection of materials, there will be no development. Looking at the chosen method, PBL is considered a student-centered approach, and it increases students' critical thinking and communication skills with real world problems. More preciously,

they learn new words related to their specific field by finding solutions to problems and express them in oral communication. This allows them to practice their terminologies and how to approach real situations. Woodraw (2018) notes that it is sometimes useful to combine reading with a problem-based approach. That is, presenting the cause of problems through reading, for example, authentic materials, also contributes greatly to the improvement of reading and speaking in my learners. According to Woodraw (2018), it is better to keep a limit when working with the PBL method. Because instead of developing students' skills, by devoting themselves to finding a solution to the problem, the focus can be turned to the solution, not the language. "As with all discipline-based methodologies, it is important to maintain a focus on language. This can often be lost because of the content-based nature of the problem". (Woodraw 2018, p. 134). PBL approach focuses on only a solution to a problem, while case study includes multiple solutions to a problem which demands considerations of the consequences of the solutions. It

broadens learners critical thinking and vocabulary range by oral speeches.

Literature review. In terms of assessment criteria, I will use 3 stage assessing ways to check my learners; the former is an exit test to identify their prior knowledge and the second is monthly/ weekly formative assessment and summative at the end of the course when they are graduating Esp course.

1. An entry test for the course: I will use the test to check the students' general English proficiency and it helps me to be aware of their current English included grammar, vocabulary, reading, speaking, listening. Because this type of test gives overall information about the students' level whether they are ready to start the course or not. As Woodrow (2018) mentioned entry tests are used to measure whether a student has the basic proficiency to be able to successfully study the ESP course. (p.86).

2. Formative assessments demonstrate the students weekly/monthly results what they are gaining from ESP course and throughout the course I will conduct 4 formative assessments at the same style but with higher knowledge in every upcoming month. After they are examined with formative assessment they will be given individual feedback. FA will be in the style below:

<a: There are given different terminologies or products related to the soil, plants and insects, vegetables and fruits. Students' responsibility is explaining the terminologies and products what are they used for and Why and How?

<b: The process happens both in written and spoken form.3.Writing reflection solution (s) to one agricultural problem. As soon as they finish the course, they are given several problems to write solutions based on their specific field. There are given several problems and teacher choose questions either the students choose themselves or the teacher himself gives the order. The main rule is the reflection should be in no less than 2 pages. Coming back to O'Sullivan's (2012) article about "Assessment issues in Language for specific Purposes" gave multiple explanations while assessing the students properly with what should be done and should not.

Coursebooks: Agricultural coursebooks include a mix of theoretical concepts, practical applications and current issues related to the field and new innovations. Teachers use coursebooks in different ways and for different purposes. Hutchinson (1996) conducted a study that indicated that coursebook use is influenced by teacher training and experience, beliefs, personality and knowledge of subject matter. When choosing the coursebook for the lesson, pedagogical ability is required from a teacher by including students' needs, methodological approaches and subject purposes. Agricultural coursebooks can give direction to the teacher and they meet all the requirements, both academically and practically. In addition, they are designed in a state based on all standards and can directly follow the goal, such as starting with explanation to the products and components or the ways of usage. In addition, coursebooks

includes a wide range of topics providing theoretical foundation which is necessary for students to grasp practical applications. I prefer the coursebooks covered illustrations, photographs and diagrams in order to the topic/item/object comprehensible and engaging. I am often in favor of curriculum transmitters, because on most cases I rely on coursebooks. Authentic materials: Topic relevant magazine article, academic journals and reports/agreement can develop the lesson plan in Agricultural field. How subject textbooks are important in authentic texts. Authentic materials are considered one of the useful and effective sources in the world of education. As Woodrow (2018) mentioned materials should provide learners opportunity to use target language. There are different types of authentic materials such as oral texts, innovational presentations and seminar discussions, or written texts. Initially, the magazine articles Woodrow (2018) mentioned, are easy and interesting sources on the different topics in different fields. Academic journals and magazine articles perform almost the same function. More precisely, they can give much more information about the growth of the plants as well as the problems arising and the solutions in agriculture which interest the reader in the field. The sources are open to represent the latest innovations which can contribute huge growth to Agriculture. The variety of authentic materials also increases the interest of students in the lesson. "The content is relevant and instructional and may provide a scaffolding for subject learning" (Bondi, 2016 p, 115). They are also very useful for field-specific vocabulary. According to Bondy (2016) using subject textbooks develops vocabularies especially terminologies in my students' sphere based on communicational events in their own right. It mostly improves students speaking and subskill (vocabulary) awareness but not the language learning. There should be some limits to use any authentic materials.

Conclusion. Through Woodrow's (2018) theoretical knowledge in his articles, it is not only what to carefully observe in the analysis of students' needs, but also what methods and approaches to show them the expected results step by step without extinguishing their interests and preferences until the end of the course. In particular, I collected information about developing 2 or 3 skills at the same time through one method, and also about its disadvantages. Needs analysis not only identifies all the preferences of students, but actually teaches the ESP teacher how to represent himself or herself. Their opinions, from which students have problems with which skills or which ones are their strengths, to what the teacher is like, prompts the teacher to be mindful of his teaching style. Interview and questionnaire gave me a lot of takings. Even the interview of the teachers, knowing what their prior competence was and what their concerns or strengths were, gave me knowledge in developing further materials and choosing them properly.

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