

THE IMPORTANCE OF SELECTING AND DESIGNING TEACHING MATERIALS FOR ESP CLASSES

Akramova Yulduz Farkhadovna
Navoi state pedagogical institute
yulduz.akramova.9707@gmail.com

Abstract. *The purpose of this article is to analyze the important aspects of the selection and design of ESP materials and to show that the success of ESP lessons is closely related to the teacher's ability to choose materials that perfectly match the needs and goals of the students. The paper provides a close analysis of the criteria that ESP teachers should consider when choosing teaching materials. This emphasizes the necessity of choosing them entirely according to students' needs, abilities and preferences.*

Key words: *materials development, specific purposes, needs analysis, material adaptation, authenticity*

ВАЖНОСТЬ ВЫБОРА И РАЗРАБОТКИ УЧЕБНЫХ МАТЕРИАЛОВ ДЛЯ ЗАНЯТИЙ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ

Аннотация. *Цель этой статьи - проанализировать важные аспекты выбора и оформления материалов для ESP и показать, что успех уроков ESP тесно связан со способностью учителя выбирать материалы, которые идеально соответствуют потребностям и целям учащихся. В статье приводится подробный анализ критериев, которые преподаватели ESP должны учитывать при выборе учебных материалов. Это подчеркивает необходимость их выбора в полном соответствии с потребностями, способностями и предпочтениями учащихся.*

Ключевые слова: *разработка материалов, специальные цели, анализ потребностей, адаптация материала, аутентичность, предпочтения в обучении.*

KASBGA YO‘NALTIRILGAN INGLIZ TILI DARSLARIDA O‘QUV MATERIALLARINI TANLASH VA LOYIHALASHNING AHAMIYATI

Annotatsiya: *Ushbu maqolaning maqsadi Kasbga yo‘naltirilgan ingliz tili (KYI) o‘quv materiallarini tanlash va loyihalashning muhim jihatlarini tahlil qilish hamda KYI darslarining muvaffaqiyati o‘qituvchining talabalarning ehtiyojlari va*

maqsadlariga to'liq mos keladigan materiallarni tanlash qobiliyati bilan chambarchas bog'liqligini ko'rsatishdir. Maqolada KYI o'qituvchilari o'quv materiallarini tanlashda e'tiborga olishlari kerak bo'lgan mezonlarning batafsil tahlili keltirilgan. Bu ularni talabalarning ehtiyojlari, qobiliyatlari va afzalliklariga qarab to'liq tanlash zarurligini ta'kidlaydi.

Kalit so'zlar: *materiallarni ishlab chiqish, aniq maqsadlar, ehtiyojlarni tahlil qilish, materialni moslashtirish, haqiqiylik*

On this day, English is utilized extensively for communication. It is effectively spoken in fields like trade, education, employment, and so forth in both English-speaking and non-English speaking nations. In actuality, a lot of people these days don't learn English just to get good grades. The majority of job openings require proficiency in other languages, especially English. As a result, it's critical to provide English to students. However, what people need in English is different from each other. For example, a secretary must be proficient in correspondence; an accountant must comprehend accounting terminology; a hotel receptionist must speak English in order to greet foreign visitors; and so on. English for Specific Purposes (ESP) and General English (GE) are the two standards used in English language instruction.

According to Far (2008), general English materials defines as a set of materials that have been planned which the needs and interests are not identified and specified. It is more likely considered as providing wide range of foundation rather than a detailed and selective specification in achieving goals like ESP.

English for Specific Purposes is stated as meeting various kinds of demands and requests for learners. Furthermore, ESP places greater emphasis on teaching meaning than on teaching grammar.

Material development

ESP teaching involves a number of important areas, including writing, material adaptation, and selection. These areas are practical outcomes of well-designed courses that give students the tools they need to succeed in their working life.

Materials play a crucial role in teaching ESP, as they are tailored to meet the particular needs and goals of the learners. The learning materials are usually adjusted to what learners' mostly require. One of the main aims of materials is to stimulate students. In order to be able to do that, they need to be "challenging yet achievable; to offer new ideas and information whilst being grounded in the learners' experience and knowledge; to encourage fun and creativity" as Dudley-Evans said. Here's how materials contribute to ESP teaching:

Relevance: ESP materials are designed to be relevant to the learners' specific fields or areas of study, ensuring that the language they learn is directly applicable to their professional or academic contexts. For example, medical students might focus on

English for Medical Purposes (EMP), using materials that include medical terminology, case studies, and communication scenarios relevant to healthcare settings.

Authenticity: ESP materials often incorporate authentic texts and tasks from real-world contexts, such as industry reports, academic articles, and workplace communication. This authenticity helps learners develop the language skills they need to function effectively in their specific field.

Specialized Vocabulary and Language Functions: ESP materials focus on teaching the specialized vocabulary and language functions required in the learners' particular fields. Whether it's legal terminology for students of law or technical jargon for engineering students, these materials help learners master the language specific to their area of expertise.

Task-Based Learning: Materials for ESP often employ task-based learning approaches, where learners engage in authentic tasks that mirror the kinds of activities they will encounter in their professional or academic settings. These tasks might include analyzing case studies, writing reports, participating in simulations, or giving presentations.

Flexibility: ESP materials need to be flexible to accommodate the diverse needs and interests of learners within a specific field. Teachers may adapt materials based on learners' proficiency levels, learning styles, and goals, ensuring that instruction is tailored to individual needs.

Technology Integration: In today's digital age, ESP materials often integrate technology to enhance learning. This could involve using specialized software, online resources, multimedia materials, or simulation tools relevant to the learners' field of study or profession.

Cultural Considerations: ESP materials take into account the cultural aspects relevant to the learners' field or profession. Understanding cultural nuances and communication conventions is essential for effective communication in professional contexts, so materials may include cultural notes or activities to raise learners' awareness of these factors.

Overall, materials in teaching English for specific purposes are carefully crafted to empower learners with the language skills and knowledge they need to succeed in their chosen fields or areas of study.

Designing ESP (English for Specific Purposes) materials for learners involves a systematic approach to ensure that the materials effectively meet the learners' needs within their specific fields or areas of study. Here's a step-by-step guide to designing and selecting ESP materials:

Needs analysis: Conduct a thorough needs analysis to understand the learners' language proficiency levels, goals, and the specific communication tasks they need to

perform in their field. This analysis should also consider learners' cultural backgrounds and learning preferences.

Identifying language objectives: Based on the needs analysis, identify the language objectives that learners need to achieve. Determine the key vocabulary, grammar structures, and language functions relevant to their field.

Selecting authentic materials: Choose authentic texts and materials that reflect real-world contexts and communication situations relevant to the learners' field. This could include industry reports, academic articles, case studies, workplace documents, and multimedia resources.

Adapting materials: Adapt the selected materials to suit the learners' proficiency levels and learning objectives. Simplify complex texts, provide glossaries for specialized vocabulary, and scaffold activities to support comprehension and language production.

Developing tasks and activities: Design a variety of tasks and activities that engage learners in meaningful language practice related to their field. These tasks should focus on developing the specific language skills required for communication in professional or academic contexts, such as reading comprehension, writing reports, giving presentations, and participating in discussions.

Incorporating technology: Integrate technology tools and resources to enhance the learning experience and provide opportunities for authentic language use. This could include online research activities, multimedia presentations, communication simulations, and language learning apps tailored to the learners' field.

Providing feedback and assessment: Develop assessment tools and provide feedback to help learners monitor their progress and identify areas for improvement. Incorporate both formative and summative assessments to evaluate language proficiency and achievement of learning objectives.

Cultural awareness: Include activities and discussions that raise learners' awareness of cultural norms, communication conventions, and intercultural communication skills relevant to their field. This helps learners develop cultural competence and effective communication strategies in diverse professional contexts.

Iterative design process: Engage in an iterative design process, where materials are continually evaluated and revised based on learner feedback and performance data. This ensures that the materials remain relevant, effective, and responsive to learners' evolving needs.

By following these steps and incorporating principles of effective language teaching and learning, ESP materials can be designed to support learners in achieving their language and communication goals within their specific fields or areas of study.

To sum up, it can be said that finding the most suitable materials for ESP lessons is not easy at all. There are several aspects that teacher must consider such as the age and personality of the students, the needs, the curriculum and the language skills of the students.

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