

NEW INNOVATIVE METHODS OF TEACHING ENGLISH FOR ESP STUDENTS

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Abstract

The aim of the following research is to contribute to and support, the professional development of future language teachers through an investigation of using Bloom's cubing to modeling a communicative and interactive learning environment in an ESP context.

If we think of cubing as a vehicle for a process of joint inquiry through which learners construct meaning, then questions and answers are of vital importance. However, learners' needs of ESP students more detailed specification by means of language learning. Therefore, this paper focused on the importance of developing interactive activities in the example of Bloom's cubing for ESP.

Keywords: research, investigation, Bloom cubing, communicative, interactive

INTRODUCTION

Learning foreign languages no longer a pastime: it is necessity, because it results in students achieving divergent thinking, creativity and cognitive development. According to the view of the President of the Republic of Uzbekistan, Sh.M.Mirziyoyev, we should create the necessary conditions for the youth to acquire deep knowledge and modern professions and train a highly qualified workforce, young specialists capable of taking on responsibility for the future and further development of the country[1]. In addition, our President states that in the system of education we attach a great importance to teaching students not merely liberal arts and vocational skills, but also required learning of foreign languages[2].

RESEARCH MATERIALS AND METHODOLOGY

The Decree of First President Islam Karimov "On measures for further improvement of foreign language learning" from December 10, 2012 is an important factor in improving teaching foreign language to a new level. Since that time enormous work has been done in the sphere of foreign language learning and teaching. According to the decree, all the stages of education system should continuously work on learning and teaching foreign languages.

Today is the whole world teaching foreign languages, especially English has become an essential part of education in all its branches. We can even find two main types of English language teaching methodology like teaching English using traditional and modern methodology. But at the latest period in the whole world teachers tend to use modern methodology all the time. This becomes clear when we look at the results achieved using these two methods. As results show today modern methodology allows learns to communicate the real language rather than the traditional method. Taking into consideration this factor the government of our country is doing a lot in order to develop foreign language teaching in Uzbekistan using modern methodology. As it is mentioned in this decree, it is important to teach foreign languages using communicative methods, which enables teachers to encourage their students to become creative

learners. In this work we decided to analyze the peculiarities of both traditional and modern methodology of teaching English. Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction on the integrated process of using a foreign language into subsets of discrete skills and areas of knowledge in isolation.

It is undoubtfull that using different methods of teaching is an essential issue for English Language Teaching (ELT). In addition, an ESP region of language learning is also demanding the special approaches to develop the communicative applicability of language learners (Dudley-Evan & St John, 1998; Harding, 2007). However, we should mind that ESP teachers need to develop the language learning process in a limited period of time, because of presented hours for academic years. Therefore, designing different meaningful activities for an ESP context can be problematic issue for them. So, this document introduces with one of important tool named Blooms Cubing by means of ESP context.

Surely, an extraordinary arrangement about the sources of ESP could be composed. Prominently, there are three reasons normal for the rise of all ESP: the requests of a Brave New World, an upset in phonetics, and concentrate on the learner (Hutchinson and Waters, 1987).

Hutchinson and Waters (1987) take note of that two key verifiable period revived ESP. To start with, the end of the Second World War carried with it a " ... period of tremendous and remarkable development in logical, specialized and financial action on a global scale • for different reasons, most quite the monetary force of the United States in the after war world, the part [of universal language] tumbled to English" (p. 6). Second, the Oil Crisis of the mid 1970s brought about Western cash and information streaming into the oil rich nations. The dialect of this information got to be distinctly English.

RESEARCH RESULTS AND DISCUSSION

The general impact of this improvement was to apply weight on the dialect instructing calling to convey the required merchandise. Though English had already chosen its own predetermination, its now got to be distinctly subject to the desires, needs and requests of individuals other than dialect educators (Hutchinson and Waters, 1987, p.7).

The second key reason referred to as tremendously affecting the rise of ESP was an insurgency in semantics. While customary etymologists set out to depict the elements of dialect, progressive pioneers in etymology started to concentrate on the courses in which dialect is utilized as a part of genuine correspondence. Hutchinson and Waters (1987) bring up that one noteworthy disclosure was in the ways that talked and composed English differ. At the end of the day, given the specific setting in which English is utilized, the variation of English will change. This thought was made one stride more distant. On the off chance that dialect in various circumstances shifts, then the fitting dialect guideline to address the issues of learners in particular settings is additionally conceivable. Consequently, in the late 1960s and the mid 1970s there were many endeavors to portray English for Science and Technology (EST). Hutchinson and Waters (1987) distinguish Ewer and Latorre, Swales, Selinker and Trimble as a couple of the conspicuous expressive EST pioneers.

The last reason Hutchinson and Waters (1987) refer to as having impacted the rise of ESP has less to do with semantics and everything to do brain science. As opposed to just concentrate on the strategy for dialect conveyance, more consideration was given to the routes in which learners gain dialect and the distinctions in the ways dialect is procured. Learners apparently employed diverse learning techniques, utilize distinctive abilities, enter with various learning schemata, and be inspired by various needs and premiums. In this way, concentrate on the learners' needs turned out to be similarly foremost as the techniques utilized to disperse etymological information. Planning particular courses to better meet these individual needs was a characteristic augmentation of this reasoning. Right up 'till today, the maxim in ESL circles is learner focused or learning focused.

Many four-year programs have developed sets of desired student learning outcomes that include competencies in communication, problem-solving and critical thinking. However, relatively few institutions have taken a deliberate approach in assisting students to develop professional interactive skills which are explicitly tied to stated student learning outcomes [5,6]. Opportunities for students to learn and practice interactive skills can be provided in a purposeful and progressive interactive learning environment.

The aim of the following research is to contribute to and support, the professional development of future language teachers through an investigation of using Bloom's cubing to modeling a communicative and interactive learning environment in an ESP context.

If we think of cubing as a vehicle for a process of joint inquiry through which learners construct meaning, then questions and answers are of vital importance. However, learners' needs of ESP students more detailed specification by means of language learning. Therefore, this paper focused on the importance of developing interactive activities in the example of Bloom's cubing for ESP.

In cubing students interaction and their ability to go into process, critical thinking is valued more. Here, a teacher plays a role of monitor or even she can deal with her role with one of the students and just observes the activity. Following she lets students to develop their motivation on learning and knowledge. They learn to trust on themselves and extend their thinking. In addition ESP teachers need more preparation for their lesson because of lack of materials and specification development in a target language is required more from their preparation. So that they need to develop interaction activities in order to challenge the students needs, whereas cubing is one of the best activities. In fact, the experiment showed that it is challenging and knowledge increasing as well.

CONCLUSION

In conclusion, we can say the world of learning and teaching languages is developing day by day. Thus, teacher's flexibility and their ability of developing interactive activities is required more today. In fact, Bloom's cubing is the best sample and ESP teachers can use it without any doubt.

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