

TEACHING ENGLISH FOR SPECIFIC PURPOSE (ESP) TEACHERS' ROLE AND THEIR CHALLENGES

Faxriddinova Go'zal Vohidjon qizi

*Uzbekistan State University of World Languages Evening and Faculty of external
education Foreign language and literature: English language education 4th grade student.*

Scientific supervisor:

SH. N. Turgunov

guzalfaxriddinova95@gmail.com

Abstract. *This article is about the role of the teacher and the teaching of English (ESP) for special purposes. My analysis shows that; the teacher can manage, organize the learning process, develop learning goals to create a positive classroom environment and evaluate learning processes, and includes several tasks. Teaching ESP is the scarcity of your data, the diversity of students ' levels of knowledge. About how students can give the necessary motivation to learn English through their assessment systems, the assessment is about being interested in the lessons.*

Keywords: *English for Specific Purposes (ESP), Teacher's Challenge, Teacher's Role, Teaching English for Specific Purposes.*

Students receive knowledge through the language of English. Students lay the foundation for their future by learning English. In order for this language to communicate on a world scale, everyone needs to speak English and learn to understand it. Learning English will open the doors to students from all countries of the world. Training qualification has ample opportunity for them to become experts in their field that meet world standards. The English language is widely used in international communication. All language skills speak, listen, read and write. Must be united to communicate. The term specific in English for specific Purpose (ESP) refers to the study of visual language with specific goals in mind. The approach to ESP means that what students are learning is of urgent importance to them and allows you to use what you know in your language. When we consider not only native speakers but also those who use it as a second or foreign language (Anthony, 2018). Carter (1983) identified two types of ESP: English for academic and occupational purposes (Hunter & Waters, 198) ESP is broken science and technology (EST) English for business and economics (EBE) and English for social studies (ESS). Each of these subject areas is further divided into two groups: English for academic purposes (EAP) and English for occupational purposes (EOP). English for Specific Purposes (ESP) is a specialized branch of English language teaching that focuses on teaching English for specific fields or professions. ESP teachers play a crucial role in equipping students with the language skills they need to succeed in their chosen field. However, teaching ESP comes with its own set of challenges that require teachers to be adaptable, knowledgeable, and innovative in their approach.

ESP teachers are responsible for designing and delivering language courses that are tailored to the specific needs of their students. They must have a deep understanding of the

language requirements of the particular field they are teaching and be able to create materials and activities that are relevant and engaging. ESP teachers also play a key role in helping students develop the necessary language skills to communicate effectively in their professional contexts. Along with the increasing prevalence of teaching English for Specific Purposes (ESP) in non-English departments of higher education, it is essential to investigate the challenges faced by ESP instructors. It can serve as the basis for developing policies to improve ESP practice (Iswati & Triastuti, 2021). Teaching ESP comes with its own unique set of challenges. One of the main challenges is the diverse range of students that ESP teachers encounter, each with their own specific language needs and goals. This requires teachers to be flexible and adaptable in their teaching approach to cater to the individual needs of each student. Additionally, staying up-to-date with the latest developments in the field and incorporating them into their teaching can be a challenge for ESP teachers. Another challenge faced by ESP teachers is the constant need to develop and fields evolve, ESP teachers must continuously improve their understanding of the language and its use in specific contexts. This requires ongoing professional development and a commitment to lifelong learning.

The assessment procedure is not new in English courses; It is already being used in a variety of English courses. In general, the assessment procedure is limited to students and teaching effectiveness, but in ESP the course evaluation and teaching materials are clearly integrated into the learner's assessment. According Dudley-Evens and St. John (1998), the assessment process should be ongoing (I.e.at the start of the course; at the end of the course). The syllabus is valid and up-to-date thanks to this method of assessment. The ESP practitioner method and how to assess the student accordingly. She should check the syllabus's effectiveness as well as previous attempts to use it. The next step should be the overall curriculum preparation, based on the learns' responses to the syllabus effectioivity and the procedure followed. Assessment plays a vital role in lesson planning for English for Specific Purposes (ESP) classes because it help teachers to measure learners' language proficiency, track progress and make literature review explores the role and importance of assessment in ESP, focusing on its effect on the lesson planning process.

Formative assessment refers to the ongoing process of gathering feedback and monitoring learners' progress though out a course.

- a) Informal assessments
- b) Feedback and self-reflection
- c) Adjusting instruction

Summative assessment

- a) Assessing language skills
- b) Authentic tasks
- c) Standardized measures.

Ongoing feedback, the adjective of instruction and student self-reflection are all supported by formal assessment. A summative analysis is a written report that examines learners' language skills and accomplishments. Allowing for the analysis of overall progress and valid data to inform lesson planning decisions and ensure that instruction meets learners'

specific needs by using a variety of assessment tools and techniques. Ultimately, effective assessment techniques in ESP contribute to improved language learning outcomes and the successful application of language skills in learners' professional or domains.

In conclusion: Despite the challenges they face, ESP teachers play a vital role in preparing students for success in their chosen fields. By understanding the specific language needs of their students and developing tailored courses that meet those needs, ESP teachers can make a significant impact on their students' language proficiency and professional development. With dedication, innovation and a commitment to continuous learning, ESP teachers can overcome the challenges they face and provide their students with the skills they need to thrive in their chosen professions.

REFERENCES:

1. Anthony, L (2018). *Introducing English for Specific Purposes*. Routledge.
2. Carter, D. (1983), "Some Propositions about ESP", *The ESP Journal*, 2:131- 137.
3. Dudley-Evans, T., & St. John, M. J. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Kuala Lumpur: Oxford University Press
4. *Disciplinary Approach Cambridge: Cambridge University Press*. Hutchinson, T. and Waters, A. (1987) *English for Specific Purposes Cambridge: CUP*
5. *Formative and Summative Assessments*. (2021, June 30). Poorvu Center for Teaching and Learning. <https://poorvucenter.yale.edu/Formative-Summative-Assessments>
6. Ibrahim, H. (2019) *The Role of an Ideal ESP Practitioner*. *Open Journal of Modern Linguistics*, 9, 76-91. doi: 10.4236/ojml.2019.92008.
7. Iswati, L., & Triastuti, A. (2021). *Voicing the challenges of ESP teaching: Lessons from ESP in non-English departments*. *Studies in English Language and Education*, 8(1), 276–293. <https://doi.org/10.24815/siele.v8i1.17301>