



Significant Issues of Teaching English in non-linguistic Programs in Uzbekistan

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The One



- ▶ The State Educational Standards, Curricula didn't meet the requirements of international achievements in the field of foreign language teaching;
- ▶ the teaching resources were supposed to be updated;
- ▶ inadequate use of advanced information and media technologies in foreign language classes;



According to Mary J. Schleppegrell there are two important aspects of ESP course design:

- ▶ its focus on the learner;
- ▶ its focus on task-based activities:



Thus, the author comes to the conclusion that “ESP courses do not use artificial tasks that teach arbitrary vocabulary and drill grammatical structures out of contexts”.

It goes without saying that the selection of material and their analysis require from the teacher a number of professional skills like:

- ▶ they need to be able to analyze needs;
- ▶ assess proficiency levels of their students;
- ▶ set necessary goals and objectives;
- ▶ select and adapt materials;
- ▶ design lessons;
- ▶ create an adult-oriented learning environment;
- ▶ assess the progress of their students:



- ▶ It's well-known that “there are often more problems in cross-cultural communication than in communication between people of the same cultural background. Each participant may interpret the other's speech according to his or her own cultural conventions and expectations. If the cultural conventions of the speakers are widely different, misinterpretations and misunderstandings can easily arise, even resulting in a total breakdown of communication” (Jack C.Richards. John Platt. Heidi Platt. 1992)



In our country teachers of foreign languages are supposed to go to Inservice training courses every three years. It is part of their continued professional development. Actually Inservice teacher training courses must take place for a specific purposes and must involve activities like:

- ▶ assess participants' needs
- ▶ determine objectives for inservice program
- ▶ plan content
- ▶ choose methods of presentation and learning experiences
- ▶ get acquainted with new ideas in teaching FL
- ▶ evaluate effectiveness of his/her activity and so on.



- ▶ In general these course-books are appropriate for primary schools, lyceum and colleges and for higher educational Institutions, they are appropriate for receptive (listening and reading) and productive (speaking, writing) skills and are also appropriate for linguistic categories: pronunciation, grammar and vocabulary. In most of them audio-video materials are provided.



- ▶ At the end of my presentation I'd like to point out once more the importance of teaching profession oriented English. The language learners understand the value of these courses. Professionally organized classes will help them to acquire the ability and desire to further develop such skills independently after graduation from the university.



Thank you for attention!!!

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