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CONTENT – BASED INSTRUCTION FOR TEACHING ESP LEARNERS

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Annotatsiya. Ushbu maqolada ESP talabalarini o'qitishda kontentga asoslangan ko'rsatma yondashuvining ahamiyati, va ushbu metodning afzalliklari va kamchiliklari taqqoslanadi. Shuningdek, bu yondashuv talabalarga o'z mutaxassisliklarini ingliz tili orqali o'rganish imkoniyatini beradi.

Kalit so'zlar: Kontentga asoslangan ko'rsatma, ESP, o'quv dasturlari, kontentga asoslangan, ta'lim ehtiyojlari.

Аннотация. в этой статье описывается важность обучения на основе содержания в обучении учащихся ESP и сравниваются преимущества и недостатки этого метода. В документе показано, что CBI дает возможность учащимся изучать свою специальность через английский язык.

Ключевые слова: Контентное обучение, ESP, учебные планы, контентно-образовательные потребности.

Abstract. This article describes the importance of Content Based Instruction in teaching ESP learners and compares advantages and disadvantages of this method. The paper shows that CBI gives the opportunity to learners learning their specialty via English.

Key words: Content-based Instruction, ESP, curricula, content-based, educational needs.

English for specific purposes (ESP) means teaching students who are learning the language for a particular work or study-related reason. It covers subjects varying from accounting or computer science to tourism and business management. The ESP focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners. People learn languages when they have opportunities to understand and work with language in a context that they comprehend and find interesting. In this view, ESP is a powerful means for such opportunities. Students will acquire English as they work with materials which they find interesting and relevant and which they can use in their professional work or further studies. The more learners pay attention to the meaning of the language they hear or read, the more they are successful; the more they have to focus on the linguistic input or isolated language structures, the less they are motivated to attend their classes. The ESP student is particularly well disposed to focus on meaning in the subject-matter field. In ESP, English should be presented not as a subject to be learned in isolation from real use, nor as a mechanical skill or habit to be developed. On the contrary, English should be presented in authentic contexts to make the learners acquainted with the particular ways in which the language is used in functions that they will need to perform in their fields of specialty or jobs.

Why English and ESP is matter today in our country? Currently, we are living in the era of advanced technology and have already succeeded in teaching foreign languages, especially English. However, we had a lot of young people who know English well we are lack of specialists who know English as well. And our government is struggling to have well-qualified specialists who can compete in world market. The English language teachers are trying to use different methods and activities to solve the problem. During my experience of teaching ESP I used **Content-based instruction** approach with my students whose specialty was engineering. Content-based instruction is well respected not only for its commitment to language learning, but also for its dedication to content learning. When teachers use content as a vehicle for English instruction, language teachers provide students the opportunity to not only develop language skills, but also to become more informed specialist, both locally and globally. In CBI teachers select the themes that form the backbone of their curricula; they can ask students to identify topics of interest within the overarching theme (Stoller and Grabe 1997), thereby creating a more learner-centered classroom and giving students more control of their learning. I investigated the article and implemented CBI in my teaching experience and agreed with Brinton, Snow and Wessche's opinion that Content-based instruction is a powerful innovation in language teaching across a wide range of instructional contexts. There is strong empirical support for CBI, and the success of many well-documented programs offers additional support for the approach. Moreover, numerous practical features of CBI make it an appealing curricular approach to language instruction. This practical aspect is well argued by Brinton, Snow, and Wesche (1989). "In a content-based approach, the activities of the language class are specific to

the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language. Such an approach lends itself quite naturally to the integrated teaching of the four traditional language skills. For example, it employs authentic reading materials which require students not only to understand information but to interpret and evaluate it as well. It provides a forum in which students can respond orally to reading and lecture materials. It recognizes that academic writing follows from listening, and reading, and thus requires students to synthesize facts and ideas from multiple sources as preparation for writing. In this approach, students are exposed to study skills and learn a variety of language skills which prepare them for the range of academic tasks they will encounter.” (p. 2) For example, to practice grammar, we chose facts and information about “**How to produce electrical energy**” from the Internet and social media and integrated them into our exercises that focused on verb tenses, Wh-questions, adjective and adverbs. Students brought texts about producing electrical energy downloaded from websites and used to improve reading techniques: skimming and scanning. By discussing these topics my students develop their critical thinking skills as well. Making students write opinion essays helped me to involve my students in writing. With the help of You Tube videos and Ted Talks we had a chance to improve listening skills too. As you see CBI will cover all characteristics of teaching ESP.

What are the advantages of content-based instruction?

- It can make learning a language more interesting and motivating. Students can use the language to fulfill a real purpose, which can make students both more independent and confident.
- Students can also develop a much wider knowledge of the world through CBI which can feed back into improving and supporting their general educational needs.
- CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts.
- Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects.

What are the potential problems? As CBI isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points. Particularly in monolingual classes, the overuse of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level. For beginners, the content often involves basic social and interpersonal communication skills, but past the beginning level, the content can become increasingly academic and complex.

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OGAHYIY TARIXIY ASARLARIDA LUG'AVIY SHAKLDOSHLIK TURLARI VA ULARNING LINGVOPOETIKASI

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Annotatsiya. Ushbu maqolada Ogahiy tarixiy asarlaridagi lug'aviy shakldoshlik va ularning turlari hamda shakldosh so'zlarning lingvopoetik vazifalari yoritilgan.

Kalit so'zlar: tarixiy asar, o'zlashma, o'z qatlam, omonim, lug'aviy shakldoshlik, lingvopoetika.

Аннотация. В статье описываются лексическая омонимия и их типы в исторических произведениях Огахи, а также лингвопоэтические функции омонимических слов.

Ключевые слова: историческое произведение, заимствования, собственный слой, омоним, лексическое омонимия, лингвопоэтика.