

Theoretical Foundations and Features of Teaching English for Special Purposes

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Abstract: This article reveals the specifics of a professionally oriented teaching students of a non-linguistic university, which needs to be updated in the process organization of teaching a foreign language, in particular English for Special Purposes at an economic university.

Key words: ESP (English for special purposes), communicative needs, absolute and variable characteristics, ELT (English language teaching), specific vocational training.

The term "English for Special/Specific Purposes" (ESP) emerged in the 1960s in English-speaking countries both as a scientific direction and as a type of teaching English that meets the needs of students. Swales (1988) mentions an article by C.L. Barber [3] on the nature of scientific English, which was published in early 1962. From the late 60s and early 70s there is a trend of extensive research in various areas of the English language, in particular, J. Ewer and G. Latorre considered the features of the scientific style of writing English in the technical field [5], also research in the field of EST (English for Science and Technology) were led by such scientists as Swales [15], Selinker [13] and Trimble [16] and other.

Currently, the direction of specialized training in English (ESP) is one of the fastest growing. Like most disciplines related to integration processes in various spheres of human activity, ESP turned out to be a phenomenon, the relevance of the development of which is determined by a number of rapidly developing trends, of which, in our opinion, the following should be highlighted:

- 1) Due to the global recognition of the English language as an international one, it became necessary to know the English language in accordance with the specific needs in professional activities. As noted by Tom Hutchinson and Alan Waters, "English has become the accepted international language of technology and economics" [7, 6];
- 2) The rapid development of applied linguistics, according to which, according to

John Allen and Henry Widdowson, there is a trend of shifting the attention of linguists from the study and definition of formal features of the language to the search for ways and disclosure the possibilities of using the language in conditions of real communication [1]. What's in your turn necessitates the development of new methodological and didactic approaches to organizing the process of learning English for a specific group students, taking into account the specifics of their professional activities;

3) New developments in educational psychology, which according to Rodgers also contributed to the development of ESP, bringing to the fore the students themselves and their attitude to learning [12]. Since the needs and interests of the student influence the degree of their motivation and the level of effectiveness of their learning.

Thus, as noted by Tom Hutchinson and Alan Waters, "these factors determine the need for target specialization in language learning" [7,8], which today many researchers and practitioners interpret differently, defining the concept of ESP and the degree of its target specialization. According to the definition proposed by John Munby, "ESP are courses for which the curriculum and materials are determined depending on a preliminary analysis of the student's communication needs" [10, 2]. According to Jo McDonough, ESP is a focus on the learning process, which, of course, has its own accents and priorities. He emphasizes that ESP is a kind of way of teaching a foreign language [9]. Although Pauline Robinson in her work states that ESP includes EAP (English for Academic Purposes) and EEP (English for Economic Purposes) and is intended to be studied as a separate specialized discipline or subject [11, 2].

According to Hutchinson and Waters: "ESP is an approach to teaching a foreign language in which all aspects of learning, such as content and methods are based on the motives of students to learn a foreign language" [7,19]. Therefore, ESP should be seen as an "approach" to learning FL, not a result. learning. In turn, Peter Strevens notes that ESP is a special case of the general directions of teaching foreign language for special purposes. He characterizes ESP by describing differences between absolute and variable characteristics. At the same time, determining the ESP as a purposeful teaching of a foreign language, or as one of the areas of teaching English [14]. Later Dudley-Evans and St. John changed the parameters of characteristics, data Peter Strevens revealed the essence of ESP based on the following two aspects:

I. Absolute characteristics

- 1) ESP is aimed at meeting the specific needs of the student;

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- 2) ESP implies the use of a certain methodology, taking into account the specifics of the professional orientation of the discipline in which ESP is studied;
- 3) ESP is focused on linguistic phenomena (grammatical, lexical, stylistic), on speech skills and abilities (listening, reading, writing, speaking), on the features of discourse, styles and genres corresponding to a certain professional activity.

II. Variable characteristics

- 1) ESP may be related to or designed for specific disciplines;
- 2) In the process of learning ESP, in specific learning situations, it is possible to use a certain methodology different from the general principles of teaching basic English (GE - General English);
- 3) ESP may be intended for adult audiences, or is intended for university students, or for a professional field of activity. However, may be presented to students at the high school level;
- 4) ESP is mainly designed for students with an intermediate or advanced level knowledge of a foreign language;
- 5) Most ESP courses require some basic knowledge language system, although it can be used at a beginner level among beginners.

In our opinion, the last three points of variable characteristics contradict each other, especially the fourth and fifth points but the fourth point is correct. According to which ESP should really be mainly designed for students with an average or advanced level of knowledge of a foreign language.

Which in turn implies the ESP training conditions listed in the third paragraph, except for the last category, i.e. secondary school students?

Thus, considering variable characteristics in the context of modern requirements for the level of language training of students of non-linguistic universities, taking into account the peculiarities of the formation of professional foreign language competence, we consider it necessary to modify them as follows:

- 1) ESP is related to or intended for specialized disciplines;
- 2) In addition to the general principles of GE training in the ESP training process, in specific learning situations, it is necessary to use a certain methodology different from GE teaching methodologies;
- 3) ESP involves teaching an adult audience, that is, it is intended for students of higher educational institutions, or for a professional field of activity;
- 4) ESP is designed for students with at least an average level of language proficiency achieved at the previous stages of study according to the multi-level system of continuing education.

Taking into account all the above definitions, we can conclude that, firstly, despite their versatility, they all show that ESP is part of ELT (English language teaching); secondly, in the process of teaching ESP, it is necessary to use a certain methodology, developed taking into account the specifics of future professional activity.

Taking into account all the above definitions, we can conclude that, firstly, despite their versatility, they all show that ESP is part of ELT (English language teaching); secondly, in the process of teaching ESP, it is necessary to use a certain methodology, developed taking into account the specifics of future professional activity. While the concept of "language for special purposes" implies the purpose for which students learn a foreign language, and does not reflect the nature of the very language they are learning. According to Kristen Gatehouse, "the word 'special' in ESP should focus on the purpose for which students are learning the language, not on the specific jargon or specific stylistic levels they are learning" [6]. In addition, in practice, in the process of teaching a foreign language, it is sometimes difficult to draw a clear demarcation line and determine the boundaries of GE and ESP. According to L. Anthony, "it is not clear where the GE course ends and the ESP course begins" [2, 9]. Although we try to use commonly accepted categories such as Business English, English for Economics, English for Social Sciences and others, precisely to distinguish between ESP and GE.

In turn, Tom Hutchinson and Alan Waters in their study concluded that there is no difference between GE and ESP approaches "in theory, but in practice it is huge" [7, 53]. Therefore, ESP is part of ELT in theory. But in practice, the goal, for the sake of which students learn ESP differs from the goal of studying GE, as it involves the acquisition of language skills and skills for communication needs at a conversational everyday level. While the purpose for which students study ESP is more specific, taking into account the needs of students and is of a specialized nature, the orientation of the educational process towards mastering future professional activities. And in order to optimize it, teachers of English in a non-linguistic university, in particular in economics, need to use the ESP approach when drawing up curricula, which should be based on an analysis of the goals and needs of students, as well as the features of the formation of professional foreign language competence, taking into account the specialization of a particular university, faculty, department. Moreover, applying the latest methodological developments in the field of ESP, and using the capabilities of modern information and communication technologies, it is necessary to create learning situations by practicing the use of English in the process of real communication.

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