
COMMUNICATION SKILLS IMPROVEMENT AND PROBLEMS TEACHERS' ENCOUNTER WITH ESP TEACHING

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The article shares some experience and problems in specialty language teaching.

Today, foreign language lesson in a high school is significantly different from what it was two or three past decades in connection with the development of information technologies and gradual introduction of ICT into educational process. In this case it should be mentioned a special role of information and communication technologies enabling each student to receive information not only in a text mode, but at the same time in a sound and visual display. In this regard teachers have unlimited opportunities of choosing assignments that contain different elements of classroom activity including multi-level training material.

Since the English language at this stage is most common way of communication in social and professional spheres of activity, one of the priorities in foreign language teaching is to develop oral communication skills. Therefore, the teacher must determine whether this matter is the challenge of his lesson, because in professionally oriented classrooms the task of oral communication skills development goes beyond its implementation. Given that each student is provided an adequate opportunity for practical application of speaking skills the process might be complicated by insufficient amount of time allocated for the lesson.

In this respect a two-hour classroom time limit is usually sufficient for effective implementation of all planned teacher's tasks. In practice, in the course of discussions accomplished by splitting students into small groups, the students begin to interrupt each other, subsequently deviating from the initial topic, or more active students take the initiative in their hands sharply limiting the number of participants. For this reason we should emphasize an undeniable role of technical means used to support the learning process. With application of modern technique and computer programs specially designed for training, the students can independently practice all types of online activities.

Therefore learning a foreign language within ESP program in contrast to general course aims at preparing students for professional communication and provides for professional speech development which is not limited to ability of socializing on any particular topic. Language of specialty is rather a subject-oriented, special foreign language training course.

In this regard, classroom activity is interaction of different levels, including: grammar course, reading, translation, listening, speaking, essay writing, and others. In this case, the problem cannot be successfully implemented if any of the aspects is ignored. For example, it is development of lexical and grammatical units. Knowledge of the necessary vocabulary and grammar is of particular importance for the development of oral communication skills. In this context, we are talking about communicative approach when studying grammar, an approach that involves more effective, based on situational problems and practical use of grammar.

Knowledge of grammar is also necessary for successful communication, taking into account that in certain social situations, students are often faced with the need to acquire knowledge in General English. In this regard, when planning professionally-oriented courses, especially at the initial stage, it is important to consider that the content of the studied material is available for understanding and rather a subject-oriented. A professionally-oriented education implies, first of all, the development of communication skills, learning basic vocabulary and grammar components of a foreign language, professional terminology, availability of reading material including scientific and technical texts as well as knowledge of syntactic peculiarities of a foreign language related to scientific style of speech and future profession field.

However, the study of grammar cannot be confined with the development of its basic stands and performing a variety of grammatical exercises, tests and grammar rules in the context of training offered in the textbooks or self-proposed examples.

Today teaching offers communicative approach in the form of business games. Role games presented in a variety of computer programs raise interest of listeners and contribute to the development of communication skills and consolidate linguistic confidence. In practice it implies effective business games simulation of situations that might emerge directly on the expected production site when resolving business problems, and others. Therefore, to achieve effective results in grammar it should be noted the role and importance of "computer assisted" games.

Through the introduction of communication-oriented tasks the students develop skills in practical use of grammar material, integrating it into speech in the form of grammatically correct formulation of questions and answers as well as the ability to express their thoughts using grammar corresponding to given context.

The role of a teacher in playing business games can be reduced in a greater extent to such things as correct use of selected sections and controlling the course of the lesson, where certain time is given to correcting the errors that might lead to a distortion of meaning. However the introduction of modern methods of teaching grammar sections implies a communicative approach, where repetition of words becomes impractical, since computers have diversified dictionaries, giving students the opportunity to learn words and technical terms in their native sound. Memorization and repetition of the dialogues are also meaningless, since most e-books include interactive dialogues and vocabulary exercises.

In addition, successful communication includes aspects such as the ability to create clear instructions, understanding the problems of working in small groups, as well as the ability to prepare written and oral presentations in audience of technical direction. Thus, if training in communication skills is one of the priority teacher's tasks, for example in ESP class designed for oil and gas industry, the teacher will need to select the types of classroom activities reflecting the actual ways in which the students will practically apply the English language.

It is also possible to simulate different types of oral communication in the classroom. For students of economic direction oral assignments can be made in the context of 'management meeting,' with questions concerning for example agenda include special terminology which could be effectively used in the role of the situation.

In addition, there can be made presentations which allow students to get 'feedback' with teacher's comments and appropriate assessment that may contribute to the improvement of skills in preparation of graduation reports. Therefore the development of a course program ESP, above all, should be considered as professional orientation for students - future engineers of oil and gas industry. Similar jobs also enable teachers to focus students' attention on the correct use of keywords and phrases, specialized terminology which corresponds to specific context.

Program of foreign language teaching (ESP) should include material that combines dialogue, role-playing games and various interactive computer programs. In this regard, teacher's interaction is important in the selecting of educational material and knowledge evaluating. For the students of oil and gas branch e-text books "Oil and Gas" Oxford English course, created for students of different language levels are successfully employed. Other programs and electronic courses designed for developing skills in "General English" are widely used as well.

To develop oral, professionally focused speech should also include additional distribution material presented on the sites in the Internet.

However, students in the framework of the ESP should allocate more time to formal oral communication which, in turn will contribute to the ultimate goal - the development of language specialization for their professional needs. In this regard, effective classroom activity is presentation of thematic reports. In preparing reports and presentations the listeners use information technology tools (Power Point, etc.) in order to present study material in text and graphic modes.

Moreover, nowadays Computer Assistant Language Learning acquires large-scale introduction of modern teaching methods in the educational process. The application of information technology training tools greatly simplifies the task of teaching, contributing to strengthening the process of teaching and students' comprehension and perception of material being studied. Thus the use of information technologies considerably assists with integrated teaching.

References

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