How To Create Motivation Of The Students To Lear English Autonomously In Esp Groups

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ABSTRACT

In this article is described some samples for organizing students autonomous learning in pedagogical circumstances, it is also mentioned to increase educational efficiency and motivate students learning English which related to their profession with forming innovative atmosphere. Distance learning plays an important role to improve learning English autonomously of the medical and pharmaceutical students. Problems in educational system can be solved with transition to distance learning and project suitable distance educational programs for higher educational system. The project should be considered on training professional staff with high quality.

KEYWORDS

distance teaching, autonomous learning, continuing education, intensive working, individual approach, Moodle distance teaching system, electronic documents.

INTRODUCTION

English as the communication language in the world plays the vital role in all branches of different fields is undeniable. Many countries want to establish relationships with the other developed countries in order to balance their technological and commercial development. Because of this need, the conception of acquiring a language has changed. Previously, learning a foreign language was a cultural or an academic purpose, at that moment, learning English became the only tool to have access to the information in the different fields that were transforming the world. It is necessary to reform with the changes in science, technology and commerce, provide a new generation who are learners of English for specific purpose with special methods and do big changes in language teaching [1].

THE MAIN FINDINGS AND RESULTS

The traditional way which based on grammar-translation and grammar rule were in the center of teaching for learners before. But, today the aim of language acquisition is basically communication with having in mind any specific situation, and moreover teachers with professional competence have started to design their English lessons with specific objectives (ESP); for instance, special English lessons for doctors, pharmacists, technicians, engineers, marketing, tourism and so on. Therefore, to achieve the goal of successful communication, it is important that the needs of the target situation should be comprehensive. Students of ESP groups have to acquire as much knowledge as possible on their target situation and they should develop their English according to the requirements of target profession. Here before saying about target situation, teachers should pay attention to the present situation of students and try to fill gaps between these two situations (present situation and target situation) with appropriate established curriculum, which directed students` needs what they want to acquire during the acquisition language and to what extent they will be prepared to the real–life situation. Language curriculum should be focused on determining what knowledge, skills and values students learn in institutes, what experiences should be provided to outcomes of intended learning and how teaching and learning in institutes or educational system can be arranged, measured and evaluated. It describes an international set of process, besides this it must take into consideration national program that focuses on designing, revising, implementing and evaluating language program. Developed curriculum with needs of students in language teaching serves as a guideline for syllabus design. Syllabus is not only one aspect of curriculum, but also a specification of the content for lesson plans. Furthermore, it is important to understand how students` needs change over the English language course at the institute.

Initially in this part of the article will be mentioned about students` needs or sometimes it calls needs analyses which serves as a significant provider to establish curriculum, syllabi with different needs (teacher needs, students needs, lesson needs, term needs and etc.) and also assists to organize appropriate form of lesson plan with students` needs survey. There is one case, which divide students` needs into: a) a course will be prepared for surveying students during the academic year; b) a course will be reached with the authentic materials, which prepare students into the real life; c) a course will be completed with the specific teaching materials, which support the learners for working individually and autonomously. Having understood these three important needs, more appropriate methods and materials should be selected out and implemented to teaching process with the samples of authentic language from real-world in order to increase leaners motivation, knowledge and skills.

In this case, I can give a sample about a project "EnSPIRe-U" established in Uzbekistan in 2016 by British Council, conducted the Needs Analysis in the ESP institutes of Uzbekistan between 2016 and 2018 in order to identify the original form of curriculum, which will be fit to National Standard and at the same time must be suitable not only National Standard but also CEFR too. Then members of project "EnSPIRe-U" gathered answers from ESP leaners and selected out the most important 50 needs. Needs analysis should shape the content and the methodology of any effective ESP course. ESP is, in fact, an approach to language teaching based on the learner's reasons for learning and their language needs [2].

At least in 2019, it has been finished completely to organize the curriculum for ESP

learners. Since the May of this year, members of project have been working on syllabi for various fields and completed curriculum with 50 needs serves as a tool of them. Additionally, from September of current year team started to work in piloting groups with ESP learners of institutes of Uzbekistan. Teachers took a template of lesson plan based on both curriculum and syllabus from specialist on this sphere Jeff Stanford from England and have been preparing new lesson plans for each their lesson via following the template. The majority of the needs hold all four skills as important for their mastery of the language, as they believe that all four skills form integral parts of the language as entirety and therefore all four skills are vital for effective communication in the target language. It is clearly seen that needs analysis is as an indispensable aspect for curriculum and syllabus design in order to link the present students` academic needs with their needs in their prospective employment. Although we should remember that needs serves to prepare competitive, capable and creative youth in their professional fields. Activities and tasks should relate to the needs of the learners. Students should then be given as much time as possible to use these prompts to offer ideas and opinions, make guesses or predictions or share personal stories and experiences. It helps if statements or discussion questions are open-ended and if picture or headline arouse curiosity, rather than merely depict the content of the lesson. As well as designing tasks or activities that encourage learners to engage more with the content of texts, it is extremely beneficial for learners if the teacher also designs authentic tasks. Authentic task, also called a real-world task (Tomlinson,2011) [3], should enable the learners to be trained or taught for the same purpose as it would be used outside the classroom.

CONCLUSION

In conclusion, there is one point that teaching or being a teacher is a demanding job, so it is responding to the different problems and needs that students have. According to transition period in educational system, I would like to say that in any case all teacher should prepare their students for learning autonomously in continuous education and building communication in their specific purpose.

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