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TEACH ENGLISH FOR SPECIFIC PURPOSES

Abstract: *The purpose of this article is to discuss the main issues for teachers teaching English for special purposes and students studying the language in light of the content of the subject; consider the student's willingness to learn English for specific purposes, their relationship to language learning from the point of view of a subject-oriented approach.*

Key words: *language learning process, foreign languages for special purposes, difficulties, communication.*

Language: *English*

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Introduction

Most university professors who teach English for specific purposes ask the question: "Do we teach English FOR electronics (telecommunications, law, transport) or do we teach electronics (communication and law) in English?" Everyone agrees that the language for electronics, law and medicine is a completely different language. And even if you are a native speaker with a very high level of language proficiency and academic skills, the English for electronics will be different.

English for Specific Purposes training aims to develop students' professional communication skills in English depending on their professional field. This means that such training should not be associated with a specific specialization of students. Thus, teaching English for special purposes includes specialized programs that are designed to develop the communication skills of using English in the specialized field of science, work and technology.

Students study English for special purposes and the purpose of English for special purposes is to train a specialist who can use English as the main means of communication in communication and cooperation with foreign partners in the professional field and in everyday communication [1. 124 p]. Therefore, teaching and learning English for Specific Purposes

must be professionally oriented and responsive to the professional needs and requirements of the students.

While the student uses a foreign language in practice, he also acquires deep professional knowledge. Thus, it is very difficult to determine the line when the study of the language ends and the study of the subject itself begins and vice versa.

Difficulties for a teacher of English for special purposes. One of the characteristics, or one of the critical features of English for Special Purposes, is that an English course must contain both a language specialist (especially in terminology) and a content specialist. In most cases, English for Special Purpose teachers are not specialists in the professional field of students. This is why one of the initial problems in teaching English for special purposes is the tension between the need to improve your language and between the need to delve into the jungle of content and specialty of students [2. 11 p]. Very often teachers complain that they have to give students texts, the content of which they themselves do not know, and if they do, it is very superficial. In addition, the teacher is usually the creator of the curriculum and is responsible for the material taught and assessment. The main problem in creating a curriculum is that an English teacher is not a content specialist, therefore, he himself is not able to decide what content material should be included in the curriculum in order to ensure

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mastery of the necessary terminology. It will also be difficult for him to arrange the topics in the required order, since the study of these topics in English should not precede the study of this topic in the subject of the specialty, since the language teacher is not a teacher of the specialty and therefore the content of his material should not lead to misunderstanding [3. 251 p]. Moreover, if a topic has already been discussed in the classroom in the specialty, discussing it in English lessons can give the student confidence and motivate him to communicate.

Another problem is the choice of text and its adaptation. Without being a specialist in the field, the language teacher cannot decide for himself how to adapt the text so that the basic information about the subject is preserved. The decision should be made regarding the text: on the one hand, the text should not be too difficult, since neither the student nor the teacher have such a high level of proficiency in the professional language; on the other hand, the text should not be widely known, since if the text is too simple in terms of content and they, confident users of knowledge in their specialty, may underestimate this text in terms of language [4. 147 p]. To avoid demotivation, the text should contain some difficulties that activate the professional knowledge of the students.

Lack of cooperation between teachers of specialties and those who make up the curriculum is a problem that persists to this day. Teachers in a specialty should have a responsibility to introduce students to a subject and to teach them in a specific discipline. If teachers of English for special purposes develop homework and assignments for the oral exam together with experts in the specialty, then this will be of great help and assistance for the foreign language teacher.

Moreover, in order to start studying a foreign language in a specialty, a student must have at least a B1 level of language proficiency. In fact, in practice, we are faced with students of different levels, both in language proficiency and in knowledge of the specialty. Some students are good in English, others are competent in their specialty. One group wants to practice general English, another group wants to practice technical; or tedious reading assignments about the value of diodes can demotivate students. A group that is strong in their subject is usually more motivated to learn English for specific purposes [5. 326 p]. Even if they do not have a good knowledge of common English, such students are willing to spend a long time studying grammar, English tenses and articles. If the English teacher is not competent in electronics and the students are not competent in English, then how can these two parties communicate in different aspects of the educational process? How an English for Specific Purpose teacher can deal with the challenges they face in learning. Hutchinson and Waters argue that English teachers should not be

experts in their field. They only need three components:

- A positive approach to the content of English for specific purposes;
- Knowledge of the fundamental principles in the field of specialization of students;
- Awareness of how much students might know.

In other words, an English teacher should not become a teacher in a specialty, but rather, an interested student in that specialty. However, some English teachers are quite confident in teaching specialty texts. But sometimes even the most dedicated teacher will understand that his knowledge of the specialty has its limits and then he will need the help of a subject teacher (for example, when developing a curriculum).

Research has shown that the more subject-oriented an English course is, the more motivated students will be. But, in our opinion, there may be a contradiction between the indications of research and their implementation, which includes the organization and the learning process itself.

On the one hand, a subject-oriented teaching approach can motivate students to learn, as this approach is based on the needs and requirements of students for their future careers. On the other hand, almost everyone who has had a practice of teaching English for special purposes mentioned that some specialties are simply boring to teach.

Another problem may arise later, when the English teacher has reached a high level of knowledge in the specialty. In this case, the English teacher may emphasize content rather than language and consider it more important [6. 252 p]. Sometimes it happens that the English teacher assesses not knowledge of English, but knowledge of the content, knowledge of the specialty. Sometimes we forget that we are only language teachers and it is not our job to assess the professional competence of students.

In order to meet the needs and requirements of teaching, we must meet the needs of specific students. We must take into account their level of language proficiency, their level of professional knowledge and their expectations from the course. Very often, teachers and students complain that the content of the textbooks is outdated, and if the content is modern and applicable to the student's work and career, then students will study with high motivation [7. 29 p]. For this reason, the teacher must be aware of the student's needs and not teach non-specialty material. Another important decision that an English teacher must make is the selection and adaptation of material, the selection of assignments for the students, and the selection of teaching methods that are appropriate for the students and their needs.

The teacher may have difficulties in both language teaching and content teaching, and in real life, when students learn language and content at the

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same time, the teacher must respond to these problems at the same time in the classroom.

Teachers may have difficulty teaching both language and content but in the real world people learn language and content simultaneously, and teachers need to be able to address both language and content within their classrooms.

Another thing that English language teachers must do is develop their competence in the professional field of their students. In this way, they will gain confidence in the teaching process.

However, teaching English for Specific Purposes is more than just teaching a language

through content. Teaching English for Specific Purposes involves developing linguistic abilities and acquiring specific information. Even homework should be associated with both the specialty and the skills mentioned.

Concluding the article, we can say that in the process of teaching in universities, it is very important for teachers of English for special purposes to establish channels of communication with teachers - subject teachers and curriculum developers. English teachers should not try to teach the subject, as they will not be able to do so, but advise students to discuss problems with their teachers in their specialty.

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