

How to Cite:

Mahamatismoyilovna, S. R. (2022). Innovation teaching technology in ESP groups by activities. *International Journal of Health Sciences*, 6(S5), 3497–3502.
<https://doi.org/10.53730/ijhs.v6nS5.9400>

Innovation teaching technology in ESP groups by activities

Sobirova Robiyaxon Mahamatismoyilovna

Namangan Engineering and Construction Institute, Department of Foreign Languages

Email: srobijasaku75@gmail.com

Abstract---English for Special Purposes (ESP) refers to the teaching and learning of English as second/foreign language, which, unlike other pedagogical approaches, is at the heart of the course content and objectives according to the specific needs of the target students. Thus, often argued that ESP is a general term that covers a range of diverse learning contexts. They are broadly defined as English for Academic Purposes (EAP), English for Professional Purposes and English for Professional Purposes.

Keywords---Early in the evolution of ESP, computer language learning, ESP pedagogy, Internet and the World Wide Web, ESP learners.

Introduction

Since in each area of ESP teaching, it is customary to distinguish between general and particular goals, its main the branches are further subdivided. Accordingly, in EAP one can distinguish English for General Academic Purposes for example, English for academic reading and English for Special Academic Purposes, for example, English for Medical Studies. According to Dudley Evans and Saint John (2009), learning languages for specific purposes centuries. However, its modern origin dates back to the early 1960s and is associated with Episodes of J. M. Swales in extrasensory perception. Early in the evolution of ESP, research focused on English for Science and Technology (EST) in Academic Environments included statistical grammatical calculations within written discourse. By the 1980s, new technologies had found their way application in extrasensory perception research, and research has focused on the analysis of large corpora. Similarly, ESP's pedagogy has been significant impact on the use of technology. Following the example of B. F. Skinner (1958) and his teaching machines, computers were introduced into the teaching of languages. since the 1960s. With the development of CD-ROM, more interactive activities and practice than paper materials were offered to language learners.

At the turn of the 20th century there have been further changes in the form of a foreign language classroom. Since The Internet has had a huge impact on the process of learning a foreign language and teaching, and the development of a number of technological applications offered tools for language learning and to create a communicative space. The purpose of this article is to provide a brief overview of the use of ESP technology. pedagogy. It consists of two main parts. The introduction briefly describes the impact of new technologies of ESP pedagogy and a section with conclusions. First part of the article provides a historical perspective on computer language learning (CALL), its three individual stages and subsequent developments in the field of information technology.

Sections that focus on using technology as a tool to support traditional forms of language learning and to create different contexts for communication. The article ends with suggestions for further research on the use of technology in ESP pedagogy, its impact on several about the roles of the ESP teacher mentioned in the subject literature and as a result implications for specific curricula for teaching practitioners. Technology has long played an important role in teaching extrasensory perception, and its capabilities have proven to be extremely useful in ESP pedagogy, given its strong focus on needs. evaluation, creation/adaptation of materials, current course and/or evaluation of materials, and methodology based on target situations and disciplines.

When the technology entered the ESP classrooms, teachers-practitioners used interactive multimedia packages, Internet resources, as well as various tools designed to create specialized materials in order to promote student engagement in relevant target situations. The link between information technology (IT) and ESP is said to be maintained. strongly influenced by the evolution of computer language learning along with developments in applied linguistics and language pointed out, CALL, which refers to "total integration and technology in language learning", should be based on the relationship of such elements as pedagogy, theory and technology.

Looking at its rapid development in terms of underlying theory and available technology, Warschauer (1996), Warschauer & Healey (1998) distinguish three distinct phases of CALL. In the behavioral phase, conceived in the 1950s and implemented in the 1960s and 1970s, the computer was used as a means of delivering learning materials to students through various systems learning. The PLATO system, for example, offered vocabulary exercises, brief grammar explanations and exercises, and translation tests. According to the then dominant behavioral theories of language learning, programs such as the PLATO system entail repetitive language exercises for the sake of practice. The communicative phase of CALL, which often differs from behavioral CALL, is not the type of software used, but the purpose for which the computer is intended program, was based on a communicative approach to language teaching, prevailed in the 1970s and 1980s. Its core principles emphasized the emphasis on the use of forms. rather than the forms themselves, implicit grammar teaching, creating a natural environment for the use of the target language, etc. (see Underwood, 1984 for more details).

Accordingly, several computer programs were developed during this period and were used to practice skills in a no-exercise format (which was an extension of the computer as a tutor model) to stimulate discussion or writing (computer as a stimulus model used for communicative activities) and/or enable students to use or understand language (computer as a tool model). The re-evaluation of the communicative approach and, as a result, a more comprehensive teaching of various aspects of the language is consistent with the advances in computer technology. Integrative approaches to CALL have been based on and two important technological developments are multimedia technology, which provides access to a wide range of media (text, graphics, sound, animation and video) and the Internet, a means of global communication and a source of countless authentic materials.

The further development of information technology and language teaching has led to the emergence of concepts such as online language learning, which, unlike CALL, is traditionally associated with offline, programmed applications such as tutorials, drills, simulations, etc. involve communication and collaboration between people, and the second wave of online learning, which goes beyond language learning, emphasizes culture (i.e. intercultural competence, cultural learning, cultural literacy) and social discourses (Kern, Ware and Watching mobile technology move at a dizzying pace, one cannot but agree with Arnó-Macia (2012) that the CALL concept itself should be expanded to include the latest mobile devices. The Internet has led to significant changes in language learning. The acronym LIVE, championing the concepts of authenticity, literacy, interaction, vitality, and empowerment, reflects the nature of these changes).

These concepts are of particular importance to ESP students who are looking to join target community discourse. Through limitless online resources, they are provided with a wide range of authentic content, as well as opportunities to actively engage with members of these through email, forums, blogs, and more. Using a variety of Web 2.0 applications can greatly empower students and help them take control of there. In addition, the ubiquitous presence of IT in our lives makes it necessary to consider language training, computer communication skills (CMC) in addition to traditional skills such as writing and speaking. This entails expanding traditional notions of literacy and communicative competence to include online communication, collaborative writing, and working with hypertext and multimedia.

Technology has been used in ESP pedagogy since the advent of autonomous computers in the classroom, through the development of local area networks (LANs), wide area networks (WANs), the Internet and the World Wide Web, to the invention of mobile technology. This not only made it possible to access authentic texts and analyze them using software tools designed for such analysis, but also played an important role in ESP teaching, used as a tool to help in traditional types language learning (Bloch, 2013). As such, it was most often used as a repository for authentic ESP materials. available in the form of newspapers, magazines, scientific journals, news releases, lectures, all of which represent different written and oral texts. With the increase in the number of open access university courses, ESP educators have been able to freely use authentic discipline-specific materials in the classroom and thus bring relevante language experience outside the classroom. Some news organizations such as the British

Broadcasting Company (www.bbc.co.uk) or National Public Radio (www.npr.org) have offered open access to their programs stored as podcasts.

In addition, some universities such as Yale (<http://oyc.yale.edu>) and UC Berkeley (<http://webcast.berkeley.edu>) have provided both audio and visual copies of lectures that can be used for language practice in the classroom or by students studying on their own. Moreover, video hosting sites, the largest and most popular of which is YouTube, provided a wide range of authentic materials on specific disciplines. There are closed captions on many of these videos, which gives students with a lower level of knowledge the opportunity to follow the videos at their own pace and clarify some difficult points by referring to the captions. Thanks to free programs like Audacity, teachers can create their own podcasts and encourage students to do so. They can be stored online for free (for example, at www.youtube.com) and are available to an unlimited audience.

Video storage sites are of great importance to learners of ESP. They not only expand the audience for students' work, but also make them think about how the relationship between them and their audience develops. depends on their use of language. Another technology that allowed ESP teachers to use authentic forms of the language. in their lessons is concordancers¹ and matching sites. The former allows you to search for the occurrence of certain words or structures or combinations of words, and also help you create word frequency lists and keyword-in-context matching (KWIC) strings. The latter provide examples of the use of technical vocabulary and syntactic structures from authentic texts in specific areas of discourse, and can be used in the classroom to allow students to develop language awareness in addition to the structural knowledge of value sets. As an alternative to ready-made corpora that are in the public domain, ESP educators may as well design their own corpora to meet the specific needs of their students as a result of narrowly defined learning objectives, especially when existing corpora do not adequately reflect student-specific text.

Enclosures can also be used for compare expert texts with student-created texts to match the features used in the target texts with the characteristics of the students' production (i.e. their overuse of certain structures, inappropriate use of markers, etc.). In addition to providing information for researchers, writers, and teachers, corpora can easily be included in the classroom, provided they are accompanied by appropriate activities. The diffusion of technology resources that support ESP teaching and learning converges. with resources for online learning. The latter can facilitate real life communication and interaction with real situations. Thanks to the development of technology, online communication, which is part of everyday communication in academic and professional settings, has become not only a means of learning a language, but also a goal achieved by ESP students, who must learn to cope with various digital genres, or cybergames. This communication can be asynchronous ("at another time, in another place"), for example. email, mailing lists, blogs, discussion boards, social networking sites such as Twitter or Facebook where users can interact using any of these modes of discourse. It can also include synchronous modes of discourse ("same time, different place"), such as chats, videoconferencing-learning systems or virtual learning. an environment in which participants interact within the same time frame. Participation in online forums, Facebook, Twitter, and other digital media,

ESP provides students with the opportunity to participate in authentic discursive practices related to their field of study or work. As emphasized in the literature on the topic, student motivation increases if they engage in authentic purposeful communication through meaningful tasks, as well as projects involving simulation of real. With this proliferation of cybergames, ESP educators face unprecedented challenges. The challenges of integrating these “new digital literacies” into classroom activities.

Since synchronous and asynchronous modes of communication have different discourse features. it is important to consider various questions before introducing a particular technology in the classroom. Variables most often include the nature of the cybergame and the type of authorship best supported by the particular technology). The synchronous forms of CMC tend to give short forms. informal communication. Depending on the target audience, the language of the email can be either formal or informal, with its length usually related to the communicative goal of being reached a writer.

Due to the retarded nature of asynchronous modes of communication, ESP learners, required to create any of the digital genres of this type, are given more opportunities to produce syntactically complex language. Accordingly, mailing lists³ and discussion boards can force students to use more formal forms of language and engage them in in-depth discussions. Blogging⁴, in turn, can help them express or develop their ideas along with various rhetorical strategies. Blogs can also be integrated with other forms of discourse to create new forms of polymodal texts. Thus, it goes without saying that synchronous and asynchronous modes of communication can be used for various pedagogical purposes. Both can be used as tools to improve the language. learning by encouraging interaction between participants, building an electronic community of learners, and collaboratively is the creation of texts.

References

1. Mirziyoyev Sh.M. We will build our great future together with our brave and noble people. - T .: “O‘zbekiston”, 2017. - 488 p.
2. Mirziyoyev Sh.M. Address of the President of the Republic of Uzbekistan Shavkat Mirziyoyev to the Oliy Majlis. -T: “Uzbekistan” NMIU, 2018.-88 p.
3. Mirziyoyev Sh.M. Critical analysis, strict discipline and personal responsibility should be a daily rule of every leader. -T .: “O‘zbekiston”, 2017. - 104 p.
4. Mirziyoyev Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan. -T .: “O‘zbekiston”, 2017. - 32 p.
5. Herliah, A., Baso, Y. S., Hidayanty, H., Syarif, S., Aminuddin, A., & Bahar, B. (2022). Effect of web-based she smart education models on adolescent girl’s knowledge, attitudes, and practice about obesity. *International Journal of Health & Medical Sciences*, 5(1), 50-55. <https://doi.org/10.21744/ijhms.v5n1.1832>
6. Bilsborough K TBL and PBL: two learner-centered approaches British Council Teaching English. Project work [https://www.teachingenglish.org.uk/article/tbl-pbl-two-learner-centred approaches](https://www.teachingenglish.org.uk/article/tbl-pbl-two-learner-centred-approaches)

7. Saunders C et al 2011 Virtual space and place: Theory and test MIS Quarterly 35(4) 1079-1098
8. Coldwell J, Craig A, Goold A 2011 Using eTechnologies for active learning Interdisciplinary Journal of Information, Knowledge, and Management 6 95–106
9. Hake R 1998 Interactive-engagement vs. traditional methods: A 6,000-student survey of mechanics test data for introductory physics courses American Journal of Physics 66(1) 64–74
10. Suryasa, I. W., Rodríguez-Gámez, M., & Koldoris, T. (2021). Health and treatment of diabetes mellitus. *International Journal of Health Sciences*, 5(1), i-v. <https://doi.org/10.53730/ijhs.v5n1.2864>
11. Donaldson R P, Kötter M 1999 Language learning in cyberspace: Teleporting the classroom into the target culture CALICO Journal 16 531-557
12. Akhmadalieva S M 2016 Project activities in English lessons <https://moluch.ru/archive/107/25849/>