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## Use of Different Tools in Teaching a Foreign Language in ESP Lessons

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**Abstract:** This article provides information on the specific aspects of teaching a foreign language to students of higher education institutions in ESP classrooms. ESP teachers play an important role in high education.

**Keywords:** ESP, innovative approach, modern education, audience, pedagogical skill, competence, creativity.

### Introduction

The introduction of innovative methods of teaching English is becoming relevant and has great practical significance. A skillful combination of traditional teaching methods with modern technology capabilities helps to make the atmosphere in the classroom creative and increases the motivation of students.

English for Specific Purposes (ESP) classes are designed to teach language skills that are specific to a particular industry or field. The following are some effective approaches that can be used to teach English in ESP classes:

- **Task-Based Approach:** This approach involves designing language learning tasks that are aligned with the objectives of the students' professional field. The tasks may include listening and speaking exercises, reading and writing assignments, and role-playing activities. This approach encourages learners to actively participate in the learning process and enhances their language proficiency in a context that is relevant to their professional needs.
- **Content-Based Approach:** This approach involves using content from the students' professional field as the basis of language learning. The content may include technical reports, research papers, and other industry-specific documents. This approach helps learners to better understand the language used in their field and develops their ability to communicate using appropriate terminology.
- **Communicative Approach:** This approach focuses on developing learners' communication skills by providing meaningful and authentic communication opportunities. The activities may include pair and group work, discussions, debates, and simulations. This approach develops learners' ability to express themselves in a variety of communicative contexts and improves their overall language proficiency.
- **Lexical Approach:** This approach focuses on teaching learners the most frequently used words and phrases in their professional field. This enables learners to quickly develop their ability to

understand and use language in their field of work. This approach makes learning more efficient, as learners focus on the language that they will encounter most frequently in their field.

### **Main part**

Each of these approaches can be effective when teaching English in ESP classes. The best approach will depend on the needs and objectives of the learners, as well as their level of proficiency in English. It is important for teachers to consider the strengths and weaknesses of each approach and choose the one that best fits their students' needs. Thus, the issue of a unified foreign language program for non-linguistic universities, which would take into account the requirements for the level of foreign language proficiency of modern graduates, became vital. It should be based on the following provisions fixed in modern documents on the modernization of higher professional education:

- Foreign language proficiency is an integral part of the professional training of all specialists at the university.
- The foreign language course is multilevel and is developed in the context of continuing education.
- The study of a foreign language is based on an interdisciplinary integrated basis.
- Foreign language teaching is aimed at the comprehensive development of students' communicative, cognitive, informational, socio-cultural, professional and general cultural competencies. But, even with a single program, it is always necessary to take into account the specifics of each educational institution or its departments, the needs of customers and students themselves.

ESP teachers play an important role in vocational education. They are often asked to develop ESP programs and curricula, organize special English courses for students, etc. As in any other type of training, there are a large number of methods and approaches used depending on the objectives of the courses and available resources. Based on the philosophy of ESP, they can be divided into three main groups as follows: problem-based learning (PBL), autonomous education (AL) and learning using information and communication technologies (ICT). It is worth noting that all of them are personality-oriented methodologies.

Today, when new accents have been placed in the interpretation of the goals of language education and certain changes have been made to the process of educational interaction between a teacher and a student, the teacher needs to have a clearer idea of what is required of him in a foreign language lesson. When developing a foreign language program, it is necessary to take into account the knowledge potential and language skills of students, as well as the motivation of students in obtaining knowledge. The seemingly simple procedure for determining the content of training and the organization of training should include theoretical provisions. Therefore, the curriculum should be adjusted to the general methodology of the course.

The main tasks of the ESP teacher are the selection and organization of educational materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting the motivation of students, their effort and diligence. Also, an important element of working in ESP groups is providing students with feedback from the teacher, both for organizing control of the learning process and for organizing consulting assistance to students.

The evaluation criterion is their ability to solve problems and independently find answers to questions that arise in the process of professional, educational, socio-cultural and everyday communication in a foreign language. The main tasks of the ESP teacher are the selection and organization of educational materials, the preparation of effective curricula and plans aimed at obtaining the desired learning outcomes, supporting the motivation of students, their efforts and efforts. Also, an important element of working in ESP groups is providing students with feedback from the teacher, both for organizing control of the learning process and for organizing consulting assistance to students.

Group discussions and project work are also effective forms of learning in working with ESP students. Another modern trend in teaching English for professional purposes is conducting debates. Even at the

stage of preparation for the debate, students have to mobilize all their knowledge and capabilities of speaking a foreign language, use their critical thinking and develop lateral (unconventional) thinking. Thus, during the debates, students have the opportunity to demonstrate both linguistic and professional competence. All these methods are also useful for autonomous (independent) learning in order to prepare students for research activities, encouraging their motivation to demonstrate the results of work and gain experience in working in a team. If a teacher wants to succeed in his work with the group, he needs to find and adapt new technologies in order to involve generation Z in work in traditional areas using multimedia teaching tools and digital technologies, online resources and mobile applications. ESP learning mechanisms are developing faster and faster, and it is absolutely obvious that it is impossible to cover all modern trends in this short article.

### Conclusion

Thus, despite the fact that ESP teaching is focused on practical professionally oriented application, like any other aspect of English language teaching, it is based on knowledge of the nature of the language, on knowledge of the basic methods and forms of teaching and learning. And the combination of traditional teaching methods and new technologies, including the use of a virtual environment to support students' motivation, is now becoming one of the most productive approaches in the field of ESP education. Critical comprehension of the material studied by students contributes to the formation of the skills and abilities necessary for them, forms linguistic, socio-cultural, communicative, as well as professional competencies.

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