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**БУХОРО МУҲАНДИСЛИК-ТЕХНОЛОГИЯ ИНСТИТУТИ
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РИВОЖЛАНТИРИШНИНГ ДОЛЗАРЪ МУАММОЛАРИНИ
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***«ИННОВАЦИОННЫЕ ПУТИ РЕШЕНИЯ АКТУАЛЬНЫХ ПРОБЛЕМ
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8-СЕКЦИЯ

ПОВЫШЕНИЕ КАЧЕСТВА ОБРАЗОВАНИЯ В
ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ,
РЕШЕНИЕ ПРОБЛЕМ ЕГО УЧАСТИЯ В
ШИРОКОМАСШТАБНЫХ РЕФОРМАХ.

SOME PECULIAR FEATURES OF LEARNING-CENTRED APPROACH TO COURSE DESIGN IN TEACHING ENGLISH FOR SPECIFIC PURPOSES.

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Teaching English for specific purposes is considered one of the essential part of teaching the language in students of non-specialist direction. Course design is the process by which the raw data about a learning need is interpreted in order to produce an integrated series of teaching-learning experiences, whose ultimate aim is to lead the learners to a particular state of knowledge. In practical terms this entails the use of the theoretical and empirical information available to produce a syllabus, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish, evaluation procedures by which progress towards the specified goals will be measured.

The learner-centred approach is based on the principle that learning is totally determined by the learner. As teachers, we can influence what we teach, but what learners learn is determined by the learners alone. Learning is seen as a process in which the learners use what knowledge or skills they have in order to make sense of the flow of new information. Learning, therefore, is an internal process, which is crucially dependent upon the knowledge the learners already have and their ability and motivation to use it. It is difficult to fault this view of learning, if we see learning simply in terms of the end product in the learner's mind. But, learning can, and should, be seen in the context in which it takes place. Learning is not just a mental process; it is a process of negotiation between individuals and society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close to that target as is possible (or reject it)[1,63]. The learners will certainly determine their own route to the target and the speed at which they travel the route, but that does not make the target unimportant. The target still has a determining influence on the possible routes. In the learning process, then, there is more than just the learner to consider. For this reason, we would reject the term a learner-centred approach in favour of a learning-centred approach to indicate that the concern is to maximise learning. The learner is one factor to consider in the learning process, but not the only one. Thus the term: learnercentred would for our purpose be misleading.

Learning-centred approach to course design takes account of the learner at every stage of the design process. This has two implications:

a) Course design is a negotiated process. There is no single factor, which has an outright determining influence on the content of the course. The ESP learning situation and the target situation will both influence the nature of the syllabus, materials, methodology and evaluation procedures. Similarly, each of these components will influence and be influenced by the others.

b) Course design is a dynamic process. It does not move in a linear fashion from initial analysis to completed course. Needs and resources vary with time. The course design, therefore, needs to have built-in feedback channels to enable the course to respond to developments.

A needs analysis reveals that the ESP learners need English in order to be able to read texts in their subject specialism. They have no need to write, speak or listen to English. Their sole need is to read English texts. If we followed a language-centred or skills-centred approach to course design, we might conclude that ESP lessons would concern themselves only with the activity of reading texts. There would be no listening work; all discussion would be in the native language and writing tasks would be minimal. However, if we took a learning-centred approach, we would need to ask further questions and consider other factors, before determining the content and methodology of the course.

Can we only learn to read effectively by reading or can the other skills help the learners to become better readers? For example, is it possible that learners might grasp the structure of texts more easily by writing texts themselves? Can a knowledge of the sound or rhythm of a language help in reading? Stevick stresses the importance for memory of creating rich images in a way which closely parallels our own model of learning as a network-building process: "The higher the quality of the image - that is, the richer and better integrated it is - the more easily we will be able to get back one part of it when we encounter another part" [2, 89].

We can apply this argument to the question of skills. If an image gets into the brain through a number of different pathways - by hearing, reading, writing and speaking - that image is likely to be a richer image than if it gets in through only one pathway. The image will thereby be much stronger and much more easily accessible, since it will have more connections into the network. The fact that the learner will eventually use the knowledge gained only for reading is largely irrelevant. What is of most concern is how the learner can learn that knowledge most effectively. If the effectiveness of the process can be enriched by the use of other skills, then that is what should be done.

b) What are the implications for methodology of having a mono-skill focus? Will it lead to a lack of variety in lessons or a limited range of exercise types, which will soon induce boredom in the learners? Could other skills be used to increase variety? These are not trivial questions. One of the basic paradoxes of language teaching is that we need to repeat things in order to learn them, but frequent repetition creates boredom: our minds switch off and learning is minimal. Variety is, therefore, not just a nice thing to have for its own sake: it is a vital element in keeping the learners' minds alert and focused on the task in hand. Processing the same information through a variety of skills is one way of achieving reinforcement while still maintaining concentration. It is much more difficult to get variety if we have to operate to target situation imposed constraints, such as a restriction to one skill.

c) How will the students react to doing tasks involving other skills? Will they appreciate the greater variety and interest of the activities or will they say 'I

don't need to understand spoken English, so why are you asking me to listen to something in English? I need to read.'

d) Do the resources in the classroom allow the use of other skills? Is it quiet enough to do listening or speaking work? Can the teacher handle an integrated skills approach?

e) How will the learners react to discussing things in the mother tongue? Will it help them to feel more secure? Will it enable them to express their views more easily and freely, or will they feel that it isn't really helping them to learn English?

f) How will the learners' attitudes vary through the course? At first, they may prefer a reading only approach, because it is novel and may give them a good sense of achievement. Will this motivation carry on through the whole course, however? Will the learners get bored with the same kinds of activities and start to want a more varied methodology?

g) How do the learners feel about reading as an activity? Is it something they like doing, or is it an activity that they avoid where possible, even in the mother tongue? If the latter is the case, will a reading only approach help to remove some of their aversion to reading or will it reinforce existing antipathies?

The answers to the questions we have been considering might reinforce the idea of doing reading only or they might indicate that an integrated skills approach is required. The answers will vary depending on the learners and the learning context. The example, however, serves to show how factors concerned with learning may affect the design of a course, sometimes in total contradiction to the apparent needs of the target situation.

Traditionally the target situation analysis has had a direct determining influence on the development of syllabus, materials, methodology and tests. In particular, factors concerned with learning must be brought into play at all stages of the design process. We have called this a learning-centred approach - an approach with the avowed aim of maximising the potential of the learning situation. Such an approach is inevitably more complex: it is based, after all, on a recognition of the complexity of the learning process

Used literature

1. Henry Widdowson. Teaching Language as Communication – OUP, :1978.- 63p
2. Chris Kennedy and Rod Bolitho. English for Specific Purposes. Macmillan, 1984-p 89.