PERSONAL AND PROFESSIONAL UPBRINGING OF LEARNERS BY SPECIFIC APPROACH TO THE LEARNING ENGLISH

N.D. Shirinova - PhD in Philology, docent
Tashkent Institute of Irrigation and Agricultural Mechanization Engineers

Abstract

The problem of personal and professional upbringing of learners in ESP-institutions, in particular, in Tashkent Institute of Irrigation and Melioration by specific approach to the learning English is studied in the article. The integrated procedure of specific motivation with an educational process, also complex of learner-centered activities used in the classes, which are dealt with increasing of knowing activities of learners are offered as the salvation of the problem.

Anнотация

В данной статье рассматривается проблема развития персональной и профессиональной подготовки учащихся с помощью профессионального обучения в институтах нефилологического направления, в частности, в Ташкентском институте ирригации и мелиорации. Использование системы образовательного процесса, взаимосвязанного со специализированной мотивацией, а также комплекса мероприятий, централизованных на познавательной деятельности учащихся – предлагаются как решение данной проблемы.

ACTuality. The phenomenon “Language for Specific Purposes (LSP)” (English for Specific Purposes (ESP) or English for Specific Use (ESU); German for Specific Purposes (GSP)…) has been already understood and used in practice of educational process in nowadays. The Language for Specific Purposes (LSP) is a part of the standard language, but relatively while the standard language is a polyfunctional event, the LSP is a monofunctional one. A more specialized language differs from a non-specialized one by greater verbalization accuracy. The most important part of the language for specific purposes is its lexis (specific terminology). It is characterized as a set of terms of a given field of study forming an informative-carrying part of the particular specialized language [1].

Today the role and place of English for Specific Purposes (Specialised (professional) Training of English) are especially underlined in modern teaching and didactics. The given concept have already come not only to the systems of higher and specialized secondary education, but also to the system of after-higher education (staff preparation and refreshing courses) and promote increase of knowing activity of learners. As suggested by its name, English for Specific Purposes covers the common nucleus, the basic structure and categories of Basic English and the variations relevant to the specific domain. Along the years, the guiding principle of English for Specific Purposes has become “Tell me what you need English for and I will tell you the English that you need”. That’s why on the basis of this it is possible to assume that the need of studying and training of English language in Tashkent Institute of Irrigation and Melioration is – the professional training on their specialty and direction, interests and activities; also developing their abilities to demonstrate writing, reading, listening and speaking skills in English [2; 3]. Only specific approach to the learning English in non-philological institutions, in particular, in Tashkent Institute of Irrigation and Melioration can be chosen as the main method of teaching English and placed in parallel with the upbringing of learners’ personal and professional skills.

It is important to persuade that teaching English for Hydromelioration faculty graduates, which plays a major role at Tashkent Institute of Irrigation and Melioration is not only considered as the main part of the whole language training, but also professional preparation and personal upbringing. Thus, graduates from this university have to show their communicative competence in various agricultural fields of study, as well as foreign language use in professional placement abroad. To be good at one’s specialization means to follow the latest news and the newest forms of research constantly, to read professional magazines proficiently, to be able to write scientific papers and present them in public, and to be ready to lead international teams in various agricultural projects. This paper deals with the ESP in the class sample, which is aimed to train graduates for their further professional career and scientific development definitely, to serve for their professional preparation as the part of the whole educational system.

Methodology. In connection with actions in the Republic of Uzbekistan last 2010-2017 years on organization of qualitative teaching of English language and retraining and refreshing of EFL teachers there have been conducted original researches on performance of the given problem. Different teaching programs and curricula (“The Practical Course of English”; “EFL Course” etc.), also various course-books and manuals (including specific materials and glossaries, conception and syllabuses) for the students of irrigation and melioration were carried out for realizing the Decree of the President of the Republic of Uzbekistan PD-1875 as of 10 December 2012, “On Measures on Further Improvement of Teaching of Foreign Languages” and other reforms in the field of foreign language learning. Since the adoption of the system-generating decree all the work in this area has been intensified and major reforms in modernization of teaching
foreign languages at all levels of continuous education have started [4] and this event obliged ELT, EFL and ESL teachers to create the full program of the given course and to modify its maintenance with the professional work and activity and practical skills of the students, to study and apply new methods of teaching English, and also to think up the best techniques of teaching English for the short time according to the targets set by the Government of the Republic, new state Educational Standards, based on international experience – CEFR (Common European Framework of References). For the convenient performance of the given purpose, first of all we should interest learners in entertaining exercises and other activities connected with various parameters of training of English language [5], as working with the specialized texts, text translation, and also detailed work with monolingual (English-English) and bilingual (English-Uzbek; English-Russian) dictionaries. All these actions are dealt with the decision and solving of the given problem in educational system of irrigation and melioration.

**Stages of organizing the specialized teaching in the class.** Modern teaching of English includes in itself three main stages of organizing the session (lesson): pre- (or before); while (or during); post (after). Theorists and practitioners redistribute teaching activities according to these stages, there is clear that tasks and activities will be chosen relatively and will turn into each other due to the organizing methods. Let’s have a look at some types of Pre-, While and Post-activities used in the present English classes, especially, in ours, and try to come to the real content of our training on specialized education (teaching) by innovative methods [6].

**B-Before (Pre-Reading)**

KEY WORDS: Students write an informational essay using new concept vocabulary; typically this is a way for students to describe what they already know about the terms before they actually read the text. It is a tool for activating prior knowledge and determining necessary instruction. A Key Words activity can be used again after a unit to demonstrate increased understanding.

PICTURES: Students look at pictures/text box/sidebars and predict what text is about.

**D-During (Reading & Rereading)**

TEXT RENDERING: An alternative to traditional highlighting of words or concepts that stand out; an interaction between reader and text.

REREADING: Students look back at the text to find support of an answer/opinion/position.

CHUNKING: Teacher breaks up reading passages into “chunks” (1 paragraph - 3 paragraphs)

DO NOW: Students write their thoughts on a topic or question that relates specifically to text that will be read by students.

PREWRITE QUESTIONS: Students answer the questions they composed prior to reading, and create additional questions that arise as they read the text.

LIT CIRCLES: An independent reading activity that prompts student-generated discussions on a chosen text. Students are active, rather than passive, users of text.

**A-After (Post Reading)**

EXPERT JIGSAW: An expert jigsaw breaks up a large text into smaller chunks. It allows the students to take leadership by teaching their peers what they’ve learned, but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text.

REFLECTION: Students write about the new content or perspectives learned, and describe how the new learning relates to previous understanding and future actions.

THINK-PAIR-SHARE: Students write down thoughts on a given subject, discuss with partner, and share with class. Forces interaction and uncovers various perspectives and comprehension.

Now it’s time to demonstrate an example of English class (session) on IRRIGATION [7] for the first year students of magistracy in TIIIM, which was presented in the fall semester of 2017.

**Step 1. Answer the following questions and try to predict what is going to be discussed in the session.**

- What do you see in the pictures?
- What forms (states) of water are described in them?
- What is the difference between the forms?

**Step 2. Read the Reading Passage.**

Water is the source of life and civilization. Without it nothing can survive in the world. Humanity can develop only on the base of water and everything in the nature is balanced because of the water. That’s why it is considered as the most essential and needful element of all.

Water (H2O) is the most abundant compound on Earth’s surface, covering about 70 percent of the planet. Naturally, water exists in liquid, solid, and gaseous states. Usually we meet in dynamic equilibrium between the liquid and gas states at standard temperature and pressure. At room temperature, it is a tasteless and odorless liquid, nearly colorless with a hint of blue.

Perhaps, you have already observed that many substances dissolve in water and that’s why it is commonly referred to as the universal solvent. Because of this, water in nature (or natural water as we call it) and in use is rarely pure. Analogically, some of its properties may vary slightly from those of the pure substance (However, there are also many compounds that are essentially, if not completely, insoluble in water).

Do you know water is the only unique substance found naturally in all three common states of matter? Yes, it is the three-stated element and it is essential for all life on Earth. Another interesting fact is that water usually makes up 55% to 78% of the human body. It says about necessity of it in the life and great demand of it for human being is growing day by day.

**Step 3. Fill in the gap of the following statements and explain the meaning of the missing words.**

In nature, … exists in liquid solid, and gaseous states. It is in … between the … and gas states at standard temperature and pressure. At….., it….. and odorless liquid, nearly colorless with a …. .

Many substances dissolve in water and it is commonly referred to as the universal…..
**Step 4.** Do the following statements agree with the information in Reading Passage?

**YES (Y)** if the statement agrees with the information
**NO (N)** if the statement contradicts the information
**NOT GIVEN (NG)** if there is no information on this passage.

The first decomposition of water into hydrogen and oxygen, by electrolysis, was done in XX century.

Water (H₂O) is the most plentiful compound on Earth’s surface, covering about 70 percent of the planet.

In nature, water exists in liquid, solid, and energy states. Water can be used affectively by human beings.

**Step 5.** Look at the picture and answer the following questions. Try to predict what is going to be discussed in the session.

- What is described in the picture?
- How do you think and imagine the first invention of a man how to grow plants?
- Does water used by men eventually return to the environment?

**Step 6.** Team-work.

Re-grouped into three groups do the following tasks:

a) pay attention to the proverb: Knowledge is like a garden: if it is not cultivated, it cannot be harvested (African proverb).

b) be attentive to the metaphors used in the saying. What do they describe? Discuss it with your partners and other teammates.

c) choose proverbs in English and Uzbek/Russian languages similar to the meaning of this proverb.

**Step 7.** Read the Reading Passage attentively.

Think of what your supper table might be like if water was not used to irrigate crops. Do you think you could survive very long without heaping servings of eggplant, beets, brussels sprouts, and rutabagas? Irrigation water is essential for keeping fruits, vegetables, and grains growing to feed the world’s population, and this has been a constant for thousands of years.

Throughout the world, irrigation (water for agriculture, or growing crops) is probably the most important use of water (except for drinking and washing a smelly dog, perhaps). Almost 60 percent of all the world’s freshwater withdrawals go towards irrigation uses. Large-scale farming could not provide food for the world’s large populations without the irrigation of crop fields by water gotten from rivers, lakes, reservoirs, and wells. Without irrigation, crops could never be grown.

Irrigation has been around for as long as humans have been cultivating plants. Man’s first invention after he learned how to grow plants from seeds was probably a bucket. Ancient people must have had strong backs from having to haul buckets full of water to pour on their first plants. Pouring water on fields is still a common irrigation method today—but other, more efficient and mechanized methods are also used. One of the more popular mechanized methods is the center-pivot irrigation system, which uses moving spray guns or dripping faucet heads on wheeled tubes that pivot around a central source of water. The fields irrigated by these systems are easily seen from the air as green circles. There are many more irrigation techniques farmers use today, since there is always a need to find more efficient ways to use water for irrigation.

**Step 8.** Choose the title for the passage. Explain the reason of your choice.

**Step 9.** Put headings to the paragraphs.

<table>
<thead>
<tr>
<th>Headings</th>
<th>Paragraphs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water returning to the environment</td>
<td>Ancient people and irrigation</td>
</tr>
<tr>
<td>No very long surveying without irrigation</td>
<td>Artificial application of water</td>
</tr>
<tr>
<td>Irrigation throughout the world</td>
<td></td>
</tr>
</tbody>
</table>

For completing all the activities and doings in the class the Help Desks, including essential meanings and details in English (monolingual) is attached; to learn, to compare and use specific terminology in practice are given as the hometasks.

**HELP DESK**

**WHAT DO THESE WORDS MEAN?**

- **compound** – a thing that is composed of two or more separate elements; a mixture
- **liquid** – a substance that flows freely but is of constant volume, having a consistency like that of water or oil
- **tasteless** – 1) lacking flavor 2) considered to be lacking in aesthetic judgment or to constitute inappropriate behavior
- **solvent** – noun the liquid in which a solute is dissolved to form a solution
- **a liquid, typically one other than water, used for dissolving other substances**
- **something that acts to weaken or dispel a particular attitude or situation**
- **states of matter** – a physical condition as regards internal or molecular form or structure
- **heavy water** – noun [mass noun] water in which the hydrogen in the molecules is partly or wholly replaced by the isotope deuterium, used especially as a moderator in nuclear reactors
- **irrigation** – the use of water pumped from boreholes or diverted from rivers to assist agriculture. This makes it possible to use otherwise uncultivable land, and to produce larger and more reliable crops on land already in use
- **large-scale farming** – involving large numbers or a large area of farm culture
river – noun a large natural stream of water flowing in a channel to the sea, a lake, or another river
lake – noun a large area of water surrounded by land
reservoir – a large natural or artificial lake used as a source of water supply
well – a shaft sunk into the ground to obtain water, oil, or gas
seed – the unit of reproduction of a flowering plant, capable of developing into another such plant
irrigation techniques – watering technologies
water sources – water resources

As it was mentioned above, English class for specific purposes is organized by P-Reading, D-Reading and A-Reading stages and has rich selection of motivating, informative and authentic information to improve both reading and speaking skills with variety activities (steps) which are presented and done in the class in order to practice learners` receptive skills. The Help Desk, including essential definitions of specific words is attached as well. These moments supply encouragement of students for continuous learning and personal/professional development. Purposeful topic and other materials are designed so that they intensify students` horizons and range of interests; provide independent, creative and autonomous approach to the professional growth.

Conclusion. Generalizing all the above-stated ideas, we should underline that the major role of English language education of the future graduates from the Tashkent Institute of Irrigation and Melioration is to prepare professionals with a good command of this language who will be competent in the world market and science arenas. During their study, future graduates from TIIM permanently motivated to study foreign languages to be ready to show competence in their future professional work. They are aware of the fact that being good in one`s profession means following the news consistently, studying the newest forms of research, reading professional literature, writing specialized articles, presenting them in front of scientists, as well as leading research teams.

It is important to mention that all the measures and actions of organizing English class (Reading, Writing, Speaking and Listening or Integrated Skills Classes) are dealt with the specialized training of students in order to develop their comprehension, thinking, dialoguing in English strategies; and, of course, to reach the best levels of practicing owned knowledge and skills in their further specialized and research activities as perfect and gifted modern specialists, having independent communication skills in English for the personal (individual) and professional (special) development.

References: