

THE SPECIFICS OF TEACHING ENGLISH IN THE SYSTEM OF HIGHER EDUCATION

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The article analyzes the methodological foundations of university English language instruction, emphasizing the role of English for Academic Purposes (EAP) and English for Specific Purposes (ESP) in developing students' communicative and professional competencies. The study also discusses contemporary approaches to English language teaching, including Communicative Language Teaching (CLT), problem-based learning, and project-based learning, outlining their contribution to enhancing learners' language proficiency, critical thinking, creativity, and independent learning skills.

Key words

English, higher education, ESP, EAP, communicative approach, problem-based learning, project-based learning.

Nowadays English has become the dominant language of international communication, business, technology and education system. Therefore, special attention is paid on teaching English to the young generation, as the future of our globalized world depends on their erudition and professional achievements. Teaching English at university is quite important because it provides students with linguistic, academic and professional skills which are necessary to succeed in the contemporary world.

Teaching English in the system of higher education is different because it concentrates not only on developing general language proficiency but also on academic and professional communication. According to G.Ekeyeva, higher education institutions bear a crucial responsibility in providing students with a level of English proficiency that enables them to participate effectively in global discourse. The methodological features of English language instruction at the tertiary level reflect both traditional pedagogical theories and innovative practices, which together shape the dynamics of modern language education [2].

Teaching English in the system of higher education is often associated with such approaches as EAP and ESP. EAP is implemented in higher education and researches to teach undergraduate, graduate, and scholars the correct use of English. According to S.A.Alimova, E.G.Durdyeva and Y.Ch.Atalyeva, it is one of the most common forms of English for Specific Purposes (ESP). English for Academic Purposes (EAP) is more than just a manner of speaking and writing. It is a skill. It helps develop our critical thinking faculties, and guides us on how to judge, criticise, evaluate, and corroborate information. EAP teaches us how to acknowledge the ideas and works of others. EAP classes can include areas such as academic reading skills, listening and taking notes, writing summaries, justifying opinions, interpreting graphical information and writing essays. Learners may need specific preparation for an external test they will take to prove their ability to study in English, such as IELTS [1].

As stated by V.S.Nelyubin and M.S.Pestova, English for Specific Purposes is an approach to teaching English that focuses on learning motivations, from content to methods. The "English for Specific Purposes" program, or more precisely, "English for Professional Purposes" (hereinafter referred to as ESP), is developed primarily for students in various fields. For example, students

studying economics study business English, engineers study technical English, and future PhD candidates study scientific English for academic purposes [8].

According to A.A.Zhautikbayeva and G.S.Maharova, the primary goals of teaching a foreign language to undergraduate students of any specialty are to develop students' communicative competence, which enables them to use a foreign language practically both in their professional activities and for self-education. Communicative competence is understood as the ability to relate linguistic means to specific areas, situations, conditions, and communication objectives. Associated objectives of teaching a foreign language at the present stage are the development of skills for independent work within the framework of a given specialty and the development of the creative potential of students [5].

One of the most popular approaches to teaching English at university is **communicative approach**. According to J.C.Richards, communicative Language Teaching (CLT) is a widely recognized approach in foreign language education that prioritizes meaningful communication and interaction over rote memorization and grammar drills. Unlike traditional methods that emphasize grammatical accuracy, CLT encourages students to develop fluency, pragmatic competence, and real-world language skills through task-based activities and authentic interactions [3]. As analyzed by Sh.Salmanova, one of the primary advantages of Communicative Language Teaching (CLT) is its ability to improve students' fluency and real-world communication skills. Unlike traditional language teaching methods that focus heavily on grammar rules and memorization, CLT emphasizes interaction and practical language use. This approach encourages students to engage in conversations, express their ideas, and respond to real-life situations, which helps them develop confidence in their speaking abilities. A key feature of CLT is its focus on meaningful communication rather than mechanical language exercises. Instead of practicing isolated sentences, students participate in discussions, role-plays, and problem-solving activities that require them to use the language in context [4].

University language classes are often conducted on the basis of **problem-based learning method**. According to A.V.Konisheva, the problem-based learning method develops students' creative activity, promotes their independence, and engages them in research activities. It opens up opportunities for creative collaboration between teacher and student, and facilitates a deeper and more lasting assimilation of the material and methods of activity [7]. Problem-based learning is implemented in the following main forms: a) problem-based presentation of material by the teacher; b) students' partial search activities with the teacher's participation during practical, seminar, and laboratory classes. The key concept of problem-based learning is the "problem situation", which is created by the teacher for educational purposes [5].

The **project-based method** involves students completing various projects related to their professional activities, integrating language learning with their future profession [6]. A project-based approach to teaching a professionally oriented foreign language aims to enhance students' cognitive activity, which requires mastery of specific linguistic tools. This method involves not only researching and solving a chosen problem but also the practical application of the results. During project work, students analyze various ideas and possible solutions, evaluate their results, and present their project, which promotes independent knowledge acquisition and the creation of new concepts based on the material covered, developing both theoretical and practical skills [9].

In conclusion, teaching English in the system of higher education plays a vital role in preparing students for academic, professional, and intercultural communication in a globalized world. Unlike general language instruction, university English education focuses on developing communicative competence, critical thinking, and profession-oriented language skills through approaches such as English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Modern teaching methodologies, including Communicative Language Teaching (CLT), problem-based learning, and project-based learning, contribute to increasing students' motivation, independence, creativity, and ability to apply English in authentic academic and professional contexts.

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THESIS INFORMATION IN OTHER LANGUAGES

ENGLISH

В статье анализируются методологические основы преподавания английского языка в университетах, с акцентом на роль английского языка для академических целей (EAP) и английского языка для специальных целей (ESP) в развитии коммуникативных и профессиональных компетенций студентов. В исследовании также рассматриваются современные подходы к преподаванию английского языка, включая коммуникативное обучение языку (CLT), проблемно-ориентированное обучение и проектное обучение, и подчеркивается их вклад в повышение уровня владения языком, критического мышления, креативности и навыков самостоятельного обучения учащихся.

Ключевые слова:

английский язык, высшее образование, ESP, EAP, коммуникативный подход, проблемно-ориентированное обучение, проектное обучение.