



THEORETICAL FOUNDATIONS OF TEACHING ENGLISH IN SPECIALIZED EDUCATION

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Annotation. This article analyzes the theoretical foundations of teaching English in field-specific education, modern didactic requirements, the formation of field-related terminology, and its role in the development of science. It also highlights the importance and distinctive features of speaking skills within language competencies. The research findings serve to identify effective methods of teaching English that contribute to the development of communicative competence among students in specialized fields.

Keywords: field-specific education, English language, ESP, field-related terminology, communicative competence, speaking skills.

Globalization processes and the rapid development of science and technology are making foreign languages, particularly English, an integral part of professional activity. Today, specialists are required not only to possess general English language knowledge, but also to master professional terminology and communication skills related to their field. Therefore, teaching English in specialized education has become an urgent scientific and pedagogical issue.

This article scientifically analyzes the theoretical foundations, modern requirements, and methodological approaches to teaching English in specialized fields.

In the modern education system, English language teaching is shifting from general language instruction to a professionally oriented approach known as ESP (English for Specific Purposes). This approach is organized in accordance with students' future professional needs, specialization, and practical activities.

The main goal of this approach is not only to provide students with general grammar and vocabulary knowledge, but also to prepare them to use English effectively in specific professional situations. In this regard, the ESP approach is aimed at teaching language as a means of communication and practical activity. For example, for students in technical fields, technical documents, instructions, and project presentations serve as the main learning materials, whereas for students studying economics or law, contracts, reports, and negotiation texts are of great importance.

The ESP approach is implemented on the basis of analyzing students' professional needs (needs analysis). In this process, it is determined in which communicative situations students will use English, which terminological units they need, and which speech skills are of primary importance. As a result, curricula, teaching materials, and assessment criteria are developed in accordance with students' fields of specialization.





The main directions of modern requirements include the following:

- prioritizing communicative and competency-based approaches;
- integrated learning with specialized subjects (CLIL);
- using authentic texts and materials;
- developing students' independent learning skills;
- applying digital technologies and interactive methods.

In specialized education, an English language teacher should not only be a linguist, but also be familiar with the terminology of a particular field and be able to implement interdisciplinary integration.

Specialized terminology is considered a direct product of scientific and technological development. Every new discovery, technological innovation, or scientific theory leads to the emergence of new terms. Today, English serves as the main source of terminological richness as the global language of scientific communication.

The formation of specialized terminology is associated with the following factors:

- scientific and technological progress;
- international scientific cooperation;
- processes of standardization and unification;
- translation and adaptation processes.

Teaching field-specific terminology to students not only enriches their vocabulary, but also develops their professional thinking, as well as their ability to understand and analyze scientific texts. Therefore, working with terminology is considered an important component of ESP courses.

Language competence includes listening, reading, writing, and speaking skills. Among them, speaking is recognized as the most complex and, at the same time, the most essential competence. Especially in specialized education, the student's ability to engage in professional communication is of great importance.

The distinctive features of speaking skills include the following:

- requiring spontaneity and quick thinking;
- simultaneous use of lexical and grammatical knowledge;
- adaptability to professional situations;
- connection with speech culture and communication ethics.

To develop speaking skills in specialized fields, role plays, simulation of professional situations, presentations, discussions, and project-based learning methods are considered effective.

In conclusion, teaching English in specialized education should be based on modern pedagogical and methodological approaches. Mastering field-specific terminology and developing speaking skills contribute to improving students' professional competence. Teaching English in integration with professional activities is one of the important factors in preparing competitive specialists.





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