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THE APPLICATION OF CLIL IN ESP-BASED INSTRUCTION (IN AN EXAMPLE OF TASHKENT INSTITUTE OF ARCHITECTURE AND CIVIL ENGINEERING)

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Abstract. This article is devoted to the ESP-based instruction in a specific university and the usage of CLIL (Content and Language Integrated Learning). In fact, this method is of great importance in ESP instruction since it aims to deliver the specific content in teaching foreign languages to ESP students. Therefore, the author puts more emphasis on the use of this very technique in Tashkent institute of architecture and civil engineering. Prior to the main discussion part, various views of the scholars on ESP are provided in order to explain the importance of the topic along with the examples. The author, then, introduces the context and its foreign language instruction based on CLIL.

Key words: ESP, CLIL, methods, Architecture, content, language, concept, professional orientation, non-linguistic, technologies, assessment

For a start, English for professional purposes is a part of language learning in the professional training of trained specialists in various fields. There are numerous monographs in this field, numerous studies are being performed, and unique educational methods have been developed, but the majority of the developers are international authors. However, the level of English proficiency among students of technical universities leaves much to be desired. The article provides a brief overview of the literature of foreign authors in this direction and an attempt to distinguish between the concepts of "English for general purposes" and "English for professional purposes". Currently, English is a mixed language, it is assigned the role of a world language, therefore, English language proficiency is the path to knowledge, education, technology and scientific progress, business and international trade. Since there are several fields of activity, education, science, etc., he came to represent a type of language that could suit each area, so there was English for professional purposes (ESP), which refers to teaching or learning a language for specific area (for example, law, medicine, or for business in general).

Today, knowledge of a foreign language, and in particular English, is considered not only the basis for better communication, but also an important source of technological progress, since it allows you to quickly exchange information and explore common global problems. The development of language skills is aimed at actively expanding students' knowledge of the English language. In higher educational institutions, in the classroom, language courses, texts are always used for specific professional areas

(architecture, business, civil engineering, electronics, ecology, management, etc.). Such texts of a professional orientation, as a rule, should be focused on the communication needs of students of a particular university. However, teaching / learning English for professional purposes involves much more than teaching English through specific materials and content. Professional English teaching combines the development of linguistic skills and the acquisition of specific information. It is still unclear what is meant by the phrase "English for professional purposes". Some scholars in the field simply describe it as teaching English for any purpose that may be asked. Other scholars, however, were more accurate, describing this phenomenon as teaching English for academic education, or teaching English for professional purposes, or the direct use of the language at work.

"English for specific purposes is a term that refers to teaching and learning English for a specific career (for example, law, medicine or business in general, etc." English Language Learning McKay and Mountford (1978) define English for Professional Purposes as teaching language for "perfectly practical purposes." (p.2). Thus, it is the student's needs that determine the purpose and content of the course program. scientific needs The authors also define this term as a special language that is used in specific conditions by certain participants in the situation, whereas Richards and Platt define the term "English for Specific Purposes" as any kind of English language associated with specific professional or educational goals of students who possess a specific vocabulary and understand certain language constructs characteristic of their field of profession (p. 198-199).

Besides, Robinson defines English for Professional Purposes as "one in which the participants have specific goals and objectives that are either educational, professional, or scientific". Robinson and Coleman consider that English for Professional Purposes as a type of English language teaching and define it as: "purposeful language learning", which means that the student has a specific goal to be achieved (1989, p.395). However, Anthony (2006), referring to the recent controversy about the value of English for professional purposes, defines it as a method that has been widely used over the past three decades (p.19).

It is also stated by Dudley-Evans and St. John as a modified definition of the term, which is seen as an extension of the definition proposed by Strevens in terms of absolute and variable characteristics. According to them, in terms of absolute characteristics, English for Professional Purposes (I) serves to meet specific student goals, (II) employs the underlying methodology and activities of the discipline it serves, and (III) focuses on language (grammar, vocabulary, writing), skills, discourse and genres appropriate to this activity (1998, p.301).

Perrin notes that the terms "special language" and "specialized language" are mixed, although they refer to completely different concepts. Mackay and Mountford explain that the only practical way to properly understand the term "special language" is the minimum of words and expressions in the language, which can satisfy any need for a well-defined context, task or work (1998, p.227). On the other hand, "specialized

language" means what students need a foreign language to study for. Consequently, the emphasis on the word "special" in English for professional purposes is placed on the goals for which students learn the language, and not on specific jargon or vocabulary they are trying to learn. Thus, all cases of language learning can be viewed as components of the English language for professional purposes.

In fact, in foreign language classes at university, "soft" CLIL can be used to a greater extent. In order to improve students' knowledge of a foreign language, topics and materials from other disciplines are used.

One of the main features of content-language integrated learning is the use of authentic materials, which become a source of new information, allowing students to get acquainted with the experience of foreign professionals in a particular field and today, these materials are easily available for both teachers and students in the form of educational texts from authentic textbooks, articles from scientific and scientific journalistic publications, videos and audio recordings from the Internet. This diversity helps to interest students, increase their motivation and realize the practical benefits of a foreign language.

We believe that we use not only the methodology of teaching English for professional purposes (English for specific purposes), but also CLIL-technologies, since often junior students do not have extensive professional knowledge and familiarity with some topics happen in our classes in a foreign language. On the other hand, students get the opportunity to discuss the topics already covered in a foreign language, as well as expand their knowledge using additional information sources, for example on YouTube: How to Architect, Architecture Drawings, etc. In non-linguistic universities there are such disciplines as "Foreign language in professional activity" and "Foreign language (special course)", within which it is advisable to refer to CLIL.

When it comes to the University of Architecture in Tashkent, firstly ESP-based instruction is held since this university is non-linguistic as well and materials are also designed with the integration of both general English and English for Specific Purposes. Teachers deliver the classes using various approaches in order to meet learners' needs. Here is an example of one of the classes of architecture class.

Initially, students were introduced with the concept of building information modeling, its advantages over existing ones. Then, a discussion was organized on the use of modern technologies in construction and architecture in English, then the teacher introduced the students to the new vocabulary. Following this, explanation and discussion were accompanied by watching a video on the use of the latest technologies, listening to audio recordings for a better perception of the material being studied. Then students worked with the text and complete subsequent assignments.

" Students must read the statements about the topic and determine whether they are true or false.

" Students make connections between English and Uzbek phrases.

" Students work in groups to explain the technology scheme of the topic.

Control and assessment of the learned material can be organized in the form of preparing an oral presentation on the topic or writing an essay. It should also be noted that the grammatical constructions of the English language are repeated by students independently using the exercises from the appendix to the manual. The teacher, in turn, controls the correct use of grammatical structures in the students' speech, and also, if problems arise, corrects grammatical and phonetic errors and draws the students' attention to those structures that need to be repeated and for which additional exercises should be done.

In conclusion, the use of CLIL technology makes it possible to focus on professionally oriented topics, as a result of which the motivation and interest of students increases. They realize that a foreign language is a means for obtaining new information and allows them to get acquainted in the original with the experience of foreign specialists, which can be really used in future professional activities. Working on various topics, students master the subject terminology and the necessary language constructions. Thus, in the classroom, there is an immersion in a natural professional language environment.

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