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THE CONDITIONS AND IMPORTANCE OF CREATING A MODERNIZED MULTI-LEVEL SYSTEM FOR TEACHING ENGLISH IN THE SPECIALIZED FIELDS OF TRANSPORT ENGINEERING

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ABOUT ARTICLE

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Abstract: English for Specific Purposes (ESP) is a frequently defined approach to English language instruction that is centered upon the requirements and goals of the learner. The ESP technique is a well-liked option for teaching English in Uzbekistan's secondary and postsecondary educational institutions, particularly for students studying vehicle engineering. This method's application relates to the government's educational policy, which places a strong emphasis on improving students' proficiency in using the language, particularly for academic and professional purposes. It also places a strong emphasis on reading skills, which enable students to comprehend real-world material related to their majors with ease.

This article highlights for the reader a theoretical examination of the fundamental ideas behind English language proficiency (ESP), including its definition and function as a learning approach. It also discusses related topics such as needs analysis, which is ESP's primary feature, syllabus, learning objectives, materials, methodology, and evaluation of ESP-based English language instruction.

INTRODUCTION

English for Specific Purposes (henceforth, ESP) has attracted the attention of many researchers and practitioners since its emergence in the 1960s. After much debate and controversy, ESP is now widely

known as English focusing on learners' special needs and reasons for learning. In the rapidly evolving world of transportation and engineering, the demand for professionals with specialized knowledge of both engineering concepts and global communication skills has never been higher. As the transport industry becomes increasingly international, English has emerged as the universal language of communication, making proficiency in English a crucial skill for engineers working in this field. However, simply learning basic English is no longer sufficient. There is a pressing need for a modernized, multi-level system specifically tailored to the unique needs of students and professionals in transport engineering. In this article, we will explore the conditions necessary to create such a system and discuss its importance for both academic and professional development. In Hutchinson and Waters' words "ESP, is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning" [1, p.19]. Dudley-Evans and St John provide a more comprehensive definition of ESP, based on the research of the three pioneers in the field, Hutchinson and Waters (1987), Strevens (1988) and Robinson (1991) and claim that ESP has indeed both absolute and variable characteristics, but unlike Strevens, who identified four absolute and two variable characteristics, they speak about three absolute and four variable characteristics but unlike Strevens, who identified four absolute and two variable characteristics, they speak about three absolute and four variable characteristics. Therefore, according to Dudley-Evans and St John, ESP's absolute characteristics emphasize that ESP (1) is designed to meet specific needs of the learner; (2) makes use of the underlying methodology and activities of the disciplines it serves; (3) is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities, while its variable characteristics enlarge ESP's scope and postulate that ESP (1) may be related to or designed for specific disciplines; (2) may use, in specific teaching situations, a different methodology from that of general English; (3) is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; (4) is generally designed for intermediate or advanced students. They also claim that ESP could be used for learners at secondary school level, not only tertiary, and due to the fact that most ESP courses assume basic knowledge of the language system, it can be used with beginners as well [2, p. 4-5]. The general overview of ESP given above, invokes that ESP develops students' awareness of their future concerns, be them academic, if they choose a scientific career, or occupational, if they choose to find a job as soon as possible. Hence, ESP encompasses both English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) as its two main branches. According to Kay Westerfield, "EAP" classes offer discipline specific support for upper-division undergraduate students and for graduate students' and therefore, has one definite aim 'to introduce learners to the specific communication needs of their future academic and professional discourse communities' [3] and

this view is supported by many modern ESP researchers. University lecturers and teachers, design courses that aim at achieving this goal, they formulate accurate learning objectives specific to the disciplines they teach, they spend a lot of time looking for discipline-specific materials/texts that would be authentic, and then elaborate tasks for comprehension and analysis. They combine different components of both Academic English, specialized terminology, and academic writing to get a well-designed course. The authentic material then is tailored to the undergraduates' needs to enable them to accomplish certain professional tasks. All this is done to help their disciples to benefit fully from ESP courses and to enable them to participate in national and international conferences, seminars, workshops and exchange programs. University students indeed need these skills if they want to become competitive in their future jobs. English for Occupational Purposes, on the contrary, is more oriented towards students' immediate needs. It is based mostly on specialized terminology, professional jargons, set expressions and strategies dealing with not understanding and not being understood. It provides the exact content needed to cope with problems in the workplace. It is more suited for vocational schools or onsite training organized by the companies to improve their employees' language skills. The outlined characteristics and requirements of ESP are themselves indicators of the benefits one can gain from ESP training. Chris Wright is of the opinion that ESP's benefits are threefold. He states that, "In the intensive, accelerated and subject specific learning contexts of ESP courses, trainees can increase their learning speed, efficiency and effectiveness". Firstly, they can increase their learning speed because they learn what they need, when they need it, in authentic, content-based contexts". This approach is a wonderful opportunity to learn in an accelerated, intensive context. Secondly, due to the teachers' efforts to design the ESP course, and the needs analysis, students use the tailored learning resources to acquire the pre-identified linguistic items and skills. And this makes the course efficient. And thirdly, on completion of an ESP course, trainees are ready to use language appropriately and correctly in job related tasks [4].

At the same time, it would not be an exaggeration to say that ESP training, to a greater or lesser degree, ensures the stakeholders personal, social and economic benefits.

The transport engineering field is diverse and involves complex systems such as road design, vehicle technology, logistics, aviation, maritime engineering, and more. Many of the developments in these sectors, as well as the most innovative research and technological advancements, come from English-speaking countries or international collaborations. As a result, the ability to communicate effectively in English, especially in technical terms, is essential for engineers who wish to remain competitive and engaged in global discussions. In addition, much of the research, documentation, and professional

correspondence in the transport sector is conducted in English. Engineers need to be able to read academic journals, interpret technical manuals, write reports, present findings, and engage in conferences all in English. Without specialized knowledge of English in the context of transport engineering, professionals may struggle to fully engage with the global community, limiting their growth and the impact of their work. The traditional approach to teaching English in engineering education—focused on general language skills—has proven insufficient in meeting the specific needs of future transport engineers. To address this, the creation of a modernized, multi-level system is crucial. This system should be designed to not only teach students basic English but also prepare them for specialized communication within their field. Let us break down the key components required to develop such a system.

Contextualizing learning materials is one of the key requirements for developing a successful English curriculum for students studying transport engineering. To give pupils the exact language, idioms, and technical jargon required in transport engineering, general English courses are insufficient. Texts and assignments that are directly relevant to engineering procedures, international transportation policies, and transportation technologies must be included in a modernized curriculum. Case studies, scholarly articles, technical manuals, and simulation exercises that mimic real-world situations can all be used to do this. By doing this, students will be able to interact with pertinent material and advance their English at the same time.

To make sure that students advance at a rate that fits their unique requirements and skills, a multi-level system is essential. A tiered strategy that addresses beginning, moderate, and advanced levels of English proficiency will assist close the gaps between students' general English competence and the more specialized language required for success in the workplace in the context of transport engineering. Students would concentrate on developing a solid foundation in both general English and fundamental technical terminology at the introductory level. Their language abilities would develop toward technical writing, reading comprehension, and speaking in professional contexts as they advanced and were exposed to increasingly sophisticated engineering jargon. At the advanced level, students should be able to produce in-depth reports, give presentations, and effectively communicate in international engineering meetings in addition to understanding complicated technical documentation.

A multi-level system's efficacy can be greatly increased by utilizing digital tools and platforms. Students can access actual materials from around the world through online resources, interactive software, and virtual classrooms, which enhances their speaking, listening, and reading abilities in authentic situations. Simulation-based learning environments and speech recognition software are two examples

of technologies that can help students improve their real-time communication skills with colleagues, customers, and other stakeholders in the transportation sector.

Effective communication in a variety of professional contexts is just as important to transport engineering as technical expertise. Engineers must participate in international forums, work with multidisciplinary teams, negotiate with contractors, and propose ideas to stakeholders. Therefore, soft skills including interpersonal communication, negotiating strategies, presentation abilities, and cultural awareness should be emphasized in any updated English curriculum for transport engineers. Therefore, a multi-level system should contain modules intended to improve students' capacity to communicate ideas effectively and persuasively in a professional setting in addition to courses on writing and speaking technical English. The Importance of a Modernized System for Transport Engineering consists of different categories:

1. Global Competitiveness

Professionals in the transportation industry need to be able to interact internationally in this day and age. Being able to work in English offers up a world of opportunities, whether it's reading the most recent research, attending conferences, or working on foreign projects. Technically proficient engineers will have greater access to a variety of employment opportunities, improving their employability and future employment opportunities.

2. Collaboration and Innovation

International cooperation is essential to the subject of transport engineering. Engineers from a variety of backgrounds must collaborate on many of the most ambitious infrastructure projects in the world, including the creation of high-speed rail networks, autonomous car technology, and sustainable transportation systems. Students can acquire the language skills required for productive cooperation with multinational teams through a modernized, multi-level English system, which eventually promotes creativity and problem-solving.

3. Academic and Research Excellence

The majority of scholarly papers and research discoveries in the field of transport engineering are published in English. In addition to helping students comprehend these texts, a modernized English curriculum encourages them to conduct their own study and add to the corpus of knowledge. The

advancement of knowledge and creativity in the subject depends on the ability to create scholarly publications and interact with the international academic community.

4. Enhancing Professionalism

Effective communication is frequently a deciding element in job progression in the workplace. In their line of work, engineers who can produce intricate technical reports, communicate with stakeholders throughout the world, and clearly convey their thoughts will be highly valued. Students studying transport engineering are guaranteed to have the abilities needed to function professionally in a world that is becoming more interconnected thanks to a well-designed multi-level English curriculum.

CONCLUSION

In summary, the development of a contemporary multi-level English teaching system for the specialized sectors of transport engineering is not merely a luxury but rather a necessity for education. Proficiency in English will be essential for academic achievement and professional competitiveness in the increasingly worldwide area of transport engineering. Through technological integration, contextualization of learning resources, and instruction in both technical and soft communication skills, such a system can give students the tools they need to thrive in a fast-paced, connected society. In the end, this will result in more cooperation, creativity, and advancement in the transport engineering domain.

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