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ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР МАВЗУСИДАГИ КОНФЕРЕНЦИЯ МАТЕРИАЛЛАРИ

2020

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- » Фалсафа ва ҳаёт соҳасидаги қарашлар
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- » Геология-минерология соҳасидаги инновациялар



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**"ЎЗБЕКИСТОНДА ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАР"
МАВЗУСИДАГИ РЕСПУБЛИКА 17-КЎП ТАРМОҚЛИ
ИЛМИЙ МАСОФАВИЙ ОНЛАЙН КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ
6 - ҚИСМ**

**МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ
17-МЕЖДИСЦИПЛИНАРНОЙ ДИСТАНЦИОННОЙ
ОНЛАЙН КОНФЕРЕНЦИИ НА ТЕМУ "НАУЧНО-
ПРАКТИЧЕСКИЕ ИССЛЕДОВАНИЯ В УЗБЕКИСТАНЕ"
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"Ўзбекистонда илмий-амалий тадқиқотлар" [Тошкент; 2020]

"Ўзбекистонда илмий-амалий тадқиқотлар" мавзусидаги республика 17-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 июнь 2020 йил. - Тошкент: Tadqiqot, 2020. - 8 б.

Ушбу Республика-илмий онлайн конференция 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналишлари бўйича Ҳаракатлар стратегиясида кўзда тутилган вазифа - илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

Ушбу Республика илмий конференцияси таълим соҳасида меҳнат қилиб келаётган профессор - ўқитувчи ва талаба-ўқувчилар томонидан тайёрланган илмий тезислар киритилган бўлиб, унда таълим тизимида илғор замонавий ютуқлар, натижалар, муаммолар, ечимини кутаётган вазифалар ва илм-фан тараққиётининг истиқболдаги режалари таҳлил қилинган конференцияси.

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ЖУРНАЛИСТИКА

ESSENTIAL APPROACHES AND METHODS IN TEACHING JOURNALISM ENGLISH

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Abstract: English for specific purposes or ESP aims to teach English to particular groups of learners whose main profession is not language learning or foreign philology. All ESP teachers need to find essential approaches and methods while planning the classes for completing the aim, attracting students' attention and showing the actuality of ESP for their future profession.

This article would like to investigate theoretical and practical experiences of foreign ESP teachers on modern and innovative approaches and methods of teaching Journalism ESP. The discussion is focused on the selection of teaching process and choosing appropriate methods for improving each language skills.

Key words: Journalism ESP, approaches, methods, teaching process

Journalism ESP courses can be among the most exciting ones for teachers to conduct, and they are always enjoyable, though very challenging, for students. This ESP area has rich pragmatic, creative, and intellectual possibilities. Introducing news, journalism studies and media contexts into students' lives and experience inserts them into current events, engages them in cultural diversity, and provides rich speaking, writing and analytical opportunities.¹

While planning each lesson ESP teachers come across with some steps such as setting objectives, analyzing target learners' necessity, designing materials and selecting teaching process. The selection of teaching process is one of the most important steps which contains using different approaches and practicing methods for making the lesson understandable and interesting, increasing students' language skills and reaching the purpose of the class.

There are many teaching approaches in English language teaching. However, teacher of ESP needs to consider which one is the best to be used for ESP classes.² Nitu stated the communicative approach to language teaching is the most appropriate teaching theory for an ESP class.³ In communicative approach, language learning is implemented through using the language communicatively rather than practicing the language skills. As we know, ESP learners have specific needs in learning a foreign language. Thus, the teacher needs to use this approach to reach the learners' goals as it aims at helping the student to be communicatively competent.⁴

Communicative approach can be the best fit both teachers' intentions and their students' expectations. It gives a good chance to the students to learn the ESP though using it as a

¹ David Pendery. Course and Material Design for Active ESP Journalism English Teaching. ARTESOL English for Specific Purposes Interest Section ESP E-journal. Volume 5, Issue 1. December, 2015

² Erlin Estiana Yuanti, DESIGNING AN ESP SPEAKING FOR JOURNALISM CLASS – A CASE STUDY. The 61 TEFLIN International Conference, UNS Solo 2014

³ Nitu, C. R. (2002). Designing an ESP course - a case study. Miscellanea-Dialogos. Retrieved from http://www.romanice.ase.ro/dialogos/06/27c_Nitu_Design.pdf. 154-157.

⁴ Larsen-Freeman, D. (1986). "The Communicative Approach" in Techniques and Principles in Language Teaching. Oxford University Press.



means of communication during each classes. Introducing the authentic language and designed materials are accepted by students as often as possible. Because the objective of learners is specific English which is an urgent part of journalism education.

While using this approach Erlin Estiana stated that the teacher acts as an advisor; this means that teacher should be able to create tasks that involve real communication so that they are motivated in learning. All the skills of English must also be covered in the class. There are several areas of skill covered in communicative approaches, such as writing, listening, reading, and speaking skills. The writing skill is focused on the news script writing, while the listening are done in the stage where the students are gathering news. Reading skills are also required when the students are gathering news. The speaking or oral skills are also highly required which comprise of vocabulary mastery for journalism, pronunciation, stress and intonation.¹

Language and communication are the main working tools of journalism. If communicative approach is chosen by the teacher it means he or she can understand deeply the aim of Journalism ESP and can conduct the lessons effectively.

David Pendary, Journalism ESP teacher at three colleges in Taipei investigates several methods of teaching English for journalists. He denies questionnaire-based or other typical research methods and bases his findings on interaction and response with students, which have been very positive in his experience. His highly interactive approach is applicable in any classroom setting in any subject. In all of this will be seen his focus on student development and success (probably my principal aim), in writing and to some extent design skills, and the academic study of journalism and communication studies. Resulting from these approaches and aims, the solutions are straightforward: best classroom design, management principles and methods, best student collaboration and progress.

Sorting the essential approach requires wide theoretical and practical knowledge from the ESP teacher. Truly chosen approach and methods can open as a magic key both students mind and lesson's problems. If the teachers design authentic materials, tasks, even the language is authentic and live discussion but the method does not correspond with all these it can be cause the failure both lesson and the teacher.

Content and Language Integrated Learning (CLIL) approach is learned by Marina Tzoannopoulou, teacher of Aristotle University of Thessaloniki, School of Journalism and Mass Communications. She mentioned that ESP mostly addresses language issues, that is, it involves teaching the English language necessary for communication in specific situations. Both ESP and CLIL can be seen, however, as

occupying places on a continuum with ESP standing towards one end as a more language driven approach and CLIL on the other as more content-driven. Effective CLIL is achieved through successful understanding of the content, activation of cognitive processing, interaction in a communicative setting, developing language knowledge and skills and increasing intercultural awareness.²

We analyzed several investigations on selecting approaches and methods in teaching Journalism English by various researchers. According to these analyses, it is obvious that ESP teachers who conduct the classes for future journalists should be aware of journalism and media, should be creative to choose the methods for each lesson and should take into consideration from little to big. In summary a good and effective approach and method should imply all the objectives of the lesson and should coincide with learners' interests, language level and improving language competences, even cultural background in the same time.

¹ Erlin Estiana Yuanti, DESIGNING AN ESP SPEAKING FOR JOURNALISM CLASS – A CASE STUDY. The 61 TEFLIN International Conference, UNS Solo 2014

² Marina Tzoannopoulou. Rethinking ESP: Integrating content and language in the university Classroom. *Procedia - Social and Behavioral Sciences* 173 (2015) 149 – 153



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