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METHODS OF TEACHING ENGLISH FOR SPECIFIC PURPOSES

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Abstract
This article analyzes modern competencies in teaching English to chemistry students. An integrative approach plays an important role in developing chemistry students' English reading competence. It also discusses the model for improving the integrative methodology of language teaching.

Keywords: Teaching, methodology, competency, integrative approach, task, creative thinking.

Introduction

Integrative methods are important for developing English reading competence in chemistry students. Studies have identified three types of English for Specific Purposes (ESP) teaching: a) limited English teaching; b) English for academic and professional purposes; d) English teaching within the context of specific conversational topics. For example, when English is taught as a means of communication to flight attendants or waiters, the language material is taught in a limited way.

There is evidence to suggest that the trend towards needs analysis in English language teaching first emerged in the United States. The entry into the Second World War had a significant impact on language education policy in the United States. The government's need for translators who could communicate fluently in German, French, Italian, Chinese, Japanese and Malay, and who could translate into text messages encoded in complex symbols transmitted by various means of communication, increased. To meet this need, a government commission was set up to give universities in the country a specific mandate to organize language courses and provide them with effective programmes. The Army Specialized Training Program (ASTP) was developed in 1942. By 1943, 55 American universities were involved in the programme.

The aim of the army programmes was to develop students' conversational skills in different languages. Although this was not the ultimate practical goal of foreign language education in the United States, new approaches were needed. As part of his linguistic research, Yale University professor Leonard Bloomfield developed preparatory courses to teach the languages of America's indigenous Indian tribes. There were no textbooks for learning and teaching these languages. The technique used by Bloomfield and his colleagues was called the "informant method". This means that they used native speakers as informants and they were the main source of language material. That is, the informants introduced the students

to the lexical units and grammatical devices that needed to be studied. The statements made by the informants were imitated by the listeners and the linguist acted as a guide and companion in the language learning process. The linguist did not know the language well enough, but he would extract from the speech samples provided by the informant those that were useful for different speech situations and organise their practice.

Informant: Repeat after me, Post Office.
Class: Post office.
Informer: To the post office.
Class: To the post office.
Informer: To the post office.
Class: Go to the post office.
Informer: Going to the post office.
Class: Going to the post office.

Thus, under the guidance of linguists, students interacted with informants and learned to speak the language and its basic grammatical structures. Students on these courses studied 10 hours a day, 6 days a week. In two semesters of 6 weeks each, 15 hours of revision with a native speaker and 30 hours of independent study were organized. This system of language learning was adapted for the army, and training in small, highly motivated groups began to be highly effective.

Specialized training programmes for the army became popular for two years and were hotly debated in the academic press. Over the next 10 years there was a growing debate about the “army method” and its compatibility with traditional language teaching curricula. A distinctive feature of the Army Method was the intensity of communication through the language being studied. The innovation of this programme was the speed of teaching and learning. This convinced many leading linguists of the importance of intensity in an oral approach to foreign language learning. The Army Method later became known as the Audiolingual Method.

The audiolingual method is firmly grounded in linguistic and psychological theory. While the structural linguists of the 1940s and 1950s were conducting research in the field of 'scientific descriptive analysis' of different languages, practical methodologists began to apply such analysis directly to training. At the same time, representatives of behavioural psychology were advocating the benefits of repetition and imitation exercises in creating speech situations and implementing habitual learning models. The audiolingual method: a) the teacher, like an orchestra conductor, should control, manage and observe the student's habit of expressing thoughts in the language being studied; b) the main aim of language teaching is to achieve the student's mastery of sentence structures in the foreign language being studied; the lexicon is taught later; d) the learning of a foreign language takes place simultaneously with the mastery of the mother tongue. Just as there is no need to memorise grammatical rules when learning a mother tongue, there is no need to memorise grammatical rules when learning a foreign language. e) the main difficulty is to give up the habits of expressing thoughts in the mother tongue; a comparative analysis of

the mother tongue and the foreign language to be learnt will help the teacher to determine which language material will be difficult to learn; f) the oral form of language is more important than the written form, and the natural consistency and continuity of language development in the mother tongue (listening, speaking, reading, writing) should also apply to the study of a foreign language; these principles have gained considerable importance in the development of the methodology of teaching English for Special Purposes.

The second type of ESP identified by Carter (1983) is Academic English. In "ELT - The English Language Teaching Tree" (Hutchinson & Waters, 1987), ESP is divided into three branches: a) English for Science and Technology (EST), b) English for Business and Economics (EBE), and c) English for Social Sciences (ESS). Each of these subject areas is divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP).

Hutchinson and Waters (1987) argue that there is no clear distinction between EAP and EOP: "People can work and study at the same time; it is also possible that in many cases the language learnt is for immediate use in the learning environment and will be used later when the student starts work or returns to the workplace". Perhaps this explains Carter's rationale for including EAP and EOP in the same type of ESP.

It is clear that Carter is implying that the ultimate goal of EAP and EOP is the same: employment. However, although the end goal is the same, the means by which it is achieved are of course very different.

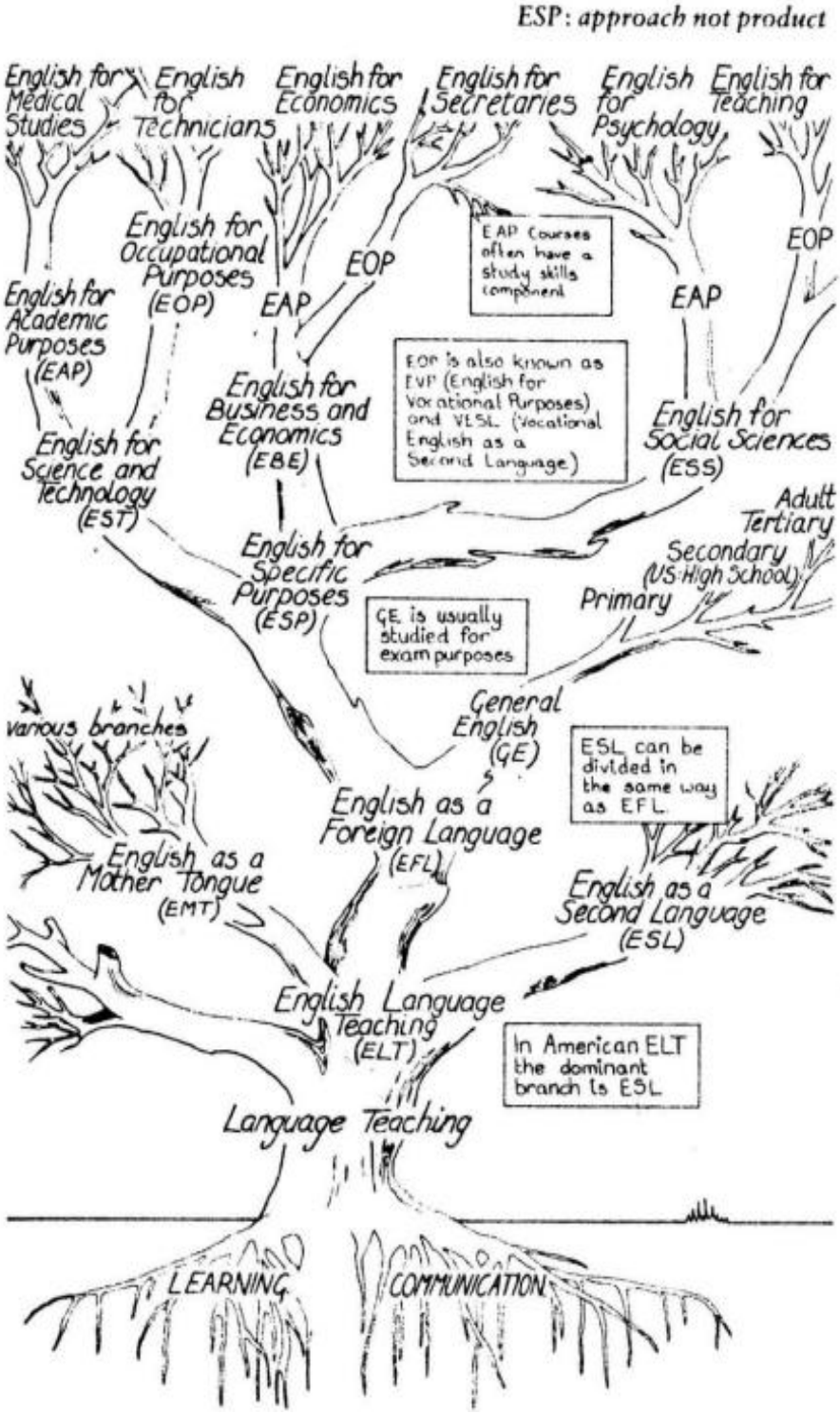
The third and final type of ESP identified by Carter (1983) is subject specific English. Carter argues that here the focus shifts from the goal to the subject. This type of ESP is uniquely linked to anticipated future English language needs.

An integrative approach is an approach that aims to combine theory and practice in the educational process, giving students the opportunity to apply their knowledge in practice. The integrative approach is of great importance in developing the reading skills of chemistry students in English.

Basic principles: 1. Interdisciplinary integration: Students extend their knowledge by studying the connections between chemistry and other disciplines (e.g. biology). This approach helps students to form holistic ideas about different topics. 2. Harmony between theory and practice: Combining theory and practice in the educational process encourages students to apply their knowledge in practice, enhances their ability to think independently and helps them to understand the material studied more deeply. 3. Innovative educational technologies: The use of modern educational technologies and methods helps to make teaching interactive, encourages students to participate actively and develops their creative thinking.

The use of visual materials in the learning process makes it easier for students to explain complex chemical processes. These methods give students the opportunity to put their knowledge into practice. Giving them the task of solving problem situations develops their analytical thinking skills. This process stimulates students' independent thinking and helps them to develop innovative solutions. An integrative approach plays an important role in

developing the reading skills of chemistry students. By combining theory and practice, ensuring interdisciplinary integration and using innovative pedagogical technologies, it is possible to expand students' knowledge and increase their ability to apply it in practice.



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