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# Motivation Problems in Teaching ESP Students and their Solutions

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**Abstract:** In modern non-linguistic universities, the study of English occupies a significant place and is an important component in the professional training of specialists for various industries. The introduction of innovative methods of teaching English is becoming relevant and of great practical importance. The skillful combination of traditional teaching methods with modern technology helps to create a creative atmosphere in the classroom and increases the motivation of students. The article provides a brief overview and analysis of modern information and communication technologies (ICT) in the field of teaching English for special purposes.

**Keywords:** English for Specific Purposes (ESP), English for Academic Purposes (EAP), English for Professional Purposes (EOP), information and communication technologies, higher professional education, non-linguistic universities.

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The need internationally push the boundaries in science, technology, education and business has led to a global demand for learning English for Specific Purposes (ESP). Recently, the field of ESP (English for Specific Purposes) has been rapidly developing and has become an important part of the teaching and research of the English language. Therefore, the need to understand the requirements of other professions and the readiness to adapt to these requirements forces a particular group of students to prepare differently than those who study "general" English, because they need English for special purposes, and not use it in everyday life. Thus, the ESP approach enables students of non-linguistic universities to learn English in a natural way, working with the language in a professional context. However, what is the actual situation in these universities at this stage? Is this approach applied at universities directly in foreign language classes? What conditions are created for students of non-linguistic universities in the study of ESP, since they need not only English for general purposes? Thus, the purpose of this article is to use some of the basic concepts of the English for Special Purposes (ESP) approach in the process of teaching students of non-linguistic universities and types of ESP so that they can be well-trained specialists in demand in the labor market.

What is English for Special Purposes? English for Special Purposes (ESP) originated as a term in the 1960s as it became known that a general English course often did not meet the needs of students or employers. As English continues to dominate business, media, technology, medicine, education and research, the demand for ESP is growing rapidly. Students learn English in order to achieve promotion or advancement in the workplace.

Instead of learning Basic English, wouldn't it be better for students to learn English in accordance with their professional fields so that they can easily find a job in the future, as well as be more professionally in demand?

Do our universities use ESP courses? Is it worth trying to introduce such courses for students of economic universities? Should students be interested in this approach to learning a foreign language?

Answering such questions is not so easy, because in the first place there should be special courses with a specific curriculum offered by our universities; another important point is the training of teachers.

More and more universities around the world are offering ESP courses to meet the global needs of graduates in their future careers. The demand for ESP has led some departments and ministries of higher education in many countries to accept the fact that ESP should replace the study of Basic English, since ESP more effectively increases the motivation of students to study it in order to achieve their professional qualifications [2].

If we focus on the origins of ESP, it turns out that its development is closely related to students' interest in different but specific disciplines, such as English for Hospitality or English for Tourism Management, English for Business, English for Economics, etc. Students study English for Special Purposes in order to acquire and develop relevant knowledge and skills through a foreign language [3]. Their proficiency in this language must be such that they can reach a satisfactory level in their studies of the subject in their specialty. In other words, students who have studied English for Special Purposes during their university years could easily adapt to their work environment and easily apply the acquired knowledge and skills in their professional fields.

The fact that "students know exactly why they are learning a language" is a big advantage of the language acquisition process. A group of students studying in an ESP course is about to achieve the same goal in a professional field of study, so motivating students in the form of the same goal makes it easier for the teacher to meet the needs and expectations of students. T. Hutchinson and A. Waters emphasize that ESP is an approach, not a product that is more about learning a language than using it. They draw attention to a course focused on teaching Basic English, in which all decisions regarding content and method based on the reasons for learning students [5]. In fact, the question that always comes to mind is: what is the difference between ESP and the basic/general English approach? According to Hutchinson, the answer to this question is quite simple: "Theoretically - none, in practice - very large ..." [2]. In 2017, of course, the latter statement was quite true. At the time, General English teachers, recognizing that students had a specific goal of learning English, rarely did needs analysis to find out what was needed to actually achieve it. However, educators are now much more aware of the importance of needs analysis, and published textbooks have improved significantly, allowing them to select materials that are most relevant to the student's goals. Perhaps this indicates the impact of the ESP approach on teaching English in general.

However, the line between where General English ends and ESP begins has become very blurry. Although many "general English" teachers use the ESP approach, basing their curricula on an analysis of student needs and their own specialized knowledge of using English for real communication. Many so-called ESP teachers take an approach that is the furthest away from the one described above. Thus, it can be said that extrasensory perception stems from the need to use language as a tool to promote success in professional life [4].

How many types of English for specific purposes do we have and what does each of them study in particular? What are the expectations of ESP students who attend such courses? In terms of expectations, students have at least three kinds of expectations:

1. Cultural and educational.

2. Personal-individual.

3. Academic or professional.

The first two have a close relationship with the student himself and his view of himself as a language learner, his expectation of success, his optimism or pessimism about the ESP course in terms of what he expects to learn. The latter (academic or professional) belongs to the ESP branch. These sets of expectations (scientific or occupational) are most often expressed up front when the needs analysis is carried out. With regard to ESP, these two types of expectations are the two main types of ESP according to the motivation, position and status of students who become the reasons for learning English: "English for Professional Purposes" - (EOP) and "English for Academic Purposes" - (EAP). K. Harding adds more types of ESP depending on the needs of scientists and technologists. This type is called English for Science and Technology (EST).

First two types:

1. *English for professional purposes (EOP).*

EOP taught in a situation where students need to use English as part of their job or profession. Such courses will differ depending on whether they have studied English before. During or after this, final year students receive training in their job or profession. The content of an English program for someone who has actually studied, for example, an economic course with the acquisition of practical skills and theoretical knowledge, will differ from the program for someone who is already a qualified economist.

2. *English for Scientific Purposes (EAP).*

EAP usually taught in educational institutions for students who need English as part of their studies. The language taught can be based on specific disciplines at higher levels of education when the student specializes or intends to specialize in a particular topic [4]. In cases such as studying abroad at university level, learning skills (listening to lectures, taking notes, writing reports, reading study guides) is likely to be an important part of a student's English course. Often in such a situation, there is a need for scientific and technical departments, the former of which are still engaged in spoken English, while the latter require fast and efficient reading. However, in these situations, it is necessary to take into account the role of the English language, mainly in terms of ensuring the availability of knowledge contained in textbooks, periodicals and magazines, reports and summaries [1]. Next, they will have to participate in the acquisition of new knowledge, such as papers, university dissertations, longer reports, articles in scientific journals, and others.

Another important issue is the organization of this kind of approach in the implementation of the ESP course. Accordingly, the question arises how to implement it?

Organizing an ESP course is a very important step in order to reach a satisfactory goal in the course. Many factors play an important role in organizing an ESP course. Without them, the learning process will not be effective. The term "special" in ESP refers to the specific purpose for which the English language was learned, and the teacher must be familiar with the "language description". He should be able to answer questions such as: "What topics need to be covered?", "What should the student learn?", "What aspects of the language will be needed and how will they be described?"

Naturally, learning strategies vary and correspond to the students' faculties, their age or level. Teaching in an advanced group will be different from teaching beginners. It is the teachers who determine which of the groups will focus on aspects of ESP so that students meet the requirements and expected needs at graduation [3]. However, here another aspect arises, also

affecting the ESP course. This refers to the learner's environment, where questions such as "who", "why", "where" and "when" are discussed in order to connect with the nature of a particular goal and study the situation. T. Hutchinson and A. Waters describe them as a "needs analysis" [5].

In order to organize an ESP course effectively and therefore achieve a satisfactory goal, all three factors must be taken into account:

#### *A. Material selection.*

The choice of ESP materials determines the flow of the course and emphasizes its content. Good material should help the teacher in organizing the course or more - it can function as an introduction to new learning methods and support teachers and students in the learning process [2]. Materials are also a kind of reflection of the teacher. It should really reflect what you think and feel as you learn. Good material should be based on a variety of interesting texts and activities that provide a wide range of skills. Teachers determine what aspects of psychic training will be focused on but one material can serve to develop more than one skill, for example, reading, listening, vocabulary, etc. Materials should also serve as a link between already studied (existing knowledge) and new information.

#### *B. Types of actions with text.*

Text as learning material can be used to learn and practice a wide range of skills. In an ESP course, it can be a source for new vocabulary, communicative practice, or reading skill. To make working with text as effective as possible, it is necessary to use the skills of all students. It is preferable to combine work with printed text, and then with listening to audio or video materials, which will be a productive activity. With regard to psychic activity, it is necessary to keep in mind the context, which should correspond to the subject of study.

#### *C. Creating a learning environment - motivation.*

The last criterion is very important and must be applied during such courses. Creating a positive learning atmosphere in the classroom is a major step towards achieving the goals of the settlement. This makes learning, the cognitive process more enjoyable for both parties: for the teacher and the student. Creating a positive learning environment is closely related to motivation. Motivation is also an important and necessary part of the work of students, which affects their future success or failure. It is a kind of internal drive that encourages us to do our best to achieve a satisfactory goal in any activity. J. Harmer describes motivation as "some kind of internal motivation that makes someone follow a course of action" [4]. The role of motivation in every activity is inevitable. Students should be motivated as much as possible to enjoy the activity and reach their real goal.

In our article, we have identified a hot topic: "English for Special Purposes" (ESP). The theoretical background regarding ESP was presented and some salient features closely related to the learning process of ESP were mentioned. We paid special attention to the organization of the ESP course and the choice of material as an important step in fulfilling its requirements and achieving satisfactory goals in the ESP learning process. We also pointed out some differences between "ESP" and "General English" and emphasized the importance and possible ways of professional development of students' personalities. We looked at a learning-centric approach based on student needs, expectations, and the way students learn language using the ESP methodology. Considered the needs of the students to be met and found that this depends on the learning strategies and the attitude of the teachers towards the ESP course; therefore motivation has been emphasized as a necessary part of the learning process.

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