DEVELOPING COMMUNICATIVE AND PROFESSIONAL COMPETENCE IN ENGLISH OF PHARMACEUTICAL STUDENTS IN UZBEKISTAN

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ABSTRACT

This research relates to improving communicative competence of pharmacists in workplaces and advancing teaching materials for institutes of pharmaceutical directions in Uzbekistan. Research had started in 2015 with base line study identifying learning needs of pharmaceutical students in Uzbekistan. Further, from 2016 designing and piloting materials in English lessons of pharmaceutical directions Tashkent pharmaceutical Institute, Nukus medical Institute and Andijan Medical Institute in Uzbekistan. The steps of the research are: 1) needs analysis, 2) preparing syllabus, 3) material design and development, 3) piloting materials, 4) results and their evaluation, 5) conclusion. The subject of this research is the first year students of pharmaceutical direction of 3 institutes in Uzbekistan. Questionnaire, survey, interview and observation sheet were used for base line study. The results of the research recommend teaching first English for occupational and academic purposes for pharmacists as pharmaceutical students need both directions of ESP. The materials were created by different approaches and methods for EOP and EAP. Communicative Approach, CLIL and task based instructions were used in material development.

Keywords: English for general occupational purposes, English for specific occupational purposes, English for general academic purposes, English for specific academic purposes.

INTRODUCTION

English is the language of social, cultural and professional communication in worldwide. Professions such as businessmen, engineers, doctors, managers are all need communicate with English and non-English speaking representatives. New perspectives and developments in Uzbekistan require all specialists to be competent in English and IT. Pharmaceutical students of Uzbekistan have great opportunities to take part in international conferences, webinars and discussions, to read foreign pharmaceutical articles in English to enhance their knowledge, but lack of communicative competence in English prevents for achieving successful communication. Thus follows to lack of competitive specialists in the field of pharmacy in Uzbekistan. ESP teachers focus on improving general English as students are mostly with A2 level, textbooks are not suitable for teaching English for pharmaceutical purposes.

Nowadays ESP is prominent area in ELT and there are still some issues in teaching ESP as a number of scholars have asserted views and classified teaching ESP.

Firstly, ESP was categorized to absolute and variable characteristcs by Strevens (1988). Strevens indicates four absolute and two variable characteristics.

Absolute Characteristics:

- language teaching is designed to meet specified needs of the learner; related in content to particular disciplines, occupation and activities;
- centred on the language appropriate to those activities in syntax, text, discourse, semantics, etc., and analysis of the discourse;
- designed in contrast with General English)
- ESP may be restricted to the language skills to be learned, e.g. reading;
- not taught according to any pre-ordained methodology.

Robinson's (1991) definition of ESP is based on two criteria:

1) ESP is normally 'goal-directed',

2) ESP courses develop from a needs analysis which aim to specify what exactly it is that students have to do through the medium of English.

Dudley-Evans and St John (1998) changed modified Strevens' characteristics of ESP as foolows:

1. Absolute characteristics: a) ESP is designed to meet specific needs of the learner; b) ESP makes use of the underlying methodology and activities of the disciplines it serves; and c) ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

2. Variable characteristics: a) ESP may be related or designed for specific disciplines; b) ESP may use, in specific teaching situations, a different methodology from that of general English; c) ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation; it could be used for learners at secondary school level; d) ESP is generally designed for intermediate or advanced learners; and e) Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

Divisions of ESP were classified first in 1983 by Savington, he propoesd ESP in the following groups:

- Teaching English as a Second Language (ESL);
- English as the language of science and technology (EST);
- English for Academic Purposes (EAP);
- Learning English as a Second Language for Communication Only (VESL) for the purpose of working.

T. Hutchinson and A. Waters (1994) describe ELT as the root of a large tree ESP is one large branch and they define ESP as an approach of teaching English according to learners` specific needs. They classified ESP into two main branches: English for academic study (EAP English for academic purposes) and English for work (English for occupational purposes/English for occupational purposes/vocational English as a second language).

O.Z. Barnawi (2011) describes the areas of ESP as following:

- English for academic purposes, English for science (to acquire science and technology);
- English for professional purposes (for doctors, lawyers and other specialties);
- English for occupational purposes (tourism, nursing) in the workplace.

- Shahid Abrar-ul-Hassan describes teaching English for academic and professional purposes as follows: EAP: Science and technology; music and art sciences; medical science; humanities; education. EOP: air transportation; business and industry; art and culture; office management; hospital service; technical service.[1]

Basturkmen divides branches of ESP into sub branches.

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[1] Shahid Abrar-ul-Hassan State-of-the-art review: Revisiting the ins and outs of ESP practice / journal of the IATEFL ESP SIG April 2012 issue 39 4-11 pages

Branch	Sub branches	Example
English for academic purposes (EAP)	English for general academic purposes (EGAP)	English for academic writing
	English for Specific academic purposes (ESAP)	English for law studies
English for professional purposes (EPP)	English for general professional purposes (EGPP)	English for health care sector
	English for specific professional purposes (ESPP)	English for nursing
English for occupational purposes (ESOP)	English for general occupational purposes (EGOP)	English for hospitality industry
	English for specific occupational purposes (ESOP)	English for hotel receptionists[2]

English for Academic Purposes (EAP-English for Academic Purposes) - this branch of ESP includes acquiring academic knowledge such as reading academic literature, articles, analyzing articles, writing scientific articles, preparing presentations for conferences and seminars.

English for general academic purposes can be taught in different domains and focused on grammar and language skills used in academic context. Learning outcomes of EGAP courses are able to write essays, read and write scientific articles and so on. Dudley-Evans, St John indicate reasons and importance of teaching EGAP, there are following:

- aim of ESP teachers is teaching language rather than content;
- it is difficult to teach ESAP to learners with low level of English;
- in order to improve general English and some academic vocabulary for professionals;
- reading skills as scanning, skimming and intensive reading strategies can be improved by general academic context.[3]

Each branch is characterized by English language instructional groups for general and specific purposes. There are argues among linguists teaching EGOP or ESOP and EGAP or ESAP but teaching which branch depends on needs of learners. So need analysis is main feature of ESP and helps to design ESP course as getting answers to questions such as Who are learners? What to teach? And How to teach?   D Nelson states features of needs analysis in teaching English for specific purposes:

- conditions of teaching courses;
- learners` aims and purposes;
- level of language acquiring;
- weak and strong points of learners (it also includes knowledge in specialty);
- language skills that learners need;
- professional needs of learners.[4]

Results of need analysis, we can identify objectives, outcomes, topics and notions of teaching and learning languages.

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[2] Basturkmen H. Developing courses in english for specific purposes, university of Auckland, New Zealand, 2010, 154-p

[3] Hyland K. English for academic purposes. 2006.302-p

[4] Nelson D., Devardhi J.,Tadesse A. The issues involved in ESP course design / Language in India, Strength for today and bright hope for tomorrow, Volume 12:9 september 2012 ISSN 1930-2940 126-139 pages

Fugure-1 Features of needs analysis

Furthermore, it also includes following criterion:
- age of the learner (student or worker);
- aim of learning foreign language (for study abroad or for professional purposes);
- skills and abilities of learning languages (auditory, visual or kinesthetic learner).

A. Remzi indicates that respondents of needs analysis can be emploees, employers, students, collegues, post graduate students, researchers of the field with the help of quistionire, surveys, interview, test and so on.[5] However, language needs may be different of learners, specialists in the field of pharmacy need English for workplace or post graduate students` language needs are for learning academic purposes.

P Robinson states three situation analysis of needs, such as:
- Target situation analysis(TSA);
- Learning situation analysis(LSA);
- Present situation analysis (PSA).[6]

Identifying target language needs helps to design course what skills and level of language they may achieve by the end of the course. Language and present situation analysis identifies weak and strong points of learners.

Mahdi Redha Aben Ahmed states curriculum and syllabus should be designed according to needs[7]but most ESP institutions` syllabus are not meet learners` needs.

Therefore, this research on needs identification of pharmaceutical students of Uzbekistan expected to help pharmaceutical students to enhance English language skills and develop professional competence through English.

Method
The study used the ADDIE model (analysis, design, develop, implement and evaluate. Need analysis was conducted by distributing questionnaire and interviewing Bachelor and Master`s

[5] Ahmet Remzi Ulusan English for specific purposes: A supplimentary to Richards and Rodgers` Approaches and methodsin language teaching (Third edition), Baskent University Journal of education 2017,4 (1), 50-60 pages
[6] Robinson P. ESP today. London: Prentice Hall. 1991
[7]Mahdi Redha Aben Ahmed,Indiana University of Pennsylvania, December 2013, 28- p

students, content teachers and practitioners in Uzbekistan pharmaceutical directions. Syllabus and materials were developed and piloted in three higher education institutions of pharmaceutical directions in Uzbekistan. The subjects of piloting groups were 100 first year students from three institutions.

Findings and discussions

The results of need analysis show that Uzbekistan pharmaceutical students need communicate in English in order to negotiate with foreigners at conferences, webinars and business meetings. Furthermore, they need written discourse as writing formal and semiformal letters, purchase orders for medicine and medical equipment. Language skills as reading is important for reading scientific articles, literature in the field of medicine and pharmacy. Thus means they need both English for academic purposes and English for occupational purposes. However, it was difficult to teach EAP and EOP as these courses can be used with advanced or upper-intermediate learners while 75% pharmaceutical students` level of English A2-B1. The results of the research recommend teaching English for general occupational purposes and English for general academic purposes for the first year students.

Teaching EGOP helps to improve speaking and listening skills, syllabus includes some general topics as meeting people, eating out, asking direction, telephone conversation but all topics cover vocabulary and grammar used in job environments. EGOP also include some topics related to pharmaceutical as A famous people I admire in the field of pharmacy, Tashkent pharmaceutical institute. At this stage student improves communicative competence and increase level of English. Communicative approach and competency based language teaching activities are mostly used. EGAP is used for the first year students during the second term. It develops writing and reading skills of learners, writing tasks include such as: writing argumentative, opinion essays, summery writing, report writing and so on. Reading skills are developed by reading newspapers, articles and teach reading strategies (scanning, skimming and intensive reading). Content-based instruction and task based approaches are used. In both modules of teaching ESP sources and materials are authentic as recommended approaches and methods require real life materials.

CONCLUSION

As a result of findings teaching EGOP and EGAP of the first year pharmaceutical students can improve their general English knowledge and some professional competence in English. Furthermore, this model can be used in other majors Uzbekistan higher education establishments. It is suggested to continue research on teaching ESOP and ESAP in Uzbekistan in the field of pharmacy.

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