

Моя профессиональная
карьера

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER

ISSN
2782-4365

Проверить
номер:



Научно-образовательный электронный журнал

ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ

Выпуск №71-2 (том 4)
(февраль, 2026)

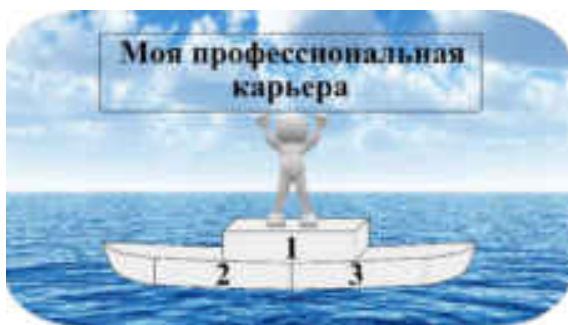


Google
Scholar



Периодичность выпуска: 1 раз в неделю

Сайт: mrcareer.ru/oinv21veke. Почта: obrmrcareer@mail.ru



Международный научно-образовательный
электронный журнал
«ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ»

ISSN 2782-4365

УДК 37

ББК 94

**Международный научно-образовательный электронный журнал
«ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ». Выпуск №71-2 (том 4) (февраль,
2026). Дата выхода в свет: 16.02.2026.**

Журнал объединяет авторов на территории стран СНГ и помогает обмениваться передовыми научно-образовательными исследованиями.

Содержит научные работы отечественных и зарубежных авторов по экономическим, техническим, философским, юридическим и другим наукам.

Миссия научно-образовательного электронного журнала «ОБРАЗОВАНИЕ И НАУКА В XXI ВЕКЕ» состоит в поддержке интереса читателей к оригинальным исследованиям и инновационным подходам в различных тематических направлениях, которые способствуют распространению лучшей отечественной и зарубежной практики в интернет пространстве.

Целевая аудитория журнала охватывает работников сферы науки и образования (педагоги, учителя, ученые, преподаватели, научные сотрудники, бакалавры, магистранты, аспиранты).

Материалы публикуются в авторской редакции. За соблюдение законов об интеллектуальной собственности и за содержание работ ответственность несут авторы работ. Мнение редакции может не совпадать с мнением авторов научных работ. При использовании и заимствовании материалов ссылка на издание обязательна.

© ООО «МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА»

© Коллектив авторов

Durdymuhammedova Oguljennet Amanmuhammedovna TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP): THEORY, PRACTICE, AND MODERN CHALLENGES	404
Garadurdyev Mekan LEARNER-CENTERED AND PERSONALIZED LEARNING IN MODERN EDUCATION	408
Gurbanowa Mahrijemal Jepbargulyyewna IMPROVING SKILLS OF SPEAKING OF STUDENTS IN TEACHING FOREIGN LANGUAGES	412
Gurbanowa Ogultach, Amanowa Chynar Amanmyradowna CULTURE OF ASHGABAT CITY IN XIX-XX CENTURIES	416
Jumayewa Yazgul Bayriyewna, Saparowa Gurbangozel Agamammedowa THE LEGAL SYSTEM OF THE ROMAN EMPIRE	420
Diwangulyyewa Bike, Gurbanowa Ogulmerjen Amanniyazowna THE ROLE OF GEOGRAPHY IN THE DEVELOPMENT OF EARLY CIVILIZATIONS	424
Ishankuliyeva O.M. DEVELOPING READING SKILLS: COMMUNICATIVE READING TASKS FOR THE EFL CLASSROOM	428
Ishankuliyeva O.M., Abayeva B.M. NEW WAYS IN TEACHING CULTURE	432
Ovliyagulyyeva Aysenem, Babayeva Ejegul, Bahramova Mukaddes CHEMICAL POLLUTION AND ENVIRONMENTAL PROTECTION STRATEGIES	437
Sahydow Tachmuhammet, Saparowa Ogulmaral Akmuhammedowna HISTORY OF BAYRAMALY CITY	442
Sahygulyyev Rejepmyrat, Almazova Ogulkeyik, Igdyrova Patma PRODUCTION OF CALCIUM THIOSULFATE FROM SULFUR REMAINING DURING NATURAL GAS REFINING	446
Тураева Джахан Байрамовна, Мыратлыева Огулсадап Аннамухаммедовна, Худайназарова Бибиджахан, Балова Акгозель Акмырадовна СОВРЕМЕННЫЕ ТЕНДЕНЦИИ РАЗВИТИЯ ЭКОНОМИЧЕСКОЙ ТЕОРИИ И ПРАКТИКИ: ТЕОРЕТИКО- МЕТОДОЛОГИЧЕСКИЙ АНАЛИЗ	450
Реджепов Пена, Атаев Ыбрайым ТУРКМЕНСКИЙ ЯЗЫК И ЛИТЕРАТУРА: ИСТОРИЧЕСКАЯ ЭВОЛЮЦИЯ, СОВРЕМЕННОЕ СОСТОЯНИЕ И КУЛЬТУРНОЕ ЗНАЧЕНИЕ	454
Гочумова Саят, Атамырадов Анвар НОВЫЕ ТЕНДЕНЦИИ В РАЗВИТИИ НАУКИ МЕЖДУНАРОДНОГО ПРАВА: ФРАГМЕНТАЦИЯ, ТРАНСФОРМАЦИЯ И ПОИСК НОВОЙ ПАРАДИГМЫ	459

ФИО автора(-ов): *Durdymuhammedova Oguljennet Amanmuhammedovna,*
Candidate of Philology

Senior lecturer of Dovletmammet Azadi Turkmen National Institute of World Languages

Название публикации: «TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP): THEORY, PRACTICE, AND MODERN CHALLENGES»

Abstract

English for Specific Purposes (ESP) has become an essential component of modern language education due to the growing demand for professional communication in English. This article examines the theoretical foundations of ESP, its key characteristics, and its role in meeting learners' academic and professional needs. The study analyzes ESP teaching methodologies, the importance of needs analysis, and the integration of authentic professional materials. Special attention is given to the challenges faced by ESP teachers and the prospects for ESP development in the context of globalization and digitalization.

Keywords: English for Specific Purposes, ESP, professional communication, needs analysis, language teaching methodology, learner-centered instruction.

Introduction. The rapid development of science, technology, and international cooperation has significantly increased the demand for English as a tool of professional communication. In this context, traditional general English courses often fail to meet learners' specific academic or occupational needs. As a result, English for Specific Purposes (ESP) has emerged as a specialized branch of English language teaching focused on developing language skills relevant to particular fields of study or professions.

ESP courses are designed to help learners acquire the language competencies necessary for effective communication in specific professional contexts, such as business, medicine, engineering, aviation, or tourism. Unlike general English instruction, ESP emphasizes relevance, practicality, and goal-oriented learning.

The purpose of this article is to analyze the concept of ESP, its methodological principles, and its significance in modern English language education.

English for Specific Purposes is defined as an approach to language teaching in which all decisions regarding content and methods are based on learners' specific reasons for learning English. ESP is not limited to teaching specialized vocabulary; it also focuses on developing communicative competence within a particular professional or academic domain.

One of the main characteristics of ESP is its learner-centered nature. Course content is determined by learners' needs, professional goals, and future communication situations. ESP courses are often time-limited and designed to achieve clearly defined objectives.

Another important feature of ESP is the use of discipline-specific discourse, genres, and communication tasks. Learners are trained to understand and produce texts commonly used in their professional field, such as reports, presentations, instructions, and formal correspondence.

Needs analysis plays a central role in ESP course design and implementation. It involves identifying learners' current language proficiency, professional requirements, and target communication situations. The results of needs analysis guide the selection of teaching materials, language skills, and instructional methods.

Effective needs analysis considers both target needs, which relate to what learners must be able to do in their professional context, and learning needs, which concern how learners can best acquire the required language skills. This process ensures that ESP courses remain relevant and practical.

By focusing on learners' real communicative needs, ESP teaching enhances motivation and learning efficiency, as learners clearly understand the purpose and value of their studies.

ESP teaching employs a variety of methodological approaches, often combining communicative language teaching with task-based and content-based instruction. Classroom activities are designed to simulate real professional situations, encouraging learners to use English as a working tool rather than an academic subject.

Authentic materials play a crucial role in ESP instruction. These may include professional texts, case studies, manuals, and multimedia resources related to learners' fields. The use of authentic materials helps learners become familiar with professional discourse and terminology.

Assessment in ESP focuses on learners' ability to perform professional communication tasks, such as delivering presentations, writing reports, or participating in meetings, rather than solely testing grammatical knowledge.

The role of the ESP teacher differs from that of a general English teacher. In addition to language expertise, ESP teachers often need to develop an understanding of the learners' professional field. Although teachers are not expected to be subject-matter experts, they must be able to analyze professional texts and collaborate with specialists when necessary.

ESP teachers act as facilitators who guide learners in developing relevant language skills and strategies. They are responsible for adapting materials, designing tasks, and providing feedback that supports professional communication.

Continuous professional development is essential for ESP teachers, as professional fields and communication practices constantly evolve.

Despite its advantages, ESP teaching faces several challenges. One of the main difficulties is the diversity of learners' needs within the same group, which can complicate course design. Limited access to appropriate teaching materials and insufficient teacher training are also common issues.

However, the future of ESP is closely connected with technological advancement and globalization. Digital technologies, online resources, and interdisciplinary collaboration offer new opportunities for developing flexible and effective ESP courses.

The growing importance of English in international professional communication ensures that ESP will remain a vital area of language education.

Conclusion. English for Specific Purposes plays a significant role in preparing learners for effective professional and academic communication. By focusing on

learners' specific needs, authentic materials, and practical communication tasks, ESP enhances motivation and learning outcomes.

A well-designed ESP course, based on thorough needs analysis and appropriate teaching methodology, contributes to the development of relevant language competencies required in modern professional environments. Continued research and innovation in ESP teaching will further strengthen its position in English language education.

References:

1. Hutchinson T., Waters A. English for Specific Purposes. Cambridge: Cambridge University Press, 2019.
2. Dudley-Evans T., St John M.J. Developments in English for Specific Purposes. Cambridge: Cambridge University Press, 2018.
3. Richards J.C. Curriculum Development in Language Teaching. Cambridge: Cambridge University Press, 2020.
4. Basturkmen H. Developing Courses in English for Specific Purposes. London: Palgrave Macmillan, 2021.
5. Hyland K. English for Academic and Professional Purposes // Applied Linguistics. 2020.