

Theoretical Foundations Of Teaching A Foreign Language Within The Framework Of Esp To University Students With Different Levels Of Language Proficiency

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Abstract: At present, the reforms being carried out in the field of education in our country have made it one of the priority tasks to supply government bodies and sectoral organizations with qualified IT specialists by increasing the effectiveness of the system of training and retraining personnel, especially in the field of information technologies among higher education graduates. This article theoretically analyzes the methodological features of teaching a foreign language within the framework of ESP (English for Specific Purposes) to students with different levels of knowledge studying in non-philological higher education institutions. It also discusses effective methods of organizing the educational process, taking into account differences in students' language proficiency levels. In addition, the effectiveness and specific characteristics of differentiated instruction, communicative approach, and interactive methods in foreign language teaching are substantiated.

Keywords: ESP, multi-level groups, non-philological, methodology, methodological approach, communicative approach, differentiated instruction, professional language competence.

Introduction: In the current conditions of globalization, knowledge of foreign languages is considered an important professional competence for any future specialist. In particular, in non-philological higher education institutions, teaching a foreign language to students for professional purposes in order to enable them to communicate directly with foreign specialists, use professional terminology, express their opinions and exchange ideas on the basis of the established working plan and with the help of interactive methods has become a priority task of every subject teacher. Therefore, in the higher education system, special attention is being paid to the methodology of teaching within the framework of ESP by integrating language in the teaching of a foreign language in the professional field when preparing future students for their future profession.

If we analyze the language proficiency level of today's students studying in non-philological higher education areas, we can observe that there is a difference in their language knowledge. The main reason for this is that

the absence of English language examinations in the entrance exams for elective subjects leads to the formation of groups in different areas with students of different language proficiency levels. We can indicate the reasons for the difference in their language knowledge, namely:

- they may have studied another foreign language at school;
- they may not have an interest in language learning;
- they may not have had family conditions for language learning.

Although some students know a foreign language well, the majority may be at a beginner level. Naturally, in organizing the educational process effectively in such groups, the language teacher is required to apply special methodological approaches, increase students' interest in language learning, and present interesting educational materials. Below, effective methods of teaching a foreign language to multi-level students within the framework of ESP are discussed, and the theoretical foundations of teaching a foreign language

within the framework of ESP are explained.

ESP (English for Specific Purposes) is a type of education aimed at teaching a foreign language for specific professional or academic purposes. ESP education is aimed at forming language competencies related to students' future professional activity. In ESP education, the main attention is paid to the following aspects:

- mastering professional terminology or vocabulary through texts related to the specialty;
- forming professional communication skills with the help of questions and answers;
- mastering lexical units presented through language and speech exercises and creating a language environment through them.

In addition, in educational classes organized within the framework of ESP, educational materials are selected according to specific criteria, that is, selecting them in accordance with students' specialty and language proficiency level ensures better understanding of the lesson topic, increases interest, and serves to master the lexical minimum. The specific features of teaching a foreign language in groups with different language proficiency levels are that the teacher must organize the educational process by taking into account the abilities of each student. According to scientific analyses, the following methodological approaches are considered effective in such groups:

Modern teaching strategies in ESP education

In working with students of different language proficiency levels within the framework of ESP, the following strategies are important and effective:

- Task-based learning is a task-based teaching method that encourages students to learn the language through practical tasks. It is an activity aimed at developing students' four language skills on the basis of task-based exercises. Language and speech exercises based on integration are considered important in forming, developing and improving the four language skills. The step-by-step presentation of exercises ensures the cognitive assimilation of vocabulary by students. It serves to form and develop the four language skills.
- Communicative approach develops students' ability to use the language in the process of real communication. It is considered an effective method in developing the "speaking" language skill. Students' communication in social spheres and exchange of ideas on the basis of dialogue ensure that they express their thoughts in English. The field-specific use of lexical units forms the student's ability to create professional communication.
- Blended learning is a method of increasing the

effectiveness of the educational process by combining traditional and digital education. Mastering the studied language material through digital technologies increases language effectiveness.

– Authentic materials — the use of real professional materials helps to develop students' professional language competence.

– Differentiated education. The word "differential" comes from Latin and means difference or distinction. Differential properties are used in studying differential calculus, one of the major branches of mathematical analysis. It is considered a main tool in solving geometric, mechanical and mathematical problems and in generalizing analysis.

In the educational process, this method can be implemented at the following stages in determining students' level of knowledge and ensuring their activity. For example:

- by distributing tasks according to students' level of knowledge and intellectual potential, it is possible to ensure the active participation of each student;
- by supporting the student, it is possible to increase their motivation for language learning;
- by respecting their creativity, we can create an opportunity to correct their mistakes and shortcomings properly;
- by organizing the work of strong and relatively weak students in one group, a process of mutual learning emerges.

The conducted studies showed that the use of differentiated education and interactive methods in working with multi-level students within the framework of ESP increases the effectiveness of education. In addition, the use of professionally oriented materials serves to develop students' skills in applying a foreign language in practice.

Conclusion

In conclusion, it can be said that teaching a foreign language to multi-level students within the framework of ESP in non-philological higher education institutions requires a high level of methodological preparation from the teacher. Taking into account the differences in students' level of knowledge, the use of differentiated education, the communicative approach and interactive methods serves to increase lesson effectiveness. In addition, the use of professionally oriented materials expands students' opportunities to use a foreign language effectively in their future professional activity.

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