Kokand University

QO‘QON UNIVERSITETI XABARNOMASI

ILMIY-ELEKTRON JURNALI
9-SON

KOKAND UNIVERSITY HERALD

2023
VOLUME №9

WWW.HERALD.KOKANDUNI.UZ
NSSS: 2161-1695

QO‘QON UNIVERSITETI XABARNOMASI

9-SON

KOKAND UNIVERSITY HERALD

VOLUME 9

ВЕСТНИК КОКАНДСКОГО УНИВЕРСИТЕТ

ВЫПУСК 9

9/2023

QO‘QON UNIVERSITETI XABARNOMASI

Ilmiy-elektron jurnali

Tahrir kengashi raisi:

G‘.E.Zaxidov

Bosh muharrir:

Sh.R.Ruziyev

Tahrir kengashi mas’ul kotibi:

A.A.Yusupov

Sahifalovchi muharrir:

T.M.Umarov

Texnik muharrir:

D.Z.Solidjonov

Tahririyat hay’ati:

1. I.f.d., prof., S. G’ulomov (O‘z.R. Fanlar Akademiyasi)
2. DSc., prof., Sh. I. Mustafakulov
3. DSc., Mark Rozenbaum (AQSH)
4. PhD., I. Bobojonov (IAMO, Germaniya)
5. PhD., N. Djanibekov (IAMO, Germaniya)
6. PhD., K. Akramov (IFPRI, AQSH)
7. PhD., N. Yusupov (Woosong University, J.Koreya)
8. DSc., D. Xosilova (University of Wyoming, AQSH)
9. I.f.d., prof., B. Salimov (TDIU)
10. I.f.d., prof., K. Axmedjanov (KIUT)
11. I.f.d., prof., N. Maxmudov (TDIU)
12. PhD., Sh. Aktamov (Singapur universiteti)
13. I.f.d., prof., U. Gafurov (TDIU)
14. I.f.d., prof., X. Qurbonov (TDIU)
15. F.f.n., dotsent D. Xodjayeva (QDPI)
16. I.f.n., dotsent, N. Urmonov (TDIU)
17. F.f.d., prof., Sh. Shaxobidinova (ADU)
18. F.f.d., prof., M. Umarxodjayev (ADU)
19. I.f.n., dotsent, J. Qambarov (FarPI)
20. PhD, dotsent, D. Rustamov (ADU)
21. I.f.n., dotsent, A. Islamov (Qo‘qon universiteti)
22. PhD., M.Najmiddinov (Qo‘qon universiteti)

Qo‘qon universiteti xabarnomasi (“Вестник Кокандского университета – Kokand University Herald”) ilmiy-elektron jurnali Qo‘qon universiteti Kengashining qarori-ga asosan tashkil etilib, 2020-yil 10- oktabrda O‘zbekiston Respublikasi Prezidenti Administratsiyasi huzuridagi Axborot va ommaviy kommunikatsiyalar agentligi tomonidan №1138 raqami bilan ro‘yxatidan o‘tkazilgan, shuningdek davlatlararo standartlar talabi asosida O‘zbekiston Milliy kutubxonasidan jurnal uchun 2181-1695 ISSN-raqami olingan.

© **“Kokand University” – 2023**

Tahririyat manzili:

150100, Farg‘ona viloyati, Qo‘qon shahri, Turkiston ko‘chasi, 28 a-uy, 1-xonadon

Mundarija:/Outline:

Iqtisodiyot / Economy			
1.	**Sh.Ruziyev**	O‘zbekistonda smart turizmni zamonaviy prinsiplari asosida rivojlantirish va bunda xorij tajribasidan foydalanish	**3-6**
2.	**Kh.Sabirov A.Akbarova**	Strategy for the development of free economic zones in Uzbekistan	**7-10**
3.	**К.Светлана О.Арзикулов Г.Атамуратова**	Методы управления кредитным портфелем коммерческих банков	**11-16**
4.	**J.Bobanazarova L.Zulfikarova**	Kichik biznes va xususiy tadbirkorlikning rivojlanishida yoshlarning kasbiy layoqatlarini shakllantirish	**17-20**
5.	**K.Kurpayanidi**	Institutional aspects and risks in the digital economy: ways to reduce uncertainty for economic agents	**21-25**
6.	**A.Abduvoxidov X.Nazarov**	Qishloq xo‘jaligi tarmog‘ini zamonaviy axborot texnologiyalari orqali raqamlashtirish va innovatsiyalarni jadallashtirish istiqbollari	**26-30**
7.	**Sh.Rasulova**	Oziq-ovqat sanoat korxonalari faoliyatini boshqarish hamda korxonalar iqtisodiy samaradorligini oshirish yo‘llari	**31-34**
8.	**Kh.Sabirov A.Akbarova**	Influence of the volume of industrial production in Uzbekistan on the import trend	**35-40**
9.	**M.Turg‘unov**	Raqamli iqtisodiyot sharoitida oziq-ovqat sanoati korxonalari faoliyatida zamonaviy boshqaruv istiqbollari	**41-45**
10.	**K.Svetlana U.Gulmira**	Tadbirkorlik faoliyatida motivatsiya modellarining xorijiy davlatlar tajribalarining ahamiyati	**46-49**
11.	**Г.Хусанова**	Ҳудудлар саноатини комплекс-иновацион ривожлантириш модели (Наманган вилояти мисолида)	**50-52**
12.	**T.Boburjon J.Mamasoliyev**	Mamlakat yalpi ichki mahsulotiga soliq turlarining ta’siri	**53-60**
13.	**A.Abduhamidov**	A comprehensive analysis of the impact of globalization on auditing standards	**61-63**
14.	**K.E. Grishin Y.Djabbarova**	Features of printing production in modern conditions	**64-67**
15.	**X.Gafurov S.Abdulhamidov**	Mamlakat yalpi ichki mahsulotini rivojlantirishda kichik biznesni o‘rni va duch kelishi mumkin bo‘lgan muammolar tahlili	**68-71**
16.	**A.Abduhamidov D.Xo‘jamurodov**	Moliyaviy texnologiyalar tarixi va rivojlanishi: O‘zbekiston misolida	**72-74**
17.	**D.To‘xtamurodov**	Erkin iqtisodiy zonalarni rivojlantirishni boshqarishning samaradorligi	**75-78**
18.	**Н.Мукумова**	Состояние, тенденции и особенности развития рынка услуг высшего образования в Узбекистане	**79-84**
19.	**J.Turg‘unov**	Mamlakatimizda yashil iqtisodiyotni joriy etish holati va asosiy yo‘nalishlari	**85-87**
20.	**U.Mamadaliev**	Specific characteristics of tour operator activity management	**88-90**
21.	**М.Усмонов**	Актуальные вопросы достижения точки безубыточности на предприятиях	**91-94**
22.	**Kh.Gafurov**	Unraveling complexity: assessing the impact of real effective exchange rate on Uzbekistan's trade dynamics	**95-98**
23.	**L.Yoqubov**	Iqtisodiyotni rivojlantirishda investitsiyalarni jalb qilish mexanizmlari tahlili	**99-101**
24.	**Z.Umarova**	Iqtisodiy islohotlar sharoitida korxonalarni boshqarish	**102-105**
25.	**O.Umarov Yo.Murodova**	Sayyohlar uchun yovvoyi tabiat farovonligini oshirishda marketingdan foydalanish	**106-108**
26.	**Sh.Saloxitdinov**	Mehnat bozoriga oliy ta’lim muassasalari tomonidan bitiruvchilarni tayyorlashni tartibga solishning institutsional asoslari	**109-112**
27.	**Sh.Rasulov**	Mehnat resurslarining iqtisodiyot tarmoqlari bo‘yicha bandligining joriy holati tahlili	**113-116**
28.	**G.Melibaeva**	An overview of the function of human resource management in employee performance and motivation	**117-121**
29.	**M.Gulomkodirova**	An overview of green banking practices in Uzbekistan	**121-125**
30.	**M.Tojiyeva**	Kichik biznesni rivojlantirishning mamlakat ijtimoiy- iqtisodiy hayotidagi ahamiyati	**126-130**
31.	**Sh.Po’latov Sh.Musabekov**	The study of value-added tax: knowledge from the eu vat experience and Uzbekistan's vat system	**131-135**
32.	**M.Sultonov**	Fond bozori va unda tijorat banklarining tutgan o‘rni	**136-139**

33.	**Sh.Po'latov**	O'zbekiston respublikasida qo'shilgan qiymat solig'i va aylanmadan olinadigan soliq to'lovchilarini bir-biridan farqli jihatlarini baholash	**140-143**
34.	**A.Baxromov**	Increasing the economic efficiency of textile industry enterprises through digital technologies	**144-146**
35.	**H.Rasulov**	Siyosiy mojarolarning turizmga ta'siri	**147-150**
36.	**D.Mamayusupova**	Turizm sohasida davlat-xususiy sherikligi ishtirokchilarining o'zaro hamkorligi samaradorligini oshirish	**151-153**
Pedagogika / Pedagogy			
37.	**M.Ganiyeva** **D.Ergasheva**	Unlocking knowledge: key pedagogical aspects of the study of philology	**154-158**
38.	**Sh.Jumanova** **A.Abdullayev** **M.Odilova**	O'zbekistonda pisa testi natijalari va boshlang'ich ta'lim o'quvchilarini bu testga tayyorlash istiqbollari	**159-162**
39.	**M.Temirova**	Mustaqillik yillarida O'zbekistonda ichki ishlar profilaktikasi inspektorlari faoliyatini tashkil etishning huquqiy asoslarini mustahkamlanishi	**163-165**
40.	**G.Sanginova**	Erta bolalik ta'limini qo'llab-quvvatlashda oilalarning roli	**166-169**
41.	**N.Valiyeva**	Boshlang'ich sinf o'quvchilarida matematik kompetensiyasini rivojlantirish yo'llari	**170-173**
42.	**V.Abdullaeva**	Yusuf Xos Hojibning "Qutadg'u bilig" asarining o'rganilishi hamda asardagi somatik frazeologik birliklarning qo'llanilishi	**174-179**
43.	**S.Asilova**	Tarbiyasi qiyin o'quvchilarni kasb-hunarga yo'naltirish masalalari	**180-183**
44.	**Z.Eraliyeva** **D.Djo'rayeva**	Bolalar tafakkurini rivojlantirishda ayrim didaktik o'yinlarning ahamiyati	**184-186**
45.	**G.Komiljonova**	Fanlararo bog'lanishlar asosida talabalarni bilim va ko'nikmalarini rivojlantirish	**187-192**
46.	**Sh.Pardayev**	O'quvchilarning individual o'quv natijalarini baholashga zamonaviy yondashuvlar	**193-196**
47.	**A.Mirzakulov**	IIV akademiyasi kursant qizlarini zamonaviy krossfit sport turi orqali jismoniy tayyorgarligini takomillashtirish	**197-200**
48.	**F.Berdibekova**	Akmeologik yondashuv asosida talabalarni kasbiy faoliyatga tayyorlashning pedagogik mexanizmlari	**201-203**
49.	**H.Akbarova**	Talim jarayonlarini raqamli texnologiyalar asosida samaradorligini oshirish (onlayn o'yinlar)	**204-208**
Filologiya / Philology			
50.	**M.Mamatqulova**	How does a person become multilingual?	**209-2012**
51.	**M.Mamatqulova**	Needs analysis as a main phase for designing english for specific purposes (esp) course	**213-216**
52.	**L.Uzakova**	O'zbek va ingliz tillarida to'y bilan bog'liq leksik birliklarning lingvokulturologik tadqiqi: o'zbek va ingliz tillarida to'y bilan bog'liq leksik vositalarning chog'ishtirma tadqiqi	**217-221**
53.	**G.Xoldorova**	Alisher Navoiy ijodida sakkokiy an'analari	**222-224**
54.	**М.Парпиева**	Актуальные вопросы изучения русского языка	**225-227**
Raqamli texnologiyalar / Digital technologies			
55.	**С.Гулямов** **А.Шермухамедов** **Б.Шермухамедов**	Применение искусственного интеллекта в образовании	**228-232**
56.	**F.Mulaydinov** **D.Otajonova**	Breaking language barriers: the future of english language teaching with ar/vr technology	**233-236**
57.	**F.Mulaydinov** **A.Abdullayev** **M.Odilova**	Ta'limda raqamli texnologiyalarning roli	**237-240**
58.	**T.Azimova**	Matematikani o'qitishda qiyosiy usullar va o'quv texnologiyalari	**241-244**
59.	**Sh.Akhunova**	Concerns regarding the use of foreign experience and the significance of using digital technologies to boost the tourism network's competitiveness	**245-249**
60.	**B.Akramov**	Fizika fanini o'qitishda zamonaviy texnikalardan foydalanish va zamonaviy texnik qurilmalarni amaliy o'rganish	**250-253**

KOKAND UNIVERSITY HERALD SCIENTIFIC E-JOURNAL
ISSN: 2181-1695

QO‘QON UNIVERSITETI XABARNOMASI
KOKAND UNIVERSITY HERALD
ВЕСТНИК КОКАНДСКОГО УНИВЕРСИТЕТА

OAK: 01-08/1819/6
www.herald.kokanduni.uz

NEEDS ANALYSIS AS A MAIN PHASE FOR DESIGNING ENGLISH FOR SPECIFIC PURPOSES (ESP) COURSE

Mamatqulova Marhabo
Teacher of Kokand University
mamatqulovamarhabo7@gmail.com

MAQOLA HAQIDA

Qabul qilindi: 24-dekabr 2023-yil
Tasdiqlandi: 26-dekabr 2023-yil
Jurnal soni: 9
Maqola raqami: 51
DOI: https://doi.org/10.54613/ku.v9i9.876

KALIT SO‘ZLAR/ Ключевые слова/ keywords

needs analysis, English for Specific Purposes (ESP), direct method, indirect methods, unstructured interviews, learning styles, needs, wants, lacks

ANNOTATION

This article is based on Needs Analysis of the third-year students who are studying in the direction of Hotel and Tourism Management in Kokand University. The field of Tourism is now widely considered as one of the most important languages in discourse of tourism, serving as the basis for forming and developing worldwide professional tourism relationships throughout the globe. For teaching English to tourism students, it is not required a strictly set policy, however, various syllabus or curriculum based on particular field of Tourism can be employed in other institutions to assist the students to achieve their intended goals. In order to know the needs of students, direct and indirect approaches as well as unstructured interview, writing and a questionnaire are applied.

Introduction. Berwick (1989) states that NA may be done in a variety of forms, that are characterized as both deductive and inductive. The main prevalent strategy is questionnaire-based surveys, that allow researchers construct a character of our students' requirements, shortages, goals, cognitive abilities, and approaches while also making students informed of wants and interests as well as needs. Richard believes (1992) that the procedure of identifying the necessities that a student or entire class deserve languages and prioritizing those requirements is known as NA in instructing the international languages. Needs analysis can be main phase for the design of ESP and applied in various strategies.

The work aims to present the procedure of NA (needs analysis) among 19 students who are currently studying in the field of Hotel and Tourism Management of Kokand University (KU) which was established in 2019, 17th August.

The learners in this Tourism course can interact or speak about daily life topics which are common. They desire to acquire English for being fluent, accurate and knowledgeable while communicating with others as well as tourists utilizing important and appropriate terminologies, though. As their field is Hotel and Tourism Management, the ESP course is needed for being well qualified managers.

Methodologies for Needs Analysis. It is significant to determine the students’ needs, wants, interests and lacks to enhance the ESP lessons for tourism students. Rhonda Oliver (2017) states that direct and indirect methods of NA may be applied to identify their needs. NA is not a recent concept in teaching or academia. Most researchers and teachers throughout the globe regard this method as a beneficial technique for course creation and improvement because it provides a framework for connecting individuals' current educational achievement with their prospective requirements. That is generally applicable for linguistic courses. The integration of students' ideas is a critical component of the need’s analysis. On the other hand, Cuba and Lincoln (1985) offer employing interviews which are not structured in case the teachers have no awareness about their students. Focusing on these given points of views, I have made a decision to utilize both methods mentioned above (deductive and inductive) to collect information (data) like:

- ✓ unstructured interviews
- ✓ a questionnaire
- ✓ a test

Those can make the research more straightforward and help to know the learners’ needs. This can be difficult to make prediction the resemblance of needs and wants of learners as they do not sometimes realize and differentiate the necessity for one particular skill’s improvement. According to Flowerdew (2010), inconsistencies among students' Ws and Ns, were revealed after the questionnaire survey, it is obvious, anyone might be in an identical scenario.

The method of learner-centered NA form was initially proposed by Waters and Hutchinson (1987). The methodology divides NA into two categories: needs of learning and needs of target situation. According to Munby (1978), the targeted scenario assessment is a collection of restrictions that have an impact on the development of the syllabi. These limitations include sociocultural, socioeconomic, logistic, administrative, psycho-pedagogical, and academic variables. *"Needs," "shortages,"* and *"desires"* are examples of targeted objectives. As the assessment’s main elements, the students were interviewed and given a questionnaire. Focused on their answers, it became straightforward to determine that they should develop communicating with people, comprehending the tourism related articles and texts as well as writing project works till the end of the semester. The collection of data assisted to design the course syllabus and content, put the real objectives to achieve outcomes and identify the evaluation types.

Both direct and indirect methodologies are employed, according to Long (2005). If the interviewee does not possess any information about the learners’ needs, questions (unstructured) are acceptable. Various techniques for doing NA in ESP might essentially be considered as tools for collecting data with an anthropological focus. Investigations would consist of in-depth, ongoing assessments of the environment, focused groups, and examinations of the individuals' diaries writings.

In order to analyze the learners’ needs in the acquisition of L2 (English), direct approach was implemented that included three steps (non-directing interview, questionnaires and writing an essay). A notably effective investigative study technique is a non-directed interview. Teachers can elicit interesting answers from their students because these are recognized for becoming highly spontaneous and adaptable.

Initially, the students of Tourism were offered taking the interview whereas taking into account their responses to discover and analyze the aim of studying in ESP in Kokand University. Secondly, a survey based on questions was employed to collect clear data. Lastly, an opinion essay (about the development of Tourism in their country and its influence to local people) was required them to write to analyze the students’ awareness of strategies for writing and their points about the sphere of Tourism. While taking this non-directing interview, it became easier to check their speaking skills.

Data Collection. Chin’s argues (1994) that considering a number of factors, it is challenging to apply NA to define a technique for acquiring information regarding educational prospects. First of all, it combines exterior demands and learners' preferences as though they are cohesive and does not consider them as potential areas of research. Secondly, it obscures the fundamental disagreements concerning curriculum issues which exist in educational practice focusing simply on the overall result of such emotion driven choices. On the basis of a concept of social insufficiency, it promotes the idea that teaching is a necessity to be fulfilled.

Therefore, to find out the students’ *needs*, they are given questions in the part of interview. Next, for clarifying their wants, the students were required to complete a questionnaire. The diagrams are provided to show the target students’ wants.

Figure I. How often do you speak English?

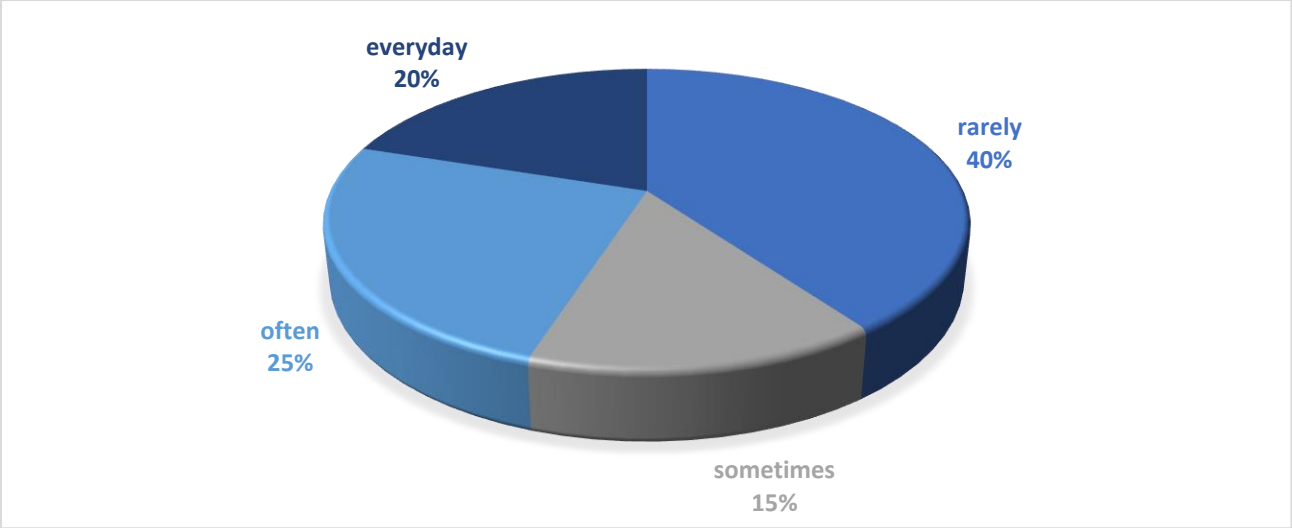


Figure II. What is your learning style?

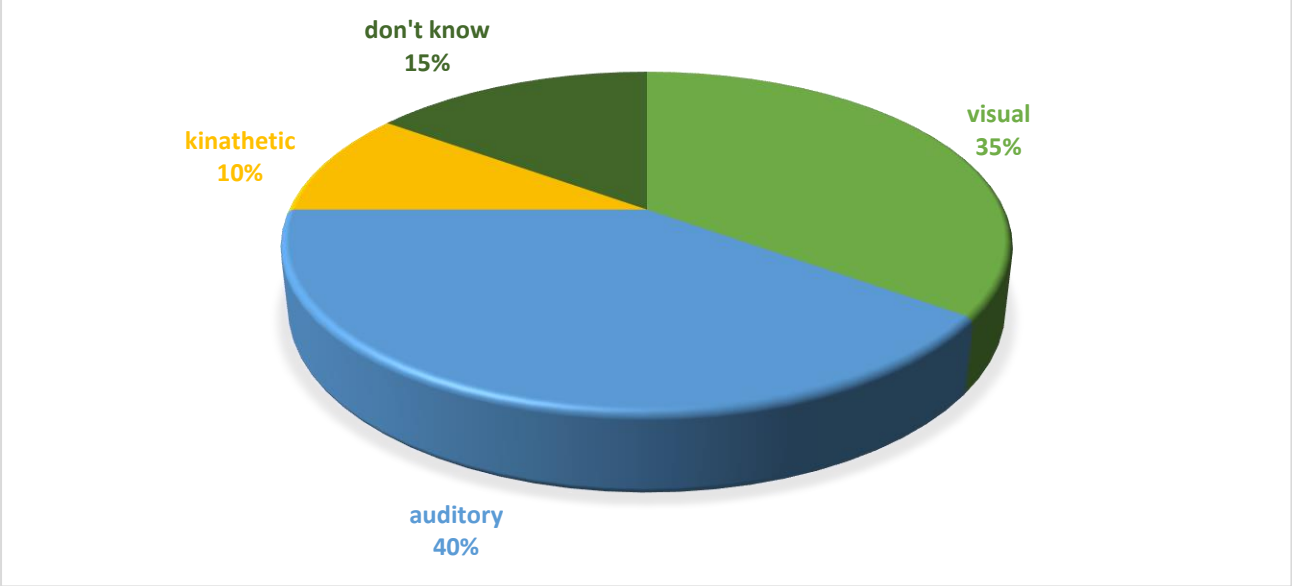


Figure III. What kind of tasks and activities would you like to have during the lessons?

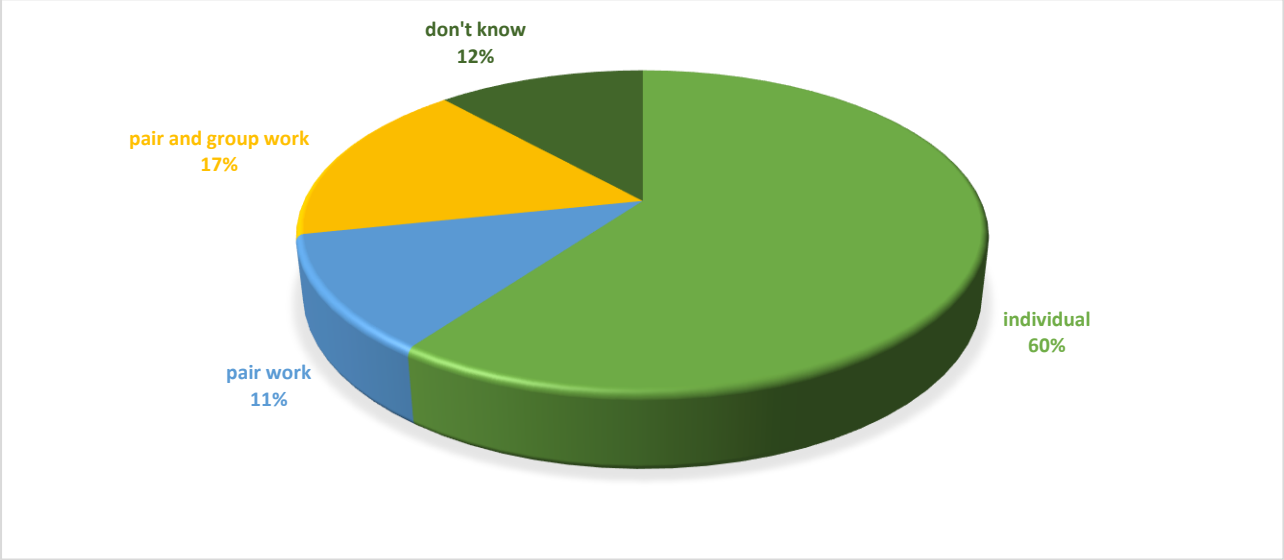


Figure IV. What would you like to study this course?

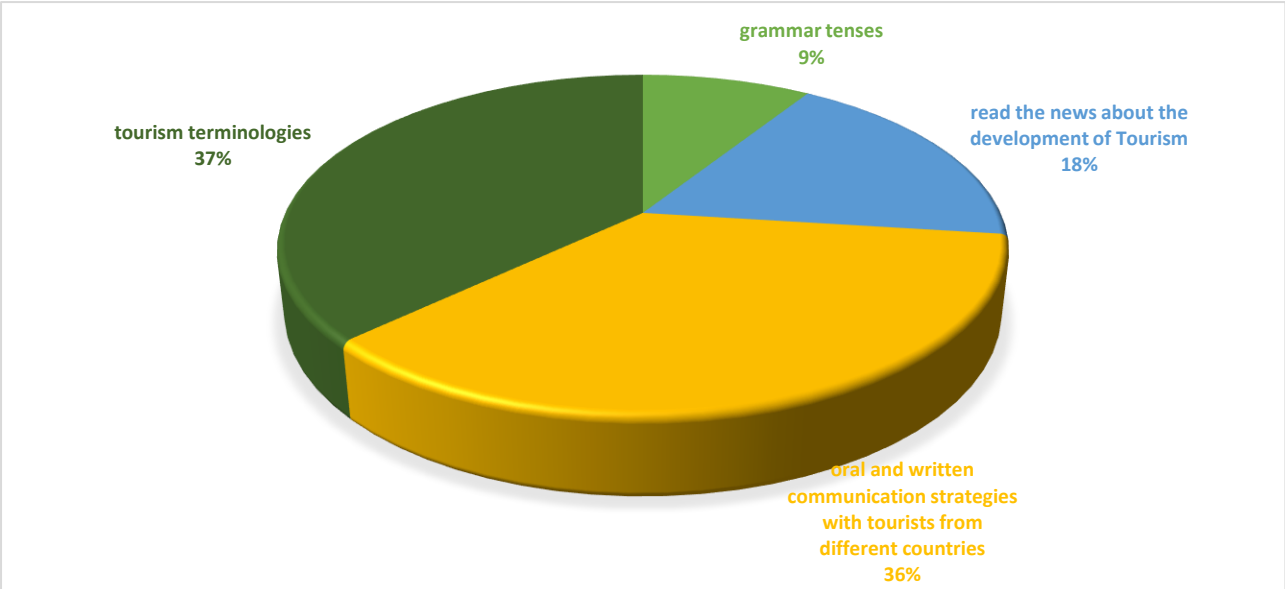
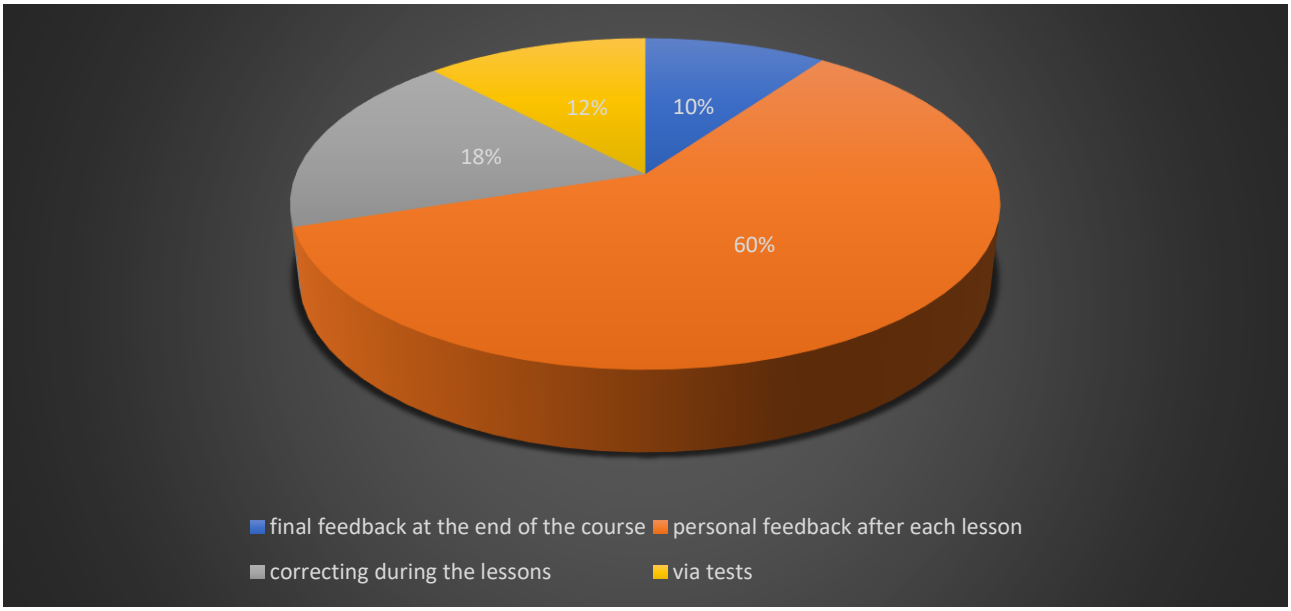


Figure V. How would you like to be assessed?



At the final stage, Tourism students wrote an opinion essay based on their field to identify their shortages.

Analysis and results. The collection of data assisted to reveal the shortcomings, desires and needs of target students. For exemplifying, through face-to-face surveys, it became obvious that the students never took any ESP lessons and they would like to have classes. Most learners only studied GE for entering the Kokand University and some of them acquired it for communicating or working in another country and the current level of the learners is B2 (CEFR). The majority of participants stated that studying L2 can boost their career development and offer a variety of work alternatives in future. Additionally, students should try to enhance their productivity, creativity and receptive abilities. While questioning regarding their linguistic problems, almost all of them said that they had trouble generating words for specific topics rather than just using broad phrases they were familiar with. Most stated that they strongly would like to express their thoughts in written form, but some of them said that it is difficult for them to comprehend people' speaking while communicating. According to the survey, everything was made clear that the majority of students possess preference of applying communicating in L2 (English) on a daily basis; this approach was used to highlight learners' actual preferences and expectations from future ESP program. Taking into consideration their learning style, appropriate materials like power point presentations and worksheets can be employed to instruct the learners. Significantly, in order to strengthen their HOT skills, CLT approach (working in pairs, group works) can be utilized during the teaching process. Considering these types of tasks improve collaborative capabilities, students find them more engaging, and that can make instructors' jobs easier. As for the abilities of English language, the learners desire to acquire writing and speaking competencies to be developed with range of words related to the Tourism. Regarding to assessing, most of them selected individually given feedback contrasting with others (supplemented in questionnaire).

When it comes to writing part, it was clearly found out that the learners have challenges with implementation of complex sentences, linking verbs, and proper terminologies. ESP session can incorporate specific structured directions that focuses on teaching grammar rules including linking words based on the results of that investigation. Additionally, specific terminologies should be emphasized and practiced according to themes throughout each class. Those certain results can serve as a solid foundation for creating the lesson content for ESP. A common connection among instructors and learners may be achieved by carefully considering the interests, desires, and shortcomings of the participants.

Conclusion. In the aim of identifying target students' NWL (needs, wants, lacks) and designing productive ESP program for Tourism learners, an unstructured survey was taken. Considering the results mentioned above, main goals and objectives were intended to design ESP session more useful and effective in order to enable the students

- to employ proper words, phrases in communication as well as in written form
- to utilize accurate structure of grammar in making complex statements
- to think critically, analyze, supplement the solutions to given problems
- to express their opinions independently during the procedure of ESP course.

All in all, the findings of the research, the survey clarified the learners' needs in both linguistic competencies and future careers. After collecting the most significant information about the students of Tourism, it will be straightforward to decide the objectives and goals of the ESP, select the best technological tools and strategies or methodologies and create the content of the course which can increase the students' ambitions to accomplish successfully during the process.

References:

1. Berwick, R. (1989). *Needs assessment in language programming: from theory to practice*. In R. Johnson (Ed.), The Second Language Curriculum (pp.52). Cambridge: Cambridge University Press
2. Chin, E. (1994). Redefining "Context" in Research on Writing. *Written Communication*, *11*(4), 445–482. https://doi.org/10.1177/0741088394011004002
3. Flowerdew, J. (2010). *Research perspectives on English for academic purposes.* Cambridge, England: Cambridge University Press.
4. Guba, E. G. and Lincoln, Y. S. *Naturalistic Inquiry*. Thousand Oaks.
5. Hutchinson, T., and Waters, A. (1987). E*nglish for specific purposes: A learning-centered approach*. Cambridge: Cambridge University Press.
6. Long, M. (2005). *Second Language Needs Analysis*. Cambridge: Cambridge University Press.
7. Munby, J. (1978). *Communicative Syllabus Design*. Cambridge: Cambridge University Press.
8. Richard, J. (1992). Longman Dictionary of Applied Linguistics. London: Longman.
9. Rhonda, O.and Dwi, P. (2017). *Exploring students' learning needs: Expectations and Challenges.* Published: Canadian Center of Science and Education