BENEFITS OF USING NEW COMMUNICATION TECHNOLOGIES AS INSTRUCTIONAL MODELS INTO ESP CLASSES

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Abstract
Use new tech tools to boost student motivation and new tech devices enhance the material being taught. New technologies can be implemented study skills, and to provide a comprehensive overview of instructional models based on new technologies.

Keywords: To implement, communication, encourage, motivation, lexicon, spheres, comprehension.

Introduction
English for Specific Purposes (ESP) is a young and developing branch of EFL in Uzbekistan. For many years, ESP instruction was limited to training special lexicon and translating numerous texts. Of course, such methods did not reflect students' interests and resulted in slow learner motivation and poor participation. With the spread of the student-centered approach in Uzbekistan and the continued increase of international contacts in various spheres, much attention has been paid to the design of ESP courses that can prepare students for professional communication.

However, developing new courses along such lines raises the issue of training teachers. Designing a course that can best serve learners' interests and needs is an obstacle for many instructors. How can teachers develop a new course? Where should they start? What can be done about students' poor motivation? How teaching materials should be selected? These are some of the questions that are often asked by many teachers. Therefore, the purpose of this paper is to suggest a framework for an ESP course-development process that will help teachers with some of the problems they may come across in designing a new ESP course. The most important difference lies in the learners and their purposes for learning English. ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular

job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required.

It is widely accepted that new technologies encourage communication, intercultural understanding, and connections with a wide range of subject areas, information acquisition and students' participation in various communities. It is also commonly believed that new technologies have become a media increasing students' motivation to understand material. With regard to ESP courses, scaffold lesson planning based on use of new technologies inside and outside classrooms would contribute to the improvement of ESP students' academic and study skills. For example, interactive whiteboards, along with digital projectors and document cameras, help ESP tutors to make teaching material more engaging and easy to understand; lecture capture systems are beneficial for many ESP students, especially for revision ahead of exams, and for developing and improving academic listening macro-skills such as note-taking and recognizing the structure of the lectures, and micro-skills such as word stress and sentence stress. Student response systems help ESP instructors to quickly analyze a student's performance, especially during reading comprehension practice with multiple-choice questions. All the above mentioned media might be included in an everyday lesson plan in order to provide visuals, model knowledge and increase motivation. In addition, e-portfolios are beneficial for the ESP students' research skills development as their critical thinking, teamwork and independent learning skills would be developed inside and outside the classroom, thanks to specific devices and internet technology, which support a wide range of ESP teaching approaches.

It is widely accepted that new technology provides students and teachers with encouragement that has to be taken into consideration. Technology is ubiquitous. Technological advancements have improved and saved lives, increased production, made worldwide travel available and fast, and broadened communication. Thomas Friedman (2005) points out that 'our world has become increasingly 'flatter', or 'connected', since the turn of the century' and ends up claiming that 'the classrooms of today should look nothing like the classrooms of the past.' There is a broad agreement that global awareness has become a necessity for our educational system and that our students are global citizens living in a global economy and need to understand those that they share the planet with. However, not only is global awareness important, but using technology to teach a variety of subjects in a variety of ways is equally important as well. It is undeniable that technology connects teachers and learners, teaching and learning strategies.

They can be used to display two-dimensional content, such as presentations in English; to model writing skills – editing and revising; for extended essay feedback;

or for textbooks, reference books and various graphs or 3D content, zooming in on small items to show research findings as they are described in scientific articles analyzed in the classroom. Document cameras can be used to take pictures of content to be integrated into course material, posted to the LMS or used during a presentation. Many double as webcams, and some offer video recording capabilities, making them useful for lecture capture and videoconferencing applications, as well as content display. Lecture capture systems (LCSs) It is worth pointing out that ESP instructors can record class sessions — including audio, video and screen activity — using a digital or a web camera, a microphone and lecture capture software. Students can benefit from such systems, as they will be able to revise the class session, to improve their note-taking skills and develop their understanding of various linguistic features of spoken English at home. Instructors who want to know what content is being watched, and how frequently, can use system data to identify specific areas where students may be struggling.

The implementation of a wide range of new tech instructional models into an academic reading lesson plan might be an indicative method of the impact of new technologies on the teaching and learning process. The purpose of the in-class pre-reading activities is to let students know at least something about the topic before reading. Therefore, before students read a text, tutors implement warm up activities and try taking 7–10 minutes to build word and background knowledge. This increases students' comprehension of the text. It has already been shown that motivated students are better able to understand material. In addition to document cameras and lecture capture systems, IWBs increase motivation and maintain students' interest. While reading, IWBs and document cameras project a whole text related to the students' field of study so ESP teachers may easily show students how predicting, skimming, scanning and intensive reading techniques are useful activities for context comprehension. Lecture capture systems can record students' teamwork performance in the classroom so that they could improve their teamwork and speaking for academic purposes skills. It is well known that post-reading activities help ESP students to locate and record relevant information they might use in their main field of study, support them to make connections with what they know and the texts, provide a framework for summarizing key ideas within a text, support students to make inferences and generalizations and help them to substantiate or reconsider their own ideas. In short, that is what IWBs, lecture capture systems, student response systems and wireless or projection keyboards do. Finally, yet importantly, e-portfolios and web-conferencing can support students by helping them to improve independent learning and teamwork skills outside of the classroom.

CONCLUSION

Research has repeatedly demonstrated that students learn better, when they are fully engaged and that hands-on learning enhanced by new technologies is the best way to engage them. The teaching and learning process can be based on the effective use of new tech devices that are ready to form the next-gen classroom. Everyone can benefit from them; ESP instructors can use them to accelerate the teaching process and students can be motivated in order to improve their academic and study skills. New technologies will expand classroom walls and study work will be more entertaining, thanks to their implementation as instructional models into ESP classes.

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