

**THE ROLE OF A TEACHER IN ESP CLASSES****D.T. Arzieva,**senior teacher of the department of Foreign Languages,  
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The concept of student autonomy and successful learning are closely connected. Teachers of ESP teach both language and content and the relationship between the teacher and the student is different from that in General English. In ESP, students are experts in the field in which the teacher has very little knowledge. This specific relationship affects the methodology of teaching, which is no longer teacher – based, and this is one of the hardest things teachers have to learn.

Another characteristic of ESP methodology is interdisciplinary team teaching. Cooperation between language teachers and expert subject teachers is essential if the ESP course is to be of any success. The role of the teacher has changed in recent years in the light of current trends in education, technological advances, and information explosion and communications revolution. The teacher is no longer viewed as the only source of information or imparter of knowledge. He/she is a facilitator of learning, an organizer and a coordinator rather than a director of the learners' activities. S/he is an advisor and a consultant on the learner's problems. S/he has to create the most favorable conditions under which learning may take place.

Since students usually transfer their knowledge of medical subjects onto the English course, they can help in planning the course itself, which enables the development of student autonomy. Autonomy presents a necessity in society, which puts great emphasis on lifelong learning. Since teachers cannot provide the students with all the skills and knowledge they would like to have, the best way to help students is by providing them with strategies on how to learn by themselves. The first step towards autonomy is encouraging the students to take responsibility for their own learning.

The following aspects of learner autonomy are being developed in ESP classes at the Faculty of Medicine:

- Developing awareness of the learning process.
- Teacher gradually releases control.
- Learners are given more responsibility for their studies.
- Learners acting as teachers in designing and checking through activities. Oral presentations by learners.
- Learner – produced materials.
- Feedback sessions.
- Self and peer evaluation.
- Use of authentic materials.
- Building of positive attitudes for learner autonomy.
- Accepting different degrees of autonomy in learners.

ESP courses present a challenge for teachers because they have to learn how to share their power with the students, to cooperate in decision – making and constantly adjust to changes. Autonomy is based on contact, mutual learning and interactions with the aim of creating a syllabus appropriate for the students of medicine. In this context, the teacher should take on the role of an organizer whose task is creating conditions and opportunities for learning, whose responsibility is to help the students in acquiring knowledge and skills necessary for fulfilling their goals.

The teacher of ESP must be flexible and open to new approaches and methods. It takes a lot of effort and research in the field of specialized studies of their students, but turning to new environments is always an enriching experience. The construction of knowledge is both an individual and a social task. A continuous dialectical process has been taking place for generations. This process has adopted different forms of communication, namely, oral (conferences, conversations, dialogues, among other spoken genres) and written (research articles, letters, peer reviews, case studies).

