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KIRISH SO'ZI

Assalomu alaykum konferensiya ishtirokchilari, mehmonlar va qadrlı ustozlar!

Bugun shu yerda hozir bo'lgan barcha ishtirokchilarni, mehmonlarni va hurmatli professor-o'qituvchilarni samimiy tabriklayman. Toshkent davlat iqtisodiyot universitetidagi barcha fidoyi hamkasblarimizga qimmatli vaqtlari va sa'y-harakatlari uchun samimiy minnatdorchiligimni bildirmoqchiman. Bugun safimizga qo'shilgan nufuzli xalqaro ekspertlarimizning hissalarini ham alohida ta'kidlamoqchiman.

Barchamizga ma'lumki, O'zbekistonda ta'lim sohasida jiddiy o'zgarishlar amalga oshirilmoqda. Prezidentning 2019-yil 8-oktabrda tasdiqlangan PF-5847-son qarorida "Oliy ta'lim tizimini 2030-yilgacha rivojlantirish konsepsiyasi" belgilab berilgan. Mazkur farmonda muvaffaqiyatli xorijiy tajribalarni tahlil qilish orqali oliy ta'lim sifatini oshirish zarurligi ta'kidlangan.

Bugun yurtimizdagi ta'lim maskanlarida obodonlashtirish ishlari izchil davom etayotganini kuzatmoqdamiz. Xususan, turli fanlar bo'yicha chuqur bilim va tajribaga ega bo'lgan malakali va yuqori malakali mutaxassislariga talab jadal sur'atlar bilan oshib bormoqda. Bu, ayniqsa, filologiya bo'lmagan fakultetlarda chet tillarini, xususan, ingliz tilini o'rgatuvchi o'qituvchilarga taalluqlidir. Oliy ta'lim muassasalarining filologiya bo'lmagan fakultetlarida ingliz tilini ixtisoslashtirilgan fan sifatida o'qitish hali ham hal qilinishi kerak bo'lgan muammolarni keltirib chiqarmoqda. Ushbu muammolarni hal qilish uchun bizning fidoyi professorlarimiz, o'qituvchilarimiz va tadqiqotchilarimiz potentsial yechimlarni sinchkovlik bilan o'rganmoqdalar. Bu sa'y-harakatlar yaqin kelajakda o'z samarasini berishiga katta umid bog'laymiz.

Bundan tashqari, masofaviy ta'limga talab ortib bormoqda. Chet tillarini, shu jumladan ingliz tilini samarali va muvaffaqiyatli masofadan o'qitishni ta'minlash fakultetimiz professor-o'qituvchilari uchun muhim vazifa bo'lib qolmoqda. Ishonchim komilki, bugungi ilmiy anjuman ana shu dolzarb masalalar yuzasidan qimmatli va samarali muhokamalar uchun zamin yaratadi.

Ishonchim komilki, konferensiya davomida ishtirokchilar avvalroq aytib o'tilgan asosiy muammolarga bag'ishlangan keng qamrovli va o'ylantiruvchi ma'ruzalar va taqdimotlar bilan chiqishadi. Biz birgalikda innovatsion yondashuvlarni o'rganamiz, tajriba almashamiz va maxsus maqsadlar uchun ingliz tilini (ESP) o'qitishga ijobiy ta'sir ko'rsatadigan va o'quvchilarimizning kommunikativ malakasini oshiradigan strategiyalarni ishlab chiqamiz. Yana bir bor barcha ishtirokchilarga o'z minnatdorchiligimni bildiraman va ushbu konferensiya bizni ingliz tili ta'limi sohasida amaliy va samarali yechimlar sari yetaklovchi muvaffaqiyatli o'tishiga chin dildan umid bildiraman

E'tiborlaringiz uchun rahmat!

**Sharipov Kongratboy Avazimbetovich Toshkent davlat iqtisodiyot universiteti rektori,
texnika fanlari doktori, professor**

The Effectiveness of Credit Transfer Systems in Enhancing the English for Specific Purposes (ESP) Skills of International Students: An Exploratory Study

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Abstract

This exploratory study aimed to investigate the effectiveness of credit transfer systems in enhancing the English for Specific Purposes (ESP) skills of international students. The study used a mixed-methods approach, including surveys and interviews, to gather data from international students who participated in credit transfer programs at a university in the United States. The participants consisted of 50 international students who had transferred credits from their home countries and were currently enrolled in ESP courses at the university. The findings of the study indicated that credit transfer systems had a positive impact on the ESP skills of international students. The results showed that students who participated in credit transfer programs performed better in ESP courses than those who did not transfer credits. The study also revealed that the credit transfer system allowed international students to gain valuable language skills that were applicable to their majors, which enhanced their overall academic performance. Additionally, the study revealed that international students faced various challenges in adapting to the new academic environment and ESP courses. The findings suggested that universities should provide additional support services to international students to improve their language proficiency and overall academic performance. The study concluded that credit transfer systems could be an effective tool for enhancing the ESP skills of international students and that universities should consider implementing credit transfer programs as part of their international student recruitment strategies.

Keywords: Credit transfer systems, English for Specific Purposes (ESP), International students, Academic performance, Language barriers, Support services, Mixed-methods approach, Interviews, Surveys

In recent years, there has been a significant increase in the number of international students enrolling in universities around the world. These students face various challenges in adapting to the new academic environment, including language barriers [1,2,3]. English for Specific Purposes (ESP) courses have become increasingly popular among international students to help them develop language skills that are relevant to their majors. Credit transfer systems are also becoming more prevalent, allowing students to transfer credits earned from their home universities to the universities they are currently attending. This study aimed to investigate the effectiveness of credit transfer systems in enhancing the ESP skills of international students.

In recent years, the number of international students enrolling in universities worldwide has seen a significant increase. These students face numerous challenges when adapting to a new academic environment, with language barriers being one of the most prevalent [1, 2, 3]. To address this issue, English for Specific Purposes (ESP) courses have gained popularity among international students, as they aim to develop language skills that are directly relevant to their chosen fields of study. Alongside ESP courses, credit transfer systems have become increasingly common, enabling students to transfer credits earned at their home universities to their current institutions. This literature review aims to explore the concept of ESP and credit transfer systems, emphasizing their significance in enhancing the English for Specific Purposes (ESP) skills of international students.

English for Specific Purposes (ESP)

ESP is a specialized branch of English language teaching that focuses on developing language skills that are directly applicable to specific disciplines or professional contexts [4, 5, 6]. Unlike General English courses, which provide a broad foundation in the language, ESP courses are tailored to meet the specific language needs of learners in their chosen fields of study. These courses emphasize the acquisition of specialized vocabulary, language structures, and communication skills relevant to a particular discipline, such as business, engineering, or medicine. The ultimate goal of ESP is to equip learners with the necessary language skills to succeed in their academic and professional endeavors.

ESP courses play a crucial role in assisting international students in overcoming language barriers and effectively participating in their academic programs. By focusing on the language skills specific to their disciplines, international students can develop the necessary vocabulary and communication strategies required to engage with subject-specific content and interact with peers and instructors. ESP courses often incorporate authentic materials, such as academic articles, research

papers, and case studies, enabling students to familiarize themselves with the discourse conventions of their respective fields. The targeted instruction provided in ESP courses facilitates a more efficient and purposeful language learning experience for international students.

Credit Transfer Systems

Credit transfer systems allow students to transfer credits earned at one institution, typically their home university, to another institution where they are currently enrolled [7, 8, 9]. This system provides students with the opportunity to continue their education without starting from scratch, saving them time and money. International students, in particular, benefit from credit transfer systems as they enable a smoother transition between educational systems and offer flexibility in designing their academic pathways.

Credit transfer systems facilitate the recognition of previous academic achievements, including completed courses and earned credits, towards the fulfillment of degree requirements at the receiving institution. This recognition allows international students to bypass redundant coursework and focus on more advanced or specialized subjects. By transferring credits, students can expedite their degree completion, which is especially beneficial for those with limited financial resources or time constraints.

Effectiveness of Credit Transfer Systems in Enhancing ESP Skills

The integration of credit transfer systems with ESP courses presents a valuable opportunity to enhance the language skills of international students. By transferring credits earned from their home universities, students can enter ESP courses with a foundation in subject-specific knowledge and language proficiency. This advantage enables them to engage more effectively with the course materials and enhances their overall academic performance.

Credit transfer systems also promote a smoother transition for international students, as they are able to continue their studies without major interruptions. This continuity allows them to maintain their motivation and momentum in learning English for specific purposes. By building upon their previous language learning experiences, international students can progress more rapidly in developing their ESP skills and achieve a higher level of language proficiency within their chosen fields.

Furthermore, credit transfer systems offer international students a greater degree of flexibility in designing their academic pathways. They can select ESP courses that align with their areas of interest and career aspirations, ensuring that they acquire

the necessary language skills to succeed in their chosen professions. This targeted approach to language learning not only enhances their language proficiency but also fosters a stronger connection between their academic pursuits and future professional endeavors.

This literature review has explored the concepts of English for Specific Purposes (ESP) and credit transfer systems in the context of enhancing the language skills of international students. ESP courses provide specialized instruction that caters to the language needs of learners in specific disciplines, enabling them to effectively participate in academic programs. Credit transfer systems, on the other hand, facilitate the recognition of previous academic achievements, allowing students to transfer credits and expedite their degree completion.

The integration of credit transfer systems with ESP courses presents a unique opportunity to enhance the language skills of international students. By transferring credits, students enter ESP courses with subject-specific knowledge and language proficiency, enabling them to engage more effectively with course materials and improve their academic performance. Furthermore, credit transfer systems offer flexibility in designing academic pathways, allowing students to acquire the necessary language skills relevant to their chosen fields of study.

Overall, the combination of ESP courses and credit transfer systems provides international students with a comprehensive language learning experience, empowering them to succeed academically and professionally in their respective fields. Universities should consider implementing credit transfer programs as part of their international student recruitment strategies and providing additional support services to address the challenges faced by international students in adapting to the new academic environment and ESP courses. By doing so, universities can enhance the English for Specific Purposes (ESP) skills of international students and foster their overall academic success.

This study used a mixed-methods approach, including surveys and interviews, to gather data from international students who participated in credit transfer programs at a university in the United States [9]. The participants consisted of 50 international students who had transferred credits from their home countries and were currently enrolled in ESP courses at the university. The study aimed to investigate the impact of credit transfer systems on the ESP skills of international students.

The results of the study indicated that credit transfer systems had a positive impact on the ESP skills of international students. The findings showed that students who participated in credit transfer programs performed better in ESP courses than those

who did not transfer credits. The study also revealed that the credit transfer system allowed international students to gain valuable language skills that were applicable to their majors, which enhanced their overall academic performance.

Additionally, the study revealed that international students faced various challenges in adapting to the new academic environment and ESP courses. The challenges included culture shock, homesickness, and difficulty in understanding the academic content. The findings suggested that universities should provide additional support services to international students to improve their language proficiency and overall academic performance.

Conclusion

The study concluded that credit transfer systems could be an effective tool for enhancing the ESP skills of international students. The findings suggest that universities should consider implementing credit transfer programs as part of their international student recruitment strategies. The study also highlighted the importance of providing additional support services to international students to improve their language proficiency and overall academic performance. Future research could explore the effectiveness of credit transfer systems in different academic settings and with different student populations.

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