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NEEDS ANALYSIS AND ITS IMPORTANCE IN HIGHER EDUCATION (IN AN EXAMPLE OF TSUL)

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Abstract. This paper examines the significance of conducting needs analysis in higher education, particularly at Tashkent State University of Law. Teachers of English for specific purposes (ESP) can use needs analysis to identify learners' major criteria or needs and decide the skills they need to develop. The focus of needs analysis has been a point of contention among academics so far. The success of the teaching and learning process in ESP is heavily reliant on the analysis of needs. As a result, it is obvious that needs analysis can assist teachers to be aware of the learning needs of their students and promote the existing teaching system. To gather the data regarding the needs of the learners in taking the ESP course (legal English), the needs analysis was carried out entailing 10 items. Indeed, with the help of those research questions, ample data were collected and analyzed thoroughly prior to reaching a final conclusion. Based on the findings some vital recommendations were also provided. However, researchers believe that more in-depth study is still needed in order to satisfy the needs of the very learners and prevent from the challenges they may face in L2 acquisition.

Keywords: needs analysis, learners, ESP, law, questionnaire, legal writing, learning challenges, assessment.

EHTIYOJLAR TAHILI VA UNING OLIY TA'LIMDAGI AHAMIYATI (TDYU MISOLIDA)

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Annotatsiya. Ushbu maqolada oliy ta'lim muassasalarida, xususan, Toshkent davlat yuridik universitetida needs analysis (ehtiyotlar tahlili) o'tkazishning ahamiyati haqida so'z boradi. ESP o'qituvchilari asosiy mezonlarni yoki talaba ehtiyojlarini aniqlash va ularning rivojlanishi kerak bo'lgan ko'nikmalarini aniqlash uchun ehtiyojlar tahlilidan foydalanishi mumkin. Hozirgacha olimlar ehtiyojlarni tahlil qilishning asosiy yo'nalishi haqida bahs yuritib kelmoqdalar. ESPda o'qitish va o'qitish jarayonining muvaffaqiyati ko'p jihatdan ehtiyojlarni tahlil qilishga bog'liq. Natijada, needs analysis (ehtiyotlar tahlili) o'qituvchilarga talabalarning o'quv ehtiyojlaridan xabardor bo'lishiga va mavjud o'qitish tizimini yaxshilashga yordam berishi aniq. Talabalarning ESP (yuridik ingliz tili) kursini o'tashga bo'lgan ehtiyojlari to'g'risida ma'lumotlarni to'plash uchun 10 ta elementdan iborat needs analysis o'tkazildi. Darhaqiqat, ushbu tadqiqot savollari yordamida yakuniy xulosaga kelishdan oldin yetarli ma'lumotlar to'plandi va sinchkovlik bilan tahlil qilindi. Olingan natijalar asosida bir qator muhim tavsiyalar ham berildi. Biroq tadqiqotchilarning fikricha, talabalarning ehtiyojlarini qondirish va ikkinchi tilni

o'rganishda duch kelishi mumkin bo'lgan muammolarning oldini olish uchun hali ham chuqurroq tadqiq etish zarur.

Kalit so'zlar: needs analysis (ehtiyojlar tahlili), o'rganuvchilar, ESP, huquq, so'rovnom, yuridik yozma nutq, o'rganish muammolari, baholash.

АНАЛИЗ ПОТРЕБНОСТЕЙ И ЕГО ЗНАЧЕНИЕ В ВЫСШЕМ ОБРАЗОВАНИИ (НА ПРИМЕРЕ ТГЮУ)

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Аннотация. В данной статье рассматривается важность проведения анализа потребностей в высшем образовании, в частности в Ташкентском государственном юридическом университете. Преподаватели английского языка для конкретных целей (ESP) могут использовать анализ потребностей для определения основных критериев, потребностей и навыков учащихся, которые им необходимо развивать. До сих пор ученые спорили о фокусе анализа потребностей. Успех процесса преподавания и обучения в ESP во многом зависит от анализа потребностей. В результате очевидно, что анализ потребностей может помочь учителям узнать об образовательных потребностях своих учеников и улучшить существующую систему обучения. Для сбора данных о потребностях учащихся в прохождении курса ESP (юридический английский) был проведен анализ потребностей, включающий 10 элементов. Действительно, с помощью этих исследовательских вопросов было собрано и тщательно проанализировано достаточно данных, прежде чем прийти к окончательному выводу. На основе полученных результатов были также даны некоторые важные рекомендации. Тем не менее исследователи считают, что все еще необходимо более углубленное изучение, чтобы удовлетворить потребности самих учащихся и предотвратить проблемы, с которыми они могут столкнуться при приобретении L2.

Ключевые слова: needs analysis (анализ потребностей), учащиеся, ESP, право, анкета, юридическая письменная речь, проблемы в обучении, оценка.

Introduction

Needs analysis aims to present learners' wants, needs and lacks prior to organizing a course. According to Burksaitiene needs analysis is the key to collect insider's view of the ESP situation [1, p. 330] and the views of chosen learners are of utmost importance. Indeed, we intended to carry out this needs analysis in the realm of law. The data will be gathered via questionnaire. Analyzing the data, the main objectives of this course will be set in order to achieve the viable outcomes [2, p. 56]. Successful language acquisition requires access to entertaining, authentic, and intelligible materials in the target language. However, such access is often restricted for many language learners, particularly in classroom settings. As a result, this constraint is expected to be overcome by providing students with appropriate educational tools and

tactics. This is also true for students learning ESP, who require realistic audio and visual materials, as well as a good learning atmosphere and positive student-teacher interaction. Needs analysis is an important method of performing research prior to planning and analyzing lessons/materials/syllabus, and it aids in the creation of a student/course profile in order to identify and prioritize the needs that students require [3, p. 43]. It is also stated that one of the most important aspects of ELT and ESL is needs analysis. We will never be able to generate the correct material that has the desired impact on language learners if we fail to gather the needs of teachers, students, parents, and administrators [4, p. 67].

Target learners

The target learners are the 2nd year students who study at University of Law. In fact, the class

consists of 12 students whose level ranges from pre-intermediate to intermediate. There are 4 female and 8 male learners who are aged between 21 and 22. Most of the learners have been learning English for 4 or 5 years and some of them have already gained international certificates. This very short-term course will last for three weeks including 6 sessions in the morning shift. The classes will be conducted twice a week taking 3 hours each. During the lessons there will be a fifteen-minute break and a thirty-minute feedback session after each class. The aim of these specific learners is to learn English incorporated with law which includes knowing basic legal terminology, making presentations, writing cases and other documents in English.

Methods of needs analysis

For this needs analysis questionnaire will be the main tool to gather necessary information and it intends to represent their needs, desires and lacks before starting the course. A questionnaire is deemed as a deductive procedure and it is a good method of collecting initial data [5, p.331]. Firstly, we observed their English classes, current methodology and students' involvement. According to this observation the questionnaire was prepared in order to find out their further needs. The questionnaire included 10 questions regarding their preferable learning techniques, skills, methodology, challenges and evaluation within the course. It is assumed that having finished this course, learners will gain some competence in both law and English.

Questionnaire

This questionnaire was given to 12 law students and their answers will be essential for the organization of the syllabus.

Please read and answer the questions!!!

1. How much interested are you in taking this ESP (English for Specific Purposes) course? (underline one only)



2. Why would you like to have an ESP course? (please write your answer below)

3. Which of your skills would you like to be developed most after this course? (Tick at least two)

Reading
Writing
Speaking
Listening
Grammar / Vocabulary

4. What do you need to carry out most within this course? (Rate your answers from the most important to the least)

	From least important to most important
Writing legal documents	1 2 3 4 5
Making oral presentations	1 2 3 4 5
Case studies	1 2 3 4 5
Reading and listening to the reports	1 2 3 4 5
Using appropriate language in court	1 2 3 4 5

5. What methodology would you prefer to be applied in the lessons?

Lecture style
Group
Pair Work
Individual learning

6. In your opinion which style do you learn best?

Visual (watching videos, pictures, ppt slides etc.)
Auditory (listening to recordings, teacher & peer's speech, etc.)
Kinesthetic (using handouts, role plays, taking notes etc.)

7. What do you want the instructor to include more in the syllabus to address your needs?

8. While speaking you have difficulties in ...?

Using a wide range of vocabulary
Accuracy (speaking correctly)
Fluency (coherence, cohesion, expressing thought clearly etc.)
Confidence

9. While writing you have difficulties in ...?

Word choice
Paragraphing
Coherence/cohesion
Grammar

10. What kind of assessment do you want to be used?

Formative (formal/informal feedback, peer evaluation, group evaluation)
Summative (portfolio, presentations, projects)

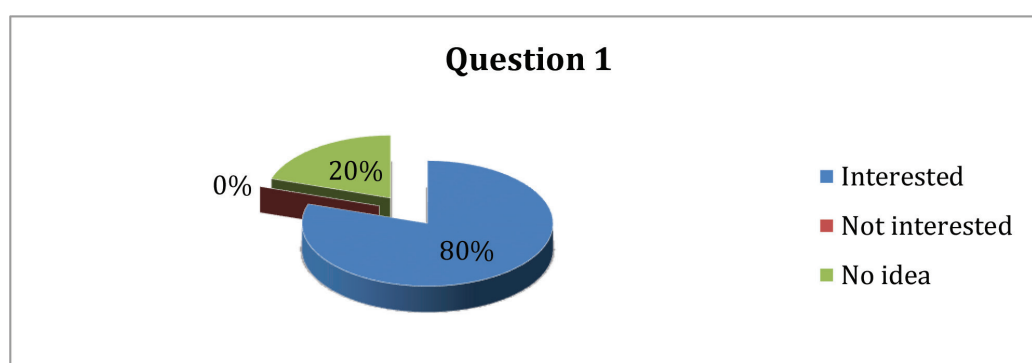
Thank you for your collaboration!!!

Results

Undoubtedly, all the learners eagerly answered the questions and it became easier to analyze the gathered data. In fact, almost all of them are willing to have this course since they need English in their sphere and have a lucrative job in the future. Most of them think that their sphere requires more writing and speaking as they deal with various documents and speak to clients. Besides, group or pair work is more preferable for them in order to ease the learning process and writing legal & cases,

making presentations and using appropriate legal language are the prerequisites. Obviously, all of them have certain difficulties in their writing & speaking and in terms of writing choosing proper words and writing accurately are the main challenges, while in speaking they mostly face the difficulties in fluency, using a variety of words and assurance. Also, both kinds of assessment are going to be applied based on their answers.

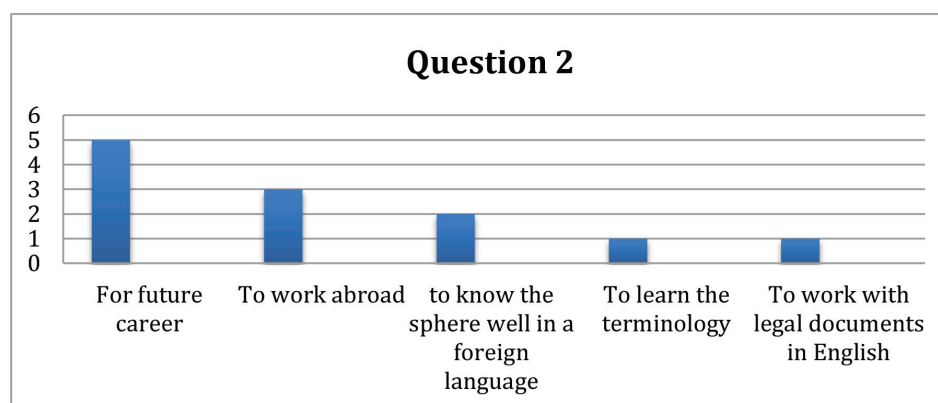
1. The given pie chart analyzes their interest towards the course.



As it is shown that the majority of learners (80%) would like to attend the course, whereas the only 20 % have not decided yet and chose the “no idea” option. It means that most of them agree with starting this ESP course.

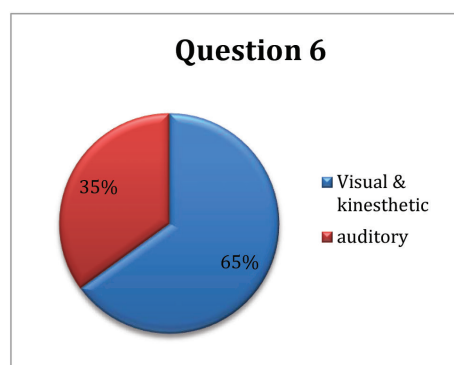
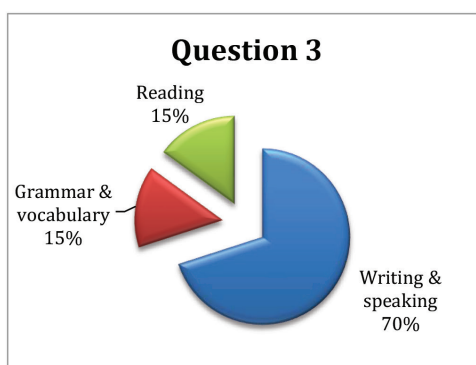
2. For the second questions the learners responded differently since it was an open-ended questions and the most repeated

answers were “for my future career”, “to work abroad as an international lawyer” and “to know my sphere well in a foreign language too”. Others replied that they need this course in order to know the legal terminology, to learn how to work with legal documents and etc.... The following diagram illustrates this information.

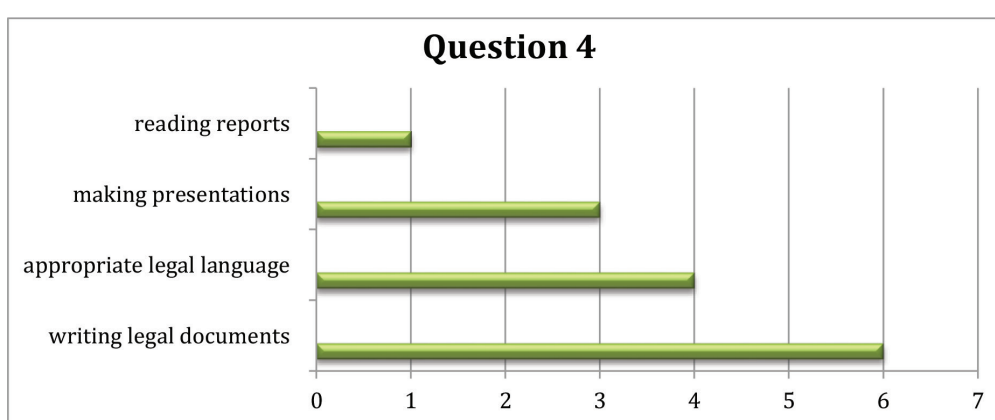


3/6. When it comes to question 3 and 6 it is evident that most students (70 %) have willingness to enhance their writing & speaking within and after the course, whereas other rest (30 %) preferred vocabulary & grammar and reading respectively. With these results, integration of all

skills will be used in this course, but more emphasis will be put on speaking and writing. Secondly, as for the best learning style visual and kinesthetic learners accounted for almost 65 % and roughly 35 % are auditory learners. Therefore, it would be beneficial if all types of styles were utilized.

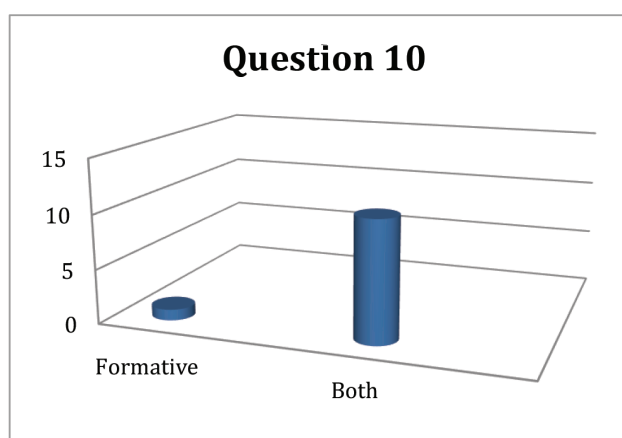
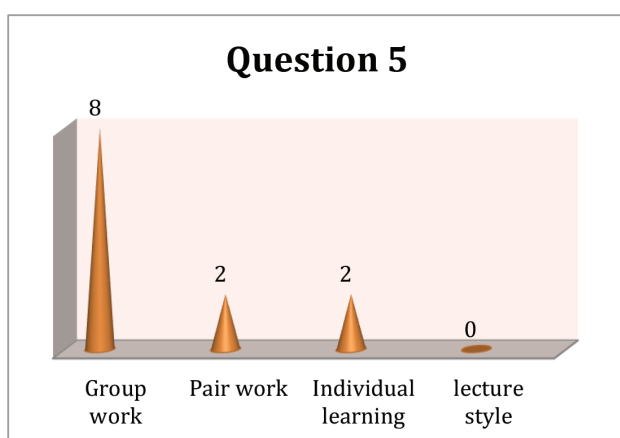


4. The chart below depicts the number of items they need to carry out in the course.



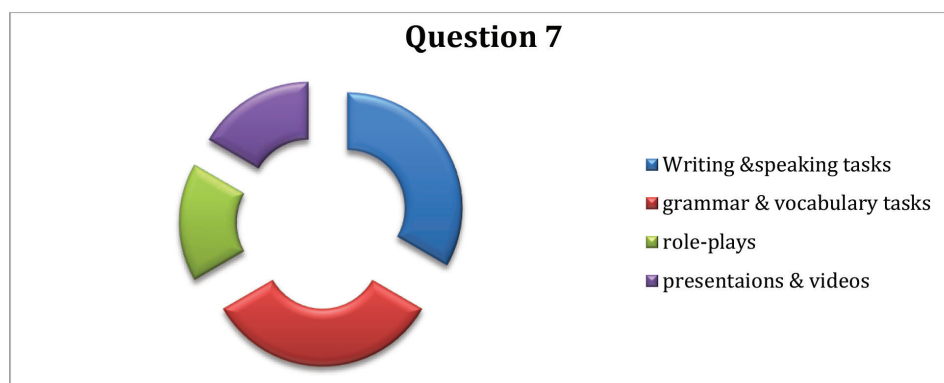
Obviously, almost the half of the students require writing legal documents & cases and four of them need to learn how to use appropriate legal language, whilst others also mentioned reading reports and making presentations. Hence, these topics will be equally covered in the syllabus according to learners' wishes.

5/10. The fifth and tenth questions were asked about the methodology and assessment they prefer to be applied. Apparently, 8 of them would prefer group work, whereas two chose to work in pairs and other two are for individual learning. Interestingly, none of them wanted to have a lecture style. Also, both types of assessment will be used since nearly all of them chose both types of assessment.



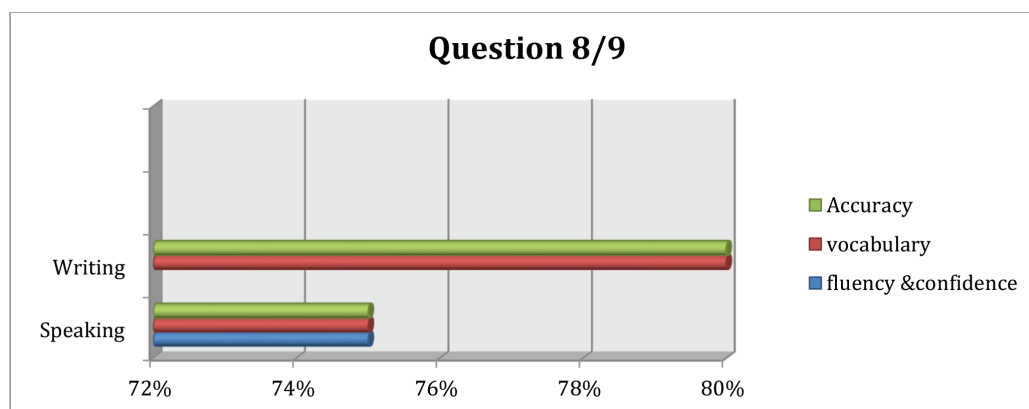
7. In question 7 the answers varied. For instance, four of them responded that they would like to have more writing & speaking tasks in their field, two would rather more role-plays regarding the topics, and other two mentioned

about presentations and videos. Besides, some prefer vocabulary and grammar tasks in the syllabus as well. For this reason, all of these types of tasks will be included in the potential syllabus.



8/9. Both of these questions are regarding the difficulties they frequently come across in speaking and writing. In fact, in terms of speaking most of them (75 %) have challenges in using a wide range

of vocabulary, speaking fluently and confidently, while others chose other options. In writing the usage of proper words and writing accurately (grammar) are the main problems (80 %)



In fact, the syllabus is going to be prepared taking into account all the gathered data about learners' choices, preferences and needs.

Findings

Prepared 10 questions were filled and returned by 12 learners (from one group) on 13.10.2021. The findings revealed that almost all of (100 %) the respondents' needs are, improving writing and speaking skills connecting with their context. Coming to writing they are eager to learn how to write legal documents, cases via using appropriate vocabulary and with no grammar or spelling mistakes. As for speaking learners wish to be fluent, accurate while speaking in court and make effective presentations with the help of

legal language. Moreover, they want to be able to understand and read different documentations in their sphere. In order to deal with the students' needs the course sets the following aims:

- how to write legal documents;
- use appropriate language in court;
- make a convincing speech and prepare an effective presentation;
- acquiring new legal words and terms;
- how to read and respond the documents in their realm.

The course is designed for 6 sessions, twice a week including 3 hours each. In addition, it will be conducted through using different methodologies and techniques such as group & pair, watching

videos, listening to recordings, carrying out real situations and intriguing activities which can wholly involve all the learners. According to Elisabet Arno-macia [6, p. 113] technology plays a crucial role in teaching ESP course as it gives an opportunity to teachers and learners to use authentic materials, engage them with realistic situations and it makes the classroom environment more natural.

Conclusion

In each session students will learn and practice new terms, writing reviews and other specific documents, reading & analyzing cases, speaking in court and learn new vocabulary. According to their answers students will be assessed by

both formative and summative assessment. For instance, for formative assessment they will receive detailed feedback after each class as well as grades for writing reflection or reviews. Preparing portfolios and case studies will be used for summative assessment at the end of the course. It is believed that portfolio-based learning enables learners to try more sophisticated and challenging tasks, and enhances their reflective practices [7, p. 156].

All in all, due to the results of questionnaire, the objectives of the course have been improved and course syllabus will be designed more appropriately taking the students' desires into consideration.

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