

VOCABULARY TEACHING STRATEGIES USING IN ESP CLASSES

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Abstract

The article gives a characteristic of professionally oriented education in the context of mastering by students of technical universities of English special terminology in the specialty being studied. The problems of the modern approach to teaching a foreign language in a non-linguistic higher education institution are noted.

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Modernity makes ever higher demands on the training and practical mastery of foreign languages in everyday communication and in the professional sphere. Due to the globalization of professional communication processes, English is becoming more widespread and important in almost all areas of special knowledge, as it is widely used as a means of communication in the areas of interaction between people of different nationalities. Communication skills in English are in demand in almost all spheres of human activity. English is widely used in professional discourse, being the official language of most international conferences, symposiums, and meetings. The ESP course expands the goals of teaching English and necessitates an effective approach to the learning process, creating a model of language education that integrates linguistic, cultural and social aspects.

At the moment, knowledge of a foreign language and the ability to communicate in a foreign language are integral components of the professional activity of a specialist of any profile. A specialist in demand on the labor market must be ready to establish intercultural relations of both social and scientific profile, to carry out business and partnership contacts. A competitive specialist must be able to communicate in the professional language of his specialty. Therefore, in addition to traditional training, future graduates need a tool that would allow them to work with information directly related to their profile with the greatest efficiency and effectiveness, which implies the possession of a highly specialized lexical layer (terms).

Today, professionally oriented education is a priority in the system of renewing education. In this regard, it would be advisable to refer to such a concept as a professionally oriented language, which is also known as a "language for specific purposes" (Language for Specific Purposes - LSP).

At the moment, there are many definitions of LSP, and each of them considers this phenomenon from its own point of view. Since we analyze the English language directly in our work, in the future we will talk about ESP - English for Specific Purposes. One of the generally accepted definitions belongs to T. Hutchinson and A. Waters, who first mentioned this term in their work "English for Specific Purposes: A Learner-Centered Approach" in 1987 [3]. The basis for the use of ESP in English classes is the focus on the student. The "learner-oriented" approach to LSP teaching addresses the various processes, both

mental and psychological, that forms the basis of language learning and use, and is one of the characteristics inherent in the process of learning a language for specific purposes. Other characteristic features of LSP are the authenticity of the studied material and the limited scope of the texts [1].

One of the main problems in the process of professionally oriented education is the preparation of a program for this type of education. The fact is that the basic language course is primarily general English, the so-called General English (GE). Sometimes it is very difficult for an English teacher in a non-linguistic university to integrate any elements of a language of professional orientation into the course, since; unfortunately, the hours allotted for the implementation of the “foreign language” discipline do not allow this [2]. A solution to this problem can be the optimization of the presentation of professionally oriented material, where the main emphasis is on the systematization of special vocabulary, and the motivation of students for independent work.

Mastering a foreign language communicative competence involves mastering a foreign language to the extent that it provides the opportunity to communicate in this language. However, the main skill needed by a future specialist is the ability to work with a special text, since in his professional activity he will look for the necessary information not so much in communication with colleagues as in the text. Consequently, the skills of working with special literature, professional texts remain the most important in solving this problem.

The development of these skills includes such aspects as viewing, introductory and learning types of reading, involves working with special vocabulary and terminology. It is the ability not just to work with the text, but to determine the purpose of one's own search, which will determine the future success of the future specialist, give him access to the latest scientific and technical information [4].

Therefore, a very important task of the teacher is the correct selection of texts that will combine the development of reading skills with the assimilation of lexical and grammatical material. Professionally oriented texts must meet the following requirements:

- compliance with the topic being studied;
- authenticity;
- relevance of information;
- Sufficiency in volume and accessibility in terms of language.

Work on a special text for the study of professionally oriented vocabulary may also include the following exercises:

- a) non-communicative, aimed at mastering lexical material; these can be imitative exercises for substituting words that are suitable in meaning, tasks for compiling sentences from individual words, etc.;
- b) conditional speech, contributing to the memorization of words in unity with grammatical forms; these are substitution exercises for correlating terms with their Uzbek equivalents, filling in gaps in the text with the corresponding words, etc.;
- c) communication exercises, which are, for example, tasks for commenting on the read text, question-answer exercises on the content of the text, a summary of the text in written or oral form using the proposed plan and active vocabulary [5].

Thus, the development of professional vocabulary occurs both in the process of working with the text (reading and translation), and is fixed in such activities as speaking, listening and writing.

Consider options for the presentation of special vocabulary for students of a technical university using the example of oil and gas topics. So, first of all, students need to form an idea of the terminological layers used in this area. Oil and gas terminology develop as a result of purposeful conscious human

activity and is formed simultaneously with economic processes. The emergence of new methods and technological methods of oil production, operation of oil wells, as well as the abolition of old methods of work and the obsolescence of equipment that is no longer efficient, leads to the constant development and updating of oil and gas terminology, which is closely related to other areas of science. In the terminology of oil and gas production, the terms of mathematics, petrography (equipment for the study of deep samples of oil and gas: free fall core - waste apparatus, fishing operation unit - apparatus for fishing operations) are involved; geology (logging - logging, pay section - productive strata), geophysics (stressed state of geological material - stressed state of the rock), general engineering, computer technology.

Also, students should know the basic principles of translation of special terminology, which include transcription (biorefinery, ion, liposome, aerogel), tracing (by-product, nanoparticle, nanoagent, bioelectronic device), descriptive translation of gasoline - corresponding to the gasoline fraction (by boiling point limits).

Any study of terminological vocabulary is based on its own definition of the term, often of a normative (when the term is a special word) or descriptive (when the term is a word in its special function) character. The development of special terminology by students of technical universities should be based on the systematization of the terminological layer, which makes the material being studied accessible and understandable [4].

The main system-forming factors, generally recognized, are the learning objectives, which, in turn, are: achieving an appropriate level of foreign language communicative professional competence; preparation of graduates to conduct effective self-educational work on a foreign language after graduation. In the course of the practical implementation of the ESP goals, the course includes a whole range of tasks:

- tasks aimed at developing students' English-speaking skills (discussions, debates and round tables);
- assignments that expand students' sectoral vocabulary (sectoral vocabulary, terminological units and expressions);
- speech tasks that develop communication skills in English using appropriate grammatical structures, vocabulary and communicative formulas;
- assignments for various types of reading;
- Role-playing games and case studies, during which students solve certain professional tasks and improve communication skills in English.

Of course, when preparing and performing the tasks listed above, the level of English proficiency of students should be taken into account. So, in classes with students whose English language skills correspond to the B1 (or pre-intermediate) level, more attention should be paid to developing the skills of everyday informal English-language communication, reading authentic texts in English and listening. During the next year of study, it is necessary to develop communication skills in a professional environment for students with such a starting level, expand their industry vocabulary and create conditions for its use in speech practice.

With students with a B2 (or upper-intermediate) level of English proficiency, from the first year of study at a university, it is advisable to work out communicative situations that are typical for professional communication, discuss issues related to the future field of activity, while expanding the industry vocabulary of students in the appropriate grammatical contexts and genres of professional discourse by expanding the areas of professional knowledge.

It is important to note that the effectiveness of the ESP course largely depends on how much it resonates with the disciplines of the professional cycle of the entire educational program. Of particular

interest at this stage is the work with terminological units (lexicon and set expressions) of professional discourse, which have been formed due to such cognitive mechanisms as conceptual metaphor and metonymy. The study of such a layer of sectoral vocabulary with the help of conceptual schemes greatly improves the results of mastering it by students [5].

Certain difficulties in working with students studying a foreign language for special purposes may also be associated with the actualization of the English language in the field of highly specialized professional communication. This state of affairs often requires the teacher to develop copyright materials that would fully meet the academic needs of students. The solution of such problems, caused by the specifics of the professional field and the individualization of approaches in education, is possible due to the involvement of various authentic materials in English on the profile of the specialty, the use of English-language sites, television shows, and feature films in English on professional topics. All of these resources are extremely valuable for developing an appropriate ESP course.

Starting from the first year, the Department of Foreign Languages conducts tests to identify the level of English language competence of students, based on the test results, students are distributed to the relevant programs. Depending on the level of the group(s), the department chooses the “pace” of teaching, both General English and ESP. The content of the course also includes certification (a measure of what students know and what they can do) and assessment (an indicator of the productivity of applying the work performed) [3].

Taking into account all the above definitions of ESP, we can conclude that, firstly, despite their versatility, they all show that ESP is part of ELT (English language teaching); secondly, in the process of teaching ESP, it is necessary to use a certain methodology, developed taking into account the specifics of future professional activity.

The ESP course sets new tasks for the teacher: not only to know a practical foreign language, but also to be competent enough in the field of professional orientation of the course.

The creation of an ESP course focused on the educational tasks set contributes to the formation of conditions favorable for the development and consolidation of the skills of foreign language professional communication of future specialists. Certainly, selected tasks allow students to deepen their knowledge at the same time in the professional sphere and develop skills of professionally oriented speech, taking into account the structural, semantic and pragmatic aspects of the English language, as well as in accordance with the set communicative goals.

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