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## THE ROLE OF TERMS OF SPECIALTY IN PROFESSIONALLY ORIENTED EDUCATION

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**Abstract.** Today modernization of education in new Uzbekistan defines the main goal of education as training a qualified specialist of the appropriate level and a profile that is competitive in the labor market, fluent in its profession and oriented in related fields of activity, capable of effective work in a specialty at the level of world standards, ready for professional growth, social and professional mobility.

Terms are an integral part of professional communication and without terms one cannot be taught to read or speak on professional topics. Knowing the terms and being able to use them in speech determines the level of professional training of today's professionals. So that the article considers about the role of terms of specialty in professionally oriented education while teaching English. There are analyzed works of scientists of our country and abroad in teaching language as well.

**Keywords:** terms of specialty, areas of education, thinking skills, students' speech, communication skills, clear instructions, formation of lexical competence, technical universities, competent approach, terminological vocabulary.

**抽象的。今天，新乌兹别克斯坦的教育现代化将教育的主要目标定义为培养适当水平的合格专家，在劳动力市场上具有竞争力，精通其专业并以相关活动领域为导向，能够有效地工作世界标准水平的专业，为专业成长、社会和专业流动做好准备。**

术语是专业交流的一个组成部分，没有术语就不能教人阅读或谈论专业话题。了解术语并能够在演讲中使用它们决定了当今专业人士的专业培训水平。从而使文章在英语教学中思考专业术语在职业导向教育中的作用。也有国内外科学家在语言教学方面的著作分析。

**关键词：**专业术语、教育领域、思维能力、学生的演讲、沟通技巧、清晰的指示、词汇能力的形成、技术大学、称职的方法、术语词汇

### **Introduction**

According to the program "Foreign Language" for all areas of education, the main purpose of teaching a foreign language in non-philological areas is to train future professionals who are fluent in a foreign language in their daily lives, scientific and professional activities. At the same time, they develop a sense of patriotism, independent research, development of knowledge and skills both outside of class and after graduation, as well as the ability to write scientific articles on universal and relevant topics, to develop logical thinking skills. To achieve this goal, the following tasks will be put forward:

Development of students' speech (reading, writing, listening comprehension, speaking), language (lexical, grammatical), socio-cultural and pragmatic competencies;

- development of oral and written communication skills and abilities on topics related to scientific, professional and domestic activities;

- acquaintance with universal and national values, inculcation of feelings of intercultural tolerance and interethnic solidarity;

- teaching terms and terms used in scientific and professional activities;

- The organization of independent work assignments based on the scientific and sectoral directions of students by giving accurate and clear instructions. [1]

### **Materials and methods**

The task of the English teacher in the formation of lexical competence in students of technical universities is to teach students the language of specialization, which is a special set of knowledge, skills and experience that will be the basis for their future professional activities. Scientists are doing a lot of research on this. In particular, we can cite the works of J.Jalolov, G.Bakieva, D. Hashimova, T.Sattorov, G.Mahkamova and other scholars on the methods of teaching foreign languages.

Among the scientists of the republic on the methods of teaching foreign languages: J. Jalolov, G. Bakieva, D. Hashimova, T. Sattorov, G. Mahkamova; on the issue of competent approach in foreign language teaching: M.H. Gulyamova, K.D.Riskulova, I.M.Tuxtasinov, G.A.Asilova; on the formation of lexical competence, including the formation and development of professionally oriented lexical competence: M.Choriev, V.I.Normuratova, Sh.T.Butaev; on systematic study of branch lexicon: H.D.Paluanova, M.B.Abdiev, H.Jabborov, K.A.Muydinov, N.M.Ikramova, Sh.Kh.Norbaeva, L.V.Danilova; in abroad by Nguyen Thi Kim Thu, E.V.Yataeva, E.V. Aleksandrova, I.P. Korotkova, S.V. Kozlov, V.V.Semina, T.N.Andreenko and others possible.

As for the content based teaching in language education we can cite the works of

H.G.Widdowson, D.M.Brinton., M.A.Snow, M.B.Wesche, Swain, Short, S.B.Stryker, B.L.Leaver, C.A.Tomlinson T.Murphey, Chaput, J.Crandall, G.R.Tucker, H.A.Curtain, C.A.Pesola, M.A. Mett and many other scientists.

### **Results and discussion**

According to the scientific works The main purpose of teaching foreign languages in non-philological universities is to train specialists who can use foreign languages for scientific purposes and production. At the same time, the student is taught a foreign language, terminology, lexical and grammatical features of the language of science and technology, aimed at future specialization, and in the future to develop skills in working with scientific and technical literature, texts and their application. Also, the main tasks of the foreign language teaching system are the formation and development of communicative competence and its components: intercultural communication, discursive, ethnographic, linguocultural and other types of competencies in the training of modern specialists. (N.P.Golovina, A.P.Rudenko, O.I.Kucherenko, V.V.Jura, N.M.Vlasenko and others)

Teaching terminological vocabulary in special-purpose foreign language classes is one of the most important tasks in the formation of professional communicative competence of future engineering students.

Terminology is a tool that facilitates the exchange of information and mutual understanding between interlocutors in the process of professional activity. Terms are a professional component of information and are part of both the receptive and productive vocabulary of professionals as linguistic units that form words and phrases. Terminology is one

of the prerequisites for the implementation of intercultural communication in the professional field.

In the process of teaching to read and translate literature on the specialty, terminology is mastered not productively, but receptively, dialogical opportunities are limited, communication opportunities of future professionals are limited.

In the process of oral communication, the study of terminology ensures the formation of professionally oriented communicative competence, which consists in developing the ability of non-philological students to communicate professionally in a foreign language.

The effectiveness of a specialist-oriented foreign language teacher depends on his knowledge of the necessary language material, his ability to use it in speech, his ability to explain and master this material by students, his terminological and general erudition competence in teaching practice, linguodidactics theory and history.

It is known that modern non-philological principles of higher education imply the organization of the educational process on the basis of a set of competencies that are of a general cultural and professional nature and are important in certain areas of activity. These basic competencies play an important role in the relevant areas of professional activity of future professionals. According to the requirements of the State Standards of Higher Education [15], the acquisition of all types of speech activities in a foreign language in a particular professional field is defined as a mandatory result of mastering the social and economic sciences. In today's world, the main task for students is to master all types of speech activities and professional

communication skills on the basis of professional vocabulary.

These requirements for a university graduate are determined by the need to form a high level of professional communicative competence as a future specialist, which in turn cannot be achieved without mastering professional terms in a foreign language. Lexical competence in a foreign language forms the linguistic basis of professional communicative competence. They can also be considered as a dynamic unit: lexical competence is formed in the process of communicative activity of students, and communicative competence is improved with the development of lexical competence, that is, their formation is interrelated.

Professional lexical competence is a holistic concept that represents the ability of students to apply relevant vocabulary, the skills and competencies formed on its basis, speech experience in different situations related to their future professional activity. The lexical component, as a linguistic part of communicative competence, includes the knowledge, skills, and competencies required to create a specific model of understanding and speaking style in a foreign language that is appropriate to the goals and situations of communication.

This, in turn, requires basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.), text analysis skills and competencies, communication skills, ie knowledge of how to use them correctly in different areas and situations of communication [12]. Communicative competence is the expression of linguistic competence in different contexts of speech according to behavioral and social norms and in accordance with the communicative purpose. [13]

Speech (communicative) skills are leading in the process of forming communicative competence, which in turn includes all types of speech activities, expressive and receptive skills and competencies.

The qualification requirements for the study of English by students of the Technical University are aimed at mastering all types of speech activities, including reading, speaking, listening and writing, both in professional activities and in everyday life.

As mentioned above, modern foreign language education aims to shape students' speaking activities in English on the basis of professional vocabulary, which cannot be achieved without mastering professional vocabulary in English. Therefore, the formation of lexical competence in students of the Technical University, in practical classes in English, has become the main task of the teacher.

"Professional lexical competence is a holistic concept that expresses the ability of students to apply vocabulary, skills and competencies based on it, representing the cognitive-speech experience in different situations related to their future professional activities." [14]

In our research, we study "professional vocabulary" in a broader sense as "professional language vocabulary". This is because future professionals will face not only professionalism, but also narrow specialization, general scientific terms, common lexical units, and even phraseological units during their future careers.

The development of professional lexical competence, in our opinion, implies the acquisition of a foreign language as a language of specialization. Teaching English as a specialty language at the Technical University is primarily based on working with scientific texts. Typically, words in a scientific text are divided into three

lexical groups: general-consumption lexicon, general-scientific lexicon, and narrow-lexicon lexicon.

The scope of use of words in the general lexicon is not limited to a particular region or type of activity. It forms the basis of the lexical structure of a language. Common lexicon includes everyday, cultural, economic, political events and concepts, names of objects related to different spheres of society.

General vocabulary is understandable to any language owner and can be used in various fields, including science and technology, without any restrictions. General foreign language vocabulary is usually studied satisfactorily by students in the early stages of learning and no additional work is required in practical classes, except in rare cases.

Narrow specialization terminology reflects the general characteristics of a particular field of work or activity. This terminology is used in all areas of scientific and technical knowledge. A distinctive feature of the narrow specialization terminology is that they are mainly mastered from different languages, and the most common methods of translating them are transliteration and transliteration. This reflects the international nature of the terminology and facilitates the easy assimilation of scientific and technical texts in English by students whose mother tongue is not English.

Terms related to narrow specialization, such as general-purpose vocabulary, are easily mastered by students "because of the concreteness of their meanings and the ability to establish many associations in the minds of students." [11]

General scientific terms occur in different fields of scientific activity and seem familiar at first glance as they are familiar to almost all language speakers, but are more difficult to master for

students who do not know English. This is because general scientific terms have an abstract meaning and are formally similar to the mother tongue.

In addition, the English teacher may experience lexical interference that arises in the student's mind. Sometimes it is necessary to transfer the meaning of a term mastered by a student through another field of science that is not technical, to the meaning used in the scientific and technical text, which in turn prevents adequate understanding of the semantics of the text. Mastering professionalism (specialty term) should become an integral part of the lexical competence of the future specialist.

Professionalism is a special word that professionals use in their daily lives. [8] defines professionalism as a "secondary meaning" of a layer that stands between terms and professional jargon. We can say that professionalism is the unofficial name of special events and concepts related to the profession, also known as professional jargon. Currently, the most actively developing "professional" language can be considered the language of specialists in the field of engineering and information and communication technologies.

Undoubtedly, a large part of professionalism is mastered when students start their professional activities in practice, in the work process and in the process of communicating with experienced professionals. This is a manifestation of the cognitive-speech process we mentioned above. But the first stages of getting acquainted with the terms take place in the process of studying at university. The inclusion of professional words and phrases in the structure of the texts taught allows the prospective specialist to quickly adapt to the professional environment.

Teaching a foreign language at the Tashkent State Technical University named after Islam Karimov is carried out in two stages. In the first stage, students acquire knowledge in the socio-cultural and educational and cognitive spheres of daily communication, while in the second stage they acquire knowledge in the framework of professional communication.

Particular attention should be paid to the formation of lexical competence in the Technical University. This specific feature of teaching is important for the implementation of free communication, especially in the professional field, in foreign languages. O.V.Basova, N.D.Galskova, N.I.Geiz, T.A.Dmitrienko, S.A.Ermolaeva in their work studied the formation of students' professional language vocabulary.

Although the purpose of this study differs from each other, but all of them have a single idea, that is, the lexical competence of a foreign language is the ability to communicate, so the lexical aspect of the whole language and language in learning a foreign language occurs through interaction between people and the world around them. should be. In the formation of lexical competence, researchers focus on the choice of lexical means (lexical means) and the situations that correspond to this context, taking into account the context of the future professional activity of the future specialist.

### **Conclusions**

So, one of the main tasks of teaching students of technical universities is to master the meaning and form of these new lexical units, as well as to develop the ability to actively use them in a variety of speech activities and communication situations.

Knowledge of specialty vocabulary not only demonstrates a high level of knowledge of the language, but also the ability to use it in practical professional activities, increases the competitiveness of the specialist, his professional mobility, initiative and success of social adaptation [2]. The essence of professionally oriented education J.N.Makusheva and M.B.Kovaleva argues that it is manifested in the integration of the individual with the specialty disciplines to form qualities of professional significance, in which a foreign language can be seen as a means of enhancing students' professional skills and personal and professional development [9].

Vocabulary teaching and optimization of its acquisition have a special place in the learning process. Modern professional (technical, legal, economic) language has many polysemous and compound words, which often consist of words with sectoral terminology or general technical meaning, as well as attributive combinations (attributive combinations).

Due to the presence of such linguistic phenomena in popular science texts, it is necessary to form appropriate lexical skills and competencies in students. Students should not only recognize professionally oriented vocabulary in texts, but also master their vocabulary so that they can understand their interpretation and use it in future oral and written communication.

The abundance of unfamiliar words in texts negatively affects students' understanding of them and leads to barriers to mastering the learning material. The ability to successfully overcome lexical difficulties is one of the most important tasks in learning a foreign language. The teacher should keep in mind that the optimal percentage of unfamiliar words in the language

material being taught should not exceed 5% [10]. However, this figure is often significantly increased in scientific texts, so it is important to help students overcome lexical difficulties.

One of the factors determining the level of professional training of a specialist in any field is the ability to communicate freely in a foreign language. Communicative competence is formed in the process of training future professionals to communicate.

In order to communicate, it is necessary not only to know the language, but also to be able to use it in psychological, cultural and social processes. Any specialist within his profession, of course, interacts with others, exchanges information. In such a process, i.e. communication is important as a core activity in the professional context, communicative competence is the foundation of education.

In the process of professional communication, the specialist's ability to work with professional documents in a foreign language, exchange information with others, express themselves freely in public, managerial skills, planning and initiative in decision-making all determine his level of communicative competence. From the point of view of modern communication, the main thing in the communication process is that these two interlocutors can express the purpose of communication and achieve this goal.

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