

DEVELOPMENT OF PROFESSIONAL LEXICAL COMPETENCE OF STUDENTS OF NON-PHILOLOGY EDUCATION FIELDS**Allamuratov G.A****senior teacher, acting Associate Professor of Tashkent State Pedagogical University named after Nizami*****Annotation***

Given article deals with the peculiarities of teaching English as a specific and target needs. Language learning does not only involve acquiring grammatical structure but also its function. It is important for non-philological students to be able to present their ideas, exchange their opinions or follow their specific developments all over the world. Most universities in Uzbekistan have been offering ESP courses besides the general English lessons to boost their confidence in this field.

Key words: *method, technical, specific, multilingual terminology, bilingual terminology, potential vocabulary, approaches.*

Teaching foreign languages is of special importance in enhancing the intellectual potential of the population of Uzbekistan. He stressed the need to further improve the education system and develop teaching methods in accordance with international standards in order to train specialists who meet modern requirements. For students of non-philological universities, it is important to learn a foreign language, and there is a need to get acquainted with new achievements based on foreign sources in the field of study. Therefore, the formation of reading comprehension skills in foreign languages is one of the priorities of today.

ESP students are adults who already have some familiarity with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs and the functions for which English is required. ESP is part of a larger movement within language teaching away from a concentration on teaching grammar and language structures to an emphasis on language in context. ESP covers subjects ranging from accounting or computer science to tourism and business management.

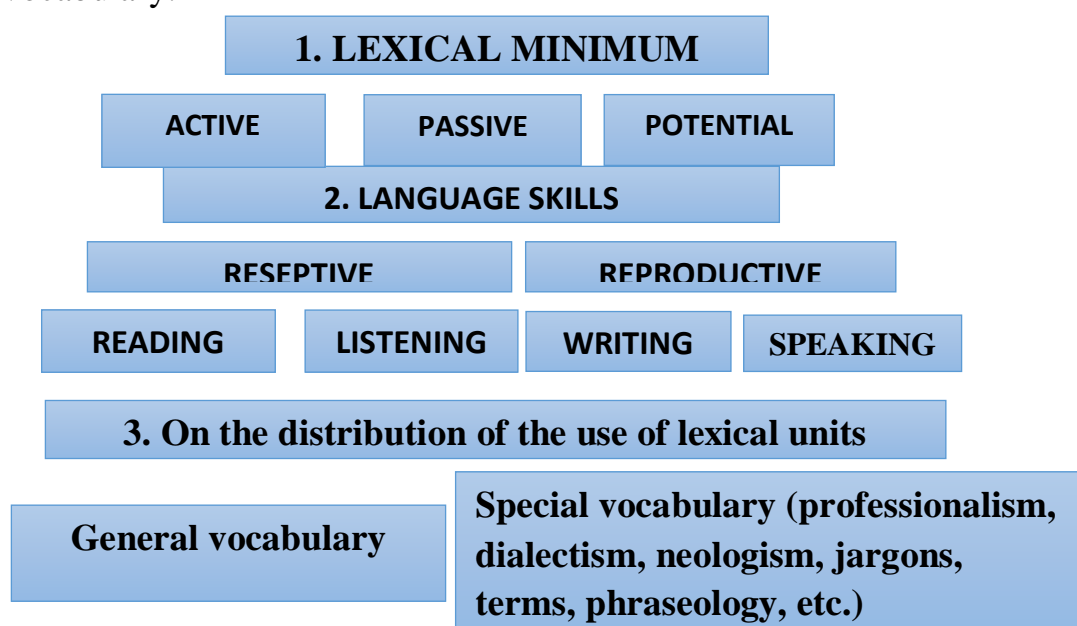
Today, the problems of teaching foreign languages in non-philological (non-linguistic) universities are receiving serious attention around the world, especially in Uzbekistan. State educational standards, model programs and curricula set high standards for qualified specialists in foreign languages. Accordingly, professionals are required to have the skills to study and use information written in other

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languages in their field, and skills and competencies are an integral part of the professional competence of a highly educated specialist.

Vocabulary is the sum of words and phrases that are studied, taught. It is impossible to learn the types of speech activities without mastering vocabulary perfectly. Psychologists acknowledge that the human child assimilates the experience gained by human society through words, because thinking takes place through words. A word represents a concept as a unit of language. The set of words in a language forms the lexicon as a system. In modern Indo-European languages, the lexicon consists of up to half a million words. It is possible to communicate in a language using 400-500 words. An educated person uses 3000-5000 words to express oral and written ideas. More than 20-25 thousand words are used in the works of great poets and writers [4].

In the methodical literature the vocabulary minimum is usually divided into active and passive (V.A. Buxbinder, G.V. Rogova, M.A. Pedanova, J.J. Jalolov, H. Soynazarov). According to some definitions, active - is the vocabulary units, which are important in using all kinds of speech skills of the students. Passive - is the units of vocabulary, which are important for receiving information in foreign language through comprehension and reading; in some works, it is included into receptive vocabulary.



According to G. V. Rogova's definition, there are three bases in the potential lexicon: inter-language bases (professionalism, neologisms, terms, abbreviations, compound words), inner-language bases (word-forming affixes and words formed by conversion), non-language bases (schemes, tables), terms, diagrams, various formulas, symbols) [5]. Also, J. Jalolov's views on the definition of potential lexicon are important. According to the author, if a student independently

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understands the meaning of a new word when reading the text, the word is considered a potential dictionary. Because of language experience, the student acquires the ability to comprehend independently as he or she has the opportunity to recognize these lexical units. Based on the author's descriptions, the following are included in the list of potential dictionaries as an example of scientific creativity: common words in foreign and native language in form and meaning (business, market, office, training, export, import, credit, budget...).

Terminology is a general word for the group of specialized words or meanings relating to a particular field, and also the study of such terms and their use [1]. This is also known as terminology science. Terms are words and compound words or multi-word expressions that in specific contexts are given specific meanings-these may deviate from the meanings the same words have in other contexts and in everyday language [2]. Terminology is a discipline that studies, among other things, the development of such terms and their interrelationships within a specialized domain. Terminology differs from lexicography, as it involves the study of concepts, conceptual systems and their labels (terms), whereas lexicography studies words and their meanings. Terminology is a discipline that systematically studies the "labelling or designating of concepts" particular to one or more subject fields or domains of human activity. It does this through the research and analysis of terms in context for the purpose of documenting and promoting consistent usage. Terminology can be limited to one or more languages (for example, "multilingual terminology" and "bilingual terminology"), or may have an interdisciplinary focus on the use of terms in different fields.

Terminology in the field of agriculture is directly related to the ongoing socio-economic processes in society. In today's world, the media is facing huge changes in the agricultural sector in the context of various climate changes, socio-political events, complex economic processes, as well as pandemics. In order to cover these processes, the media regularly "collide" with the terminology of the agricultural sector. That is why we inevitably come across terms related to agriculture in the speech of politicians, journalists, diplomats and even ordinary people.

It should be noted that the use of agricultural terms is one of the most pressing issues today, as its widespread and systematic use in the media due to various climate changes, socio-political events and interstate conflicts shows that this sector is always in the spotlight. In addition to the fact that the terminology of the agricultural sector is used in different texts (discourse), in different situations (contexts), it is natural that it is also used in scientific and technical fields with a tradition of rapid development. Agricultural terminology of the English language is a subsystem of developing terminology of agriculture. It is widely used all the

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resources of the national English: word-forming elements, neologisms, phrases and prepositional postpositional arrangement of particles, rethinking a generic term, and others.

Terminological vocabulary is one of the main ways to replenish the vocabulary of the language. Indeed, the complexity of structures of agricultural machinery, these of scientific advances in agronomy, chemistry and biology cause the appearance of many new terms. The main drawbacks of the agricultural terminology course are [5]:

- Ambiguity (polysemy), when the same term is used to refer to different concepts.
- Synonymy. In this case, the same concept corresponds several different terms.
- Lack of clear definitions (definitions) for the many, often fundamental (basic) terms. This gives rise to the so-called "scientific dialects", which often remain unclear even professionals from related disciplines.
- Inaccurate terminology when purely literal, sometimes "domestic" meaning actually contradicts the sense described their concepts.
- Bulky, sometimes unpronounceable number of terms.
- Indeterminacy of some important concepts.
- Lack of strong construction in conjunction of the terms used, which at the same time within the meaning linked.
- Frequent violation of norms and rules of the other language.

Thus, we can conclude that for an adequate translation we need specific glossaries. Created glossaries are educational and not intended to include the possible combinations and more words. In constructing the conceptual system of any branch of knowledge is natural to consider the requirements of the linguistic terms of economy. In the present case, in our opinion, it is expedient to recommend to the sequence of work:

1. Give clear formulation of the basic concepts and definitions of basic terms. These terms should maximize correlate with terms related fields of knowledge.
2. Determine the allowable share of English-language terminology.
3. Identify the hierarchy of concepts and carry out the basic concepts of fragmentation. These crushing must strictly meet the essential requirements of the theory of classification: a partition on one ground, completeness that is a reflection of all the possible elements of the lower level of fragmentation, lack of redundant and repetitive terms and concepts.
4. Separate the terms of the terms of agriculture and related areas, first of all, mechanization and livestock.
5. Conduct a sequential discussion and development of concepts and definitions for each stage of the proposed hierarchy.

6. To publish a glossary of recommended terms of pedagogical science. It is necessary to create a terminological dictionaries minimum for each specialty. For the selection of terms is necessary to apply the logical-semantic correlation of professional concepts and the corresponding linguistic sign. Sampling terminological combinations depend on the total number of samples taken.

At the same time, because the application of transformed, updated cognitive-intelligence technologies in English language teaching is required, the current English language teaching was developed on the basis of innovative technologies. According to its linguodidactic nature, "Language guessing" "Create a word map", "Potential lexical list" "Personalized lists", "Use context clues" are not recorded in the current teacher's book, and the effectiveness of interactive technologies such as "Building Blocks", "Define it" and "Find the meaning" have been proven and put into practice [3]. This helped students to successfully master the competencies specified in the state educational standard created according to the CEFR qualification requirements.

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