



## Terminology Is A Tool In Development Of Lexical Competence

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### ABSTRACT

The article considers about the role of terms of professionalism in development of lexical competence in teaching English in technical universities. Teaching terminological vocabulary in foreign language classes aimed at special purposes is one of the most important tasks in the formation of professional communicative competence of future engineering students.

### Keywords:

role of terms, terms of professionalism, lexical competence, special purposes, professional communicative competence, non-philological areas, scientific purposes.

The main purpose of teaching foreign languages in non-philological universities is to train specialists who can use foreign languages for scientific purposes and in production. At the same time, the student is taught a foreign language, terminology, lexical, grammatical features of the language of science and technology, focused on the future specialty, and in the future to develop skills in working with scientific and technical literature, texts, 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.

Terminology is a tool for the exchange of information and mutual understanding between communicators 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 intercultural communication in the professional field.

In the process of teaching to read and translate specialized literature, terminology is mastered not productively, but receptively, dialogical opportunities are limited, and 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 required 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 in our republic, 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. [10]

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 expresses 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 relevant to the goals and situations of communication.

This, in turn, requires the basic concepts of linguistics (methods, types, methods of linking sentences in the text, etc.), text analysis skills and abilities, communication skills, ie knowledge of how to use them correctly in different areas and situations of communication. [7] 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. [8]

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

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 sets the task of shaping 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 formed on its basis, representing the cognitive-speech experience in different situations related to their future professional activities." [9]. In our dissertation, we study "professional vocabulary" in a broader sense as "vocabulary of the language of specialization." This is because future professionals will face not only professionalism in their future careers, but also narrow specialization, general scientific terms, commonly used lexical units, and even phraseological units.

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. Generally, words in a scientific text are divided into three lexical groups: general-use lexicon, general-scientific lexicon, and narrow-lexical 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 various spheres of public life.

General lexicon is understandable to any language user and can be used in various fields, including science and technology, without any restrictions. General-purpose 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 assimilated from different languages, and the most common methods of translating them are transliteration and kalka. This represents 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.

Narrow specialization terms, such as general-purpose vocabulary, are easily mastered by students "because of the specificity of their meanings and the ability to establish multiple associations in the minds of students." [6]

General scientific terms are found in different areas of academic activity and seem familiar to almost all language speakers, but seem to be more difficult for students who do not know English to master. This is because general scientific terms have an abstract meaning and are formally similar to the mother tongue.

In addition, an English teacher may experience lexical interference that arises in the student's mind. Sometimes a student has to translate the meaning of a term mastered by another non-technical field into a meaning used in a scientific or technical text, which in turn prevents them from adequately understanding 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. N.M. Karpukhina describes professionalism as a "secondary meaning" of "tenevye oboznacheniya", a layer that stands between terms and professional jargon. [3] We can say that professionalism is the "informal" name for 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 process of work 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 the 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.

Foreign language teaching at the Tashkent State Technical University named after Islam Karimov (TSTU) is carried out in two stages. In the first stage, students acquire knowledge in the socio-cultural and educational and cognitive spheres of everyday 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 at the Technical University. This specific feature of teaching is important for the implementation of free communication, especially in the professional field, in foreign languages.

Although the purpose of this study differs from each other, but all of them have a single idea, that is, the lexical aspect 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 shaping lexical competence, researchers focus on the choice of

lexical tools and situations that are relevant to that context, taking into account the context of the future professional's future professional activities.

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 use them actively in a variety of speech activities and communication situations.

Knowledge of professional 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 in social adaptation and self-awareness

The essence of vocational education Makusheva and M.B. Kovaleva notes that it is manifested in the integration of the individual with the disciplines of specialization for the formation of qualities of professional significance, in which a foreign language can be considered as a means of improving students' professional skills and personal and professional development. [5]

Vocabulary teaching and optimization of its mastering play a special role 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 descriptive compounds (atributivnyx sochetaniy).

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 be able to not only recognize professionally oriented vocabulary in texts, but also understand their interpretation and use it sufficiently for 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%.

However, this figure is often significantly higher in scientific texts, so it is important to help students overcome lexical difficulties.

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