



TEACHING AND DEVELOPING ENGLISH TO MULTILEVEL STUDENTS THROUGH PROFESSIONAL VOCABULARY

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Article history:	Abstract:
Received: 7 th February 2023 Accepted: 7 th March 2023 Published: 10 th March 2023	Teaching a foreign language to students with different levels of knowledge with the help of specialized subjects, their development through sectoral lexical exercises is a means of ensuring that they acquire future professional communicative competence. The introduction of multi-level authentic and sectoral texts based on a step-by-step plan will not only affect their English learning, but also their fields with the help of English and increase their knowledge. In this article, we will discuss the difficulties that ITCI (Information Technology and Computer Engineering) students of different levels of education face in increasing their vocabulary in English and ways to overcome them.

Keywords: cognitive thinking, context, vocabulary, assimilation, linguistics, form of written communication, perception, critical thinking.

The important requirements for the professional competence of future modern specialists include professional knowledge, skills, skills and personal qualities, as well as the ability to successfully use computer technologies in professional fields. Analyzing the situation of teaching foreign languages to the students of non-philological higher education of the faculties ITC we found that the students have a low professional vocabulary in English, they cannot engage in oral communication about social and professional fields, they do not have written forms of communication, they have partial linguistic competence, and they need to develop these skills. Showing that it is the solution to the main problem. However, successful assimilation of vocationally oriented lexical material is ensured by cognitive processes, says O. Zhdanko in her scientific views. She said: "For students to communicate in a foreign language, the perception and recognition of lexical units oriented to the profession in different contexts, students' attention, memory, imagination, cognitive thinking, language and speech skills are of great importance." [1.28.]

Having students have a written form of professional communication means that it is the main means of communication that connects the relations between firms, companies and foreign countries, and students of ITCI departments can write and answer formal and informal letters, create CVs, and acquire the skills of filling out resumes. Linguistic competence plays an important role in the development of students' written and oral professional communication. The composition

of linguistic competence is defined as a part of communicative competence of a foreign language, including lexical-grammatical, semantic, phonetic knowledge. [2.53]

- In some universities, the topics given in the working curricula created based on the requirements of State Education Standards (DTS) do not partially correspond to the areas being taught, causing problems for the teacher in the process of teaching students at the Multi-Level level in all areas of non-philological higher education.

We can point out the main reasons for the difference in the level of language skills of students of different educational levels who are studying in the same group of the Universities in the ITCI directions as follows:

- the fact that most of the applicants of IT department do not have English language skills. This is due to the fact that the English language course is not available in the entrance exams;
- that the student studied other foreign languages at school, college and lyceum;
- the existence of a gap in their youth;
- diversity of interest in learning foreign languages;
- lack of motivation;
- they do not know their speciality, that is, the computer field.

Taking into account the shortcomings mentioned above, we found that the specificity of teaching students of



different educational levels in non-philological higher education ATCI directions should include the following:

- organization of interdisciplinary integration in teaching foreign languages, i.e. teaching on the basis of specialized subject;
- development of their professional lexical units with the help of field-related and authentic materials;
- providing educational materials suitable for the level of knowledge;
- step-by-step provision of educational materials;
- formation of individual education method;
- choosing suitable interactive methods, using them to teach and entertain.

The relevance of our research work is related to the real demand for knowledge of a foreign language in order for the students of ATCI to engage in professional communication.

One of the main components of speech activity is lexical units, says O. Zhdanko in her scientific views, and S. F. Shatilov emphasizes the role of the lexicon: "as a means of expressing or (carrying) meaning during the speech statement." [3.4.] N.V.Baryshnikov, E.N.Solovova, E.I.Passov, A.N.Shamov expressed their opinion about the importance of mastering the lexicon of a foreign language during language learning.¹ Vocational lexicon plays an incomparable role in teaching a foreign language for specific purposes in IT-oriented areas, and having them serves as a source for obtaining information about this profession and entering into professional communication. Interdisciplinary integration plays an important role in the development of professional lexicon. G.

¹ Барышников Н.В. Теоретические и практические аспекты преподавания иностранных языков и культур в различных условиях [Текст] / Н.В.Барышников // Теория и практика преподавания иностранных языков и культур в различных условиях: материалы Всерос.науч.-метод.конф. Лемпертовские чтения IV (23-24 май 2002г.) – Пятигорск: Изд-во ПГПИИЯ, 2002 -С. 3-5. Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций [Текст]/ Е.Н.Соловова. – М: Просвещение, 2002-239с. Пассов Е.И. Сорок лет спустя, или Сто одна методическая идея [Текст] / Е.И.Пассов. -М: Глоса – Пресс, 2006.- 240с. Шамов, А.Н. Когнитивный подход к обучению лексике: моделирование и

Dadamirzaev and Q. Fayzullaev, they emphasize that interdisciplinarity is the connection between the foundations of academic subjects or the integration of elements of different academic subjects.²

There are certain opinions about the specifics of practical exercises that develop professional communicativeness, and they say: Professional communicativeness is the student's ability and readiness to organize speech activities in a foreign language in the process of professional communication. That is to acquire language, speech, social and cultural knowledge, skills and competences. [4.42] L.O. Polyakova develops the scheme of professional competence + foreign language and puts forward the idea that one component cannot be formed without the other. [5.27]

In the process of developing the professional competence of students through the English language, it was the impetus for the emergence of a network called professional linguodidactics in the field of methodology. Theoretical foundations of professional linguodidactics in the scientific works of A.K. Krupchenko,³ the theoretical foundations are widely covered and the principles are developed. A.K. Krupchenko describes the professional linguo-didactics as having arisen on the basis of objective social demand, and says that it appeared during the exchange of information and experience of representatives of various fields. In the development of professional lexicon and professional communicative dialogue, language teaching within the framework of ESP is distinguished by its productivity, T. Hutchinson, A. Walters comments, describing it as efficient and productive. According to X. Basturkmen, teaching English for special purposes is easier and more effective than teaching the language as a second language.⁴

реализация: монография [Текст]. / А.Н.Шамов.- Н.Новгород: Изд-во: ГОУНГЛУ им.Н.А.Добролюбова, 2006. -277 с.

² Дадамирзаев, Г., Файзуллаев Қ.М. Фанлараро боғлаишнинг муҳандислик тизимидаги ўрни // Педагогический науки // Международный научный журнал. №1. 2016.34 -36 б.

³ Крупченко. К.В. Кузнецов А.Н. Основы профессиональной лингводидактики / Монография. – АСАДЕМИА. АПК и ППРО, М. – 2015. 232.

⁴ Hutchinson T. Waters A. English for Specific Purpose: a learner – centered approach. – England. Cambridge University Press, 1987. - p. 19.:



The lexical and grammatical exercises organized during the lesson show that the students will develop linguistic, speech and professional knowledge and skills that will allow them to effectively communicate with representatives of foreign professional communities. [6. 154].

In all directions of non-philological higher education institutions, taking into account the specific features of ESP teaching for special purposes, determining the need of students to learn the language in the process of teaching English language for profession is a guarantee of success.

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