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**TEACHING VOCABULARY TO THE STUDENTS OF AGRICULTURE
STUDY PROGRAM ON ENGLISH MATERIALS**

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Abstract: Findings revealed that English language was necessary for technicians to carry out specific tasks. All teachers agreed that their students should be taught not only general English, but also English that is relevant to the students' interests and needs. However, the non-existence of vocational language programs makes it difficult for English teachers to teach the contents pertinent to their students' specialization.

Key words: Agriculture, vocabulary and knowledge, translation transformation, translation strategies, lexical transformation, English, vocabulary, teaching, agricultural terms.

The modern agricultural sphere requires specialists not only to have deep knowledge in their field, but also the ability to communicate effectively and work with international partners. English for agricultural specialists is becoming an integral part of a successful career in agribusiness, where globalization and international relations are crucial.

In the modern global agro-industrial sector, where international trade agreements, cooperation with foreign partners and access to international markets are implemented, the level of English language proficiency is of great importance.

Agrosphere specialists should have a sufficient level of English to successfully perform their professional duties and communicate effectively with international partners.

So, at what level should a specialist have English for an agrarian? The most common requirements for the level of knowledge of the English language for specialists of the agro-industry are:

- **Communicative competence:** the ability to express their opinions, agree on terms of cooperation and negotiate agreements with international partners.
- **Technical vocabulary:** understanding of specific terminology related to agro-industrial processes, technologies and legislation.
- **Written communication:** ability to conduct correspondence, conclude contracts and documentation using English.

Teaching English at a high level opens up new opportunities for professional growth and expanding horizons in the field of agro-industry. Understanding the requirements and constantly improving the English language will be a real breakthrough in your career.

English for agricultural specialists is a key component of success in the modern agro-industry. Here are a few reasons why farmers should invest efforts in their level of knowledge of the English language:

- **International opportunities:** knowledge of English opens doors to international markets, promotes partnership and cooperation with foreign companies and investors.
- **Promotes effective communication:** English allows farmers to confidently express their ideas, discuss agreements and negotiate with partners from all over the world.

Access to new information: Learning English opens access to international scientific research, information resources and modern technologies, which contributes to continuous professional development.

Competitiveness: Knowledge of the English language makes farmers more competitive in the labor market, allowing them to occupy positions with higher responsibility and receive more favorable working conditions.

Let English become your powerful tool in the world of agro-industry, opening up new opportunities and expanding your professional horizons.

This paper is aimed to highlight the need of extending a general academic vocabulary to the students of agriculture study program on English materials. It is focused on presenting vocabulary used mostly for specific purposes, namely agriculture. Academic vocabulary should be suitable for all the needs of the students from all cycles, although here we are referring to the bachelor one, whether it is used in classes, for reading the agriculture materials or just practicing the theories on the field, or even when the students are prepared for facing the real world of work. A good knowledge of the English academic vocabulary in the field of Agriculture will improve all the skills of the students: speaking skills (speaking with fluency, good pronunciation, good conversation with specific agriculture terms), as well as reading ones and comprehension (understanding the main ideas of the text, presenting reports in/from the field, skimming and scanning activities). Furthermore, we have noticed that a lot of words of general use started to have academic meaning in our corpus, and that is why we consider to be considered as academic vocabulary. Consequently, we have identified the need to create field-specific academic word lists, to be used when teaching English to agriculture students, giving them the possibility to assimilate these words and to incorporate them in their day-by-day English vocabulary use. Delivering to the students an academic English vocabulary from a specific field, namely here, agriculture will contribute to complete their profile, helping them to become professionals, in an international labor market, where specialists are required. English teachers from Agriculture field could implement the use of academic vocabulary based on the variety or diversity of agriculture terms, being aware that vocabulary learning strategies must be purposefully taught, to improve the existing situation, and contribute to their professional profiles.

When teaching Academic English vocabulary with specific purposes, such as in our case, Agriculture, once we have identified the target areas, according to the study program we refer to, and of course, the study cycle, namely, bachelor, master of

PhD, the structure of the teaching class and the methods themselves are different and more or less complex. The academic vocabulary is not the same, as the degree of complexity of the study cycles is. Using academic vocabulary in teaching English for bachelor could not be the same as for master, respectively PhD.

The importance of academic English:

1. The course might be not a long academic course that requires students to achieve specific tasks to obtain a passing score. Courses usually take several months of work per week to complete. • What does it mean, an academic English course? The focus of the academic English course is to provide students with more knowledge and understanding of English so that they can write academic papers and academic papers proficiently and competently. Through the topics covered in this study plan, students will learn how to fully express their ideas, how to increase their educational vocabulary, how to organize certain types of writing, how to avoid grammar and punctuation errors, and how to analyze certain types of text.[5]

2. Achieving academic English courses can help students improve the way they organize themselves, their management of time, but also the language skills, and the capability to read and write in a professional English, college level, with appropriate vocabulary.

3. Course fees may vary depending on the type of the institution but also on the time necessary for each student to achieve the duties. In order to have a clearer overview, they should try to define their priorities, either to try to learn by following additional classes online or to attend the classes. Having the possibility in a university to provide at the English classes academic English for Agriculture will attract the students more, spare money for their families and create professionals for the very start.

4. Students who have completed academic English courses can use their improved language, literacy and communication skills to find careers in various professional fields, such as business, administration, education, public service and

entertainment. Graduates can choose to serve as office administrators, project managers, human resources directors, school office managers, customer service representatives, and even writers and editors for local publications.

The terms have the characteristics of mono semantics, consistency, structure, persistence, which is characterized by its lack of dyeing, methodological neutrality. The peculiarity of the term is that it is activated in professional, scientific-style texts, characterized by fundamental proportionality, accuracy, conciseness, nominative-functional, specific function, methodological neutrality. This paper is aimed to highlight the need of extending a general academic vocabulary to the students of agriculture study program on English materials. It is focused on presenting vocabulary used mostly for specific purposes, namely agriculture.

A specific focus on academic vocabulary involving a reduced – though with high coverage – list of words, allows for the possibility that the learners contribute their vast knowledge of their specific fields. In this way, both motivation and self-esteem may be increased, since the learners would be exposed to lexical items that they are somewhat familiar with, that they can recognize as part of the texts that they manipulate. In our view, a list of academic words should be a set of options to build the rhetoric of a text, providing all the necessary word data basis, including different criteria of classification, according to the specificity of the audience and the profile of the class of students, their interest and profile.

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