

DIFFICULTIES IN MASTERING A FOREIGN LANGUAGE PROFESSIONAL VOCABULARY

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Annotation

The article gives a brief description of the process of mastering foreign-language professional vocabulary by students of non-linguistic specialties and university training courses and provides some types of exercises that contribute to more effective mastery of the "specialty language".

Keywords: foreign language professional vocabulary, levels of mastery of lexical material, professional communication in a foreign language, a set of exercises.

In accordance with the requirements of the work program for the purpose of studying this discipline is to increase the initial level of foreign language proficiency achieved at the previous stage of education, and to master the necessary and sufficient level of communicative competence for students to solve social and communicative tasks in various areas of everyday, cultural, professional and scientific activities when communicating with foreign partners, as well as for further self-education. Data the requirements for a university graduate are dictated by the need to form a high level of professional and communicative competence among future specialists. In this regard, one of the features of studying foreign language students of non-linguistic specialties and areas of training are mastering a huge amount of professional foreign language vocabulary, in particular including terms.

There are different interpretations of the concept of "vocabulary skill". One of the proponents of the communicative approach, G.A.Djumaeva, interprets the concept of «vocabulary skill" as the ability of a speaker to choose a model that is adequate to a speech task and formalize it in accordance with the norms of this language. They always cope with such a task — to communicate, convince, express, doubt, criticize, praise, persuade, show, etc. To perform these tasks, one or another vocabulary form is used. G.A.Djumaeva connects the vocabulary form and the speech task with each other. Have such a connection, in the process of

speaking, when a particular task arises, an adequate, optional grammatical form "pops up" in consciousness.

Foreign language lexical competence is the linguistic basis of professional-but-communicative competence. They can be considered as dynamic unity: lexical competence is formed in the process of students' communicative activity, and communicative competence improves as lexical competence develops, i.e. their formation is interdependent [7, p. 127].

According to the definition of L.Y. Zinovieva, the development of foreign language vocabulary is "a process of bilateral interaction between a teacher and students aimed at acquiring new knowledge in the field of a foreign language; formation of skills and abilities of intercultural communication; development of cognitive processes: attention, perception, memory, contextual thinking; ensuring cognitive activity of students"[3, p. 136].

This process is characterized by a number of specific features in the educational process of a non-linguistic university. The following are highlighted as the main features:

- 1) practical orientation and continuity of training, so how students master a foreign language and vocabulary as its component in as a means to acquire additional information on their specialty, relying on the knowledge and skills they received at school;
- 2) the importance of independent work, without which the development of a foreign language and vocabulary as its component is impossible, since the necessary competencies can be formed only under the condition of the active educational activity of the student himself;
- 3) the use of broad opportunities of specific abilities and typical forms of intellectual activity of students studying in various specialties and areas of training, – for example, activation of the work of RAM, developed in solving complex tasks;
- 4) active psychological support of cognitive activity through the formation of personal qualities of trainees, taking into account their age characteristics and the leading type of activity [3]

As most experts note, a particular difficulty in the process of mastering lexical units of a foreign language is the development of professional vocabulary (in other terms, "specialty language"). Professional lexical competence is an integrated

concept expressing the ability to apply the appropriate vocabulary, skills and abilities formed on its basis, cognitive and speech experience in various situations related to the future professional activity of students [7, pp. 127-128].

Professional foreign language vocabulary can be divided into the following groups: general scientific vocabulary (lexical units describing diverse phenomena and processes in various fields of science and technology: career, opportunity, property, technology, research, etc.);

-common vocabulary (lexical units that are most often found in scientific texts and do not convey special concepts: email, application, use, development, advancement, improvement, etc.);

-terminological vocabulary (nominative lexical units of a special language adopted for the exact naming of special concepts;

- are characterized by nominativeness, narrow-system and structural determination, uniformity, cognitive saturation, accuracy of meaning, semantic transparency:

-a unit of measurement, velocity, superconductivity, microwaves, etc.) [9].

Due to the variety of professional vocabulary and the difficulties of its assimilation, many methodologists offer step-by-step (level-by-level) mastering lexical material. At the same time, three stages are distinguished: low, medium (levels of values) and high (level of activity).

At the first stage, the presentation and semanticization of a new vocabulary is organized -students get an idea of the sound and graphic image of a lexical unit, connections are formed between a foreign word and its meaning. Students acquire the skills of identifying lexical units in presented communicative situations. They should demonstrate elementary knowledge of special terminology on the problems of professional communication. However, the choice of a lexical unit may not always be adequate to speech-thinking tasks.

The second level of formation of lexical competence of students involves the formation of skills in the application of the studied lexical units, the establishment of strong links between lexical units and their meaning. At this stage, trainees should demonstrate the mastery of professional vocabulary at the stage of ensuring the disclosure of the general content of statements on special topics and the possession of basic special terminology on the problems of professional communication.

The high level is characterized by the ability of trainees to ensure the disclosure of the content of statements on special topics, the adequacy of the choice of lexical units to speech-thinking tasks, possession of the necessary number of lexical units to understand the meaning of words in various professional contexts, as well as special terminology on the problems of professional communication. In addition, trainees should be able to use various communication strategies to solve professional communication tasks [3, 8].

In order for students of a non-linguistic university to achieve a high level of lexical competence, it seems necessary to ensure the sequence of the corresponding stages of its formation during the educational process and to implement work on the organization of lexical material on the basis of interdisciplinary connections, applied taking into account the linguistic features of the language material, as well as cognitive, speech-thinking and educational students' activities [7].

The exercises mentioned above are included in the so-called preparatory block, followed by interactive, including truly communicative exercises (role-playing and business games, projects, essay writing, analysis of specific situations, discussions, debates). The purpose of such exercises is to creatively comprehend the acquired professional knowledge and apply the formed skills and abilities in real situations of professional communication.

As examples of exercises, we will give some exercises of the preparatory block: exercises for the identification and differentiation of lexical and terminological units (read the definitions of the following terms and answer questions;

-emphasize the terms in the text and find their definition in the dictionary);

-exercises on the correlation of language units, aimed at choosing the meaning from a number of proposed: a) on the correlation of the term and its meaning in Russian, b) on the correlation of the term and its definition in a foreign language;

-multiple choice exercises (fill in the gap in the sentence with the appropriate term by selecting it from a number of suggested ones);

-exercises of an entertaining nature (fill out a crossword puzzle);

-exercises to establish paradigmatic and syntagmatic relations (to pick up adjectives to nouns from the list and fill in the gaps; to pick up a verb that is combined with all the words presented in the list; to make sentences using a certain model);

- an exercise to expand the speech material represented by a word, a phrase, a part of a sentence, a sentence, a super-phrasal unit, a text;
- exercises on the periphrasis, forming the ability to convey the meaning of a speech unit (terminological) in other words;
- question-and-answer and problem exercises aimed at creating situations that motivate students' verbal interaction [4].

When choosing certain exercises depending on the level of training of students, the teacher should also take into account the share of independent and classroom work in the total number of hours allocated to learning a foreign language.

In general, when teaching the "specialty language", it is necessary to adhere to such a system of exercises that promotes the formation of receptive and productive lexical and terminological skills and provides formation of a foreign-language professional and communicative competence of a specialist through the communication of professional knowledge by means of a foreign language.

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