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STRUCTURE AND CLASSIFICATION OF AGRICULTURAL TERMS IN ENGLISH LANGUAGE

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Abstract. The purpose of this article is to prepare students majoring in agriculture to successfully master specialized terminology and develop their ability to use terms in professional communication situations using English-language, professionally oriented texts.

Key words: students of agricultural fields, dictionary of terminological vocabulary, professional communication.

Today, the world is rapidly changing, new professions are emerging, and information technology is being introduced into all spheres of human activity. Improvements in technology and the emergence of new fields of knowledge, including those at the intersection of sciences, contribute to the emergence of new terms and concepts in language. A term is a word or group of words that, within a given field or specialization, has a specific and unique meaning, excluding any possibility of a different understanding or interpretation than that intended by the author.

It is worth noting that foreign language instruction at an agricultural university is characterized by a practical focus. Students use a foreign language as a means of obtaining additional information on their future specialty. This practical focus is determined, first and foremost, by the teacher's teaching objectives, such as developing verbal skills, developing language proficiency, and mastering specialized terminology through working with non-authentic and authentic popular science and scientific texts in their field. This article examines the experience of teaching students at an agricultural university specialized vocabulary that forms the

sublanguage of the agricultural subject area (agricultural supplies, livestock farming, crop production, etc.).

The general educational goal is to develop Uzbek students' understanding of the essence of language and broaden their linguistic horizons, while expanding their professional knowledge in agriculture and related disciplines. This includes problems of translating terms into English, their correct and appropriate use in professional and everyday communication, and an understanding of the nature of the languages in contact: English, a synthetic, fusional, and inflectional language, and Uzbek, an agglutinating language. Text-based work demonstrates the differences in the ways of expressing thoughts in these languages.

English and Uzbek agricultural terminology share a common vocabulary. This vocabulary is fully or partially identical in both languages, for example: canal, pump, elevator, agrochemistry, etc. This similarity facilitates learning and simultaneously demonstrates the different grammatical possibilities of English and Uzbek, especially when working with educational texts. It also develops linguistic guesswork, thereby increasing students' passive vocabulary. The practical goal of teaching English to Uzbek students is to develop the necessary skills and abilities for independent work with agricultural terminology in English, everyday and professional communication, the use of reference and encyclopedic literature, and electronic educational resources, as well as the independent acquisition of professionally relevant knowledge and its critical analysis. English language classes thus foster a culture of intellectual work and enhance professional competence.

Each terminology system has its own semantic features and specific linguistic characteristics at all levels of the language. English agricultural terminology developed over a long period of time and is one of the most complex and extensive terminology systems in modern English. Students should develop a clear understanding of the vocabulary of their chosen specialty as a specific system, which primarily involves exploring the set of terms that comprise it and studying the relationships and connections between them. The linguistic

characteristics of agricultural terminology as part of the lexical system must be taken into account by teachers when creating a system of assignments and exercises for teaching Uzbek students in non-philological specialties in English as a foreign language (RFL) classes. Lexical work with terminology can be considered a mandatory learning activity. It should be noted that in this article, we limit our consideration to the lexical material itself. We do not separately address the issue of the methods of forming terms and terminological phrases related to the field of agriculture in the English language, which, in our opinion, deserves special attention as a linguistic and methodological problem and can serve as material for a separate publication.

The educational goal is to instill in students a proactive approach to life and high moral qualities in future professionals. Language is studied in close connection with national culture, and through English language instruction, an objective understanding of English culture and advanced science is formed, facilitating the professional development and personal growth of future professionals.

To develop the communicative competence of future agricultural specialists, it is possible to effectively use a special set of exercises aimed at mastering the language of the future specialty, based on the methodology of A. N. Shchukin [7]. With regard to agricultural terminology, in our opinion, this set may include, for example, the following exercises:

1. Guess the meaning of a new agricultural term from the context.
2. Write in the gap a term from the agricultural industry that fits the meaning.
3. Group agricultural terms according to some common feature.
4. Find in the text and write out key terms from the field of agriculture.
5. Compile a dictionary entry on a significant agricultural term for the glossary.

An educational glossary, by recording elements of scientific knowledge in the form of a term as a specialized linguistic unit, is a means of mastering the

language of the future profession and contributes to the formation of a professional picture of the world of a future specialist.

Today, the vast majority of high school students have never even considered studying agricultural or related sciences. And as long as they ignore agriculture altogether, trying to interest them in the content and quality of education or the employment opportunities in this field is futile. It's important to spark interest in the industry as a whole, in order to then foster interest in improving the quality of education in this field or in the career opportunities it offers.

Currently, students frankly define the image of agriculture in most developed countries as "crap"/"not cool." A significant portion of the students surveyed noted the higher social status of graduates from other fields of study compared to them. Some even had to defend their choice to friends and family members unrelated to agriculture, who asked why they didn't choose something "cooler" or a "real university" to study. This reaction reflects the status and perception of agriculture and related sciences in society at large.

However, there were other students who did not experience such treatment and noted their positive image among students at other institutions. For example, in Latin America, there is a relatively high percentage of students studying agriculture at universities. They typically come from large ranches or latifundia and enjoy high social status. Others study agricultural or bioengineering. The "engineering" component of their education earns them a certain respect in society, they admit.

It's a completely different story in developing countries: in many of them, food security is not a possible scenario for the distant future, but a reality today. Naturally, all this heightens the importance of the agronomist's role in everyday life. Accordingly, the number of students expressing interest in agricultural sciences is significantly higher in developing countries, and they are quite satisfied with their social status.

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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