Teaching Technical Technical Vocabularyin Esp

Sadikova Makhbuba Baxtiyarovna, Almardanova Zulfiya Chorievna
Senior teacher, Tashkent State Technical University named after I.Karimov

Abstract: This article provides information on the use of dictionaries in the process of language learning and increasing vocabulary in technical universities. Today, there are a number of innovative ways to increase vocabulary. This article discusses ways to increase technical vocabulary with the help of dictionaries and its importance.

Keywords: technical field, use of dictionaries, innovative methods, communication.

Introduction:

When teaching the formal side of the language - its grammar, phonetics and word formation, it is important to keep in mind that the form of a word is not only its outer shell in relation to it. But it does affect its content. So, if we take a sentence and begin to change, for example, the form of a verb, then we can make a real action possible, desirable, etc., and, by making a word that carries a phrasal stress unstressed, completely change the purpose and meaning of the statement. Thus, the form of a word constitutes unity with its meaning, influences it, and therefore the study of form is of such great importance in language.

Materials and methods:

However, the learner can realize the importance of the word form only if he feels and understands this connection. This raises the important problem of the correlation of vocabulary, grammar and phonetics in teaching a language. Until recently, grammar and phonetics were often studied in parallel with technical vocabulary and independently of it. One of the important progressive principles of modern methodology is the organic connection of technical vocabulary with grammar and phonetics. Just as it is impossible to learn technical vocabulary without simultaneously studying the grammatical form of a word and its pronunciation, so it is also impossible to study grammar and phonetics in general, without taking into account those specific words to which the studied rules of grammar and phonetics should apply.

Finally, no matter how important the grammatical forms of a word are, knowing a large number of words to express different thoughts will be more important than knowing the same number of grammatical forms and constructions; for example, knowing 50 words and 5 grammatical constructions, you can build more sentences than if you know 5 words and 50 constructions. At the same time, it is necessary to note the specific difficulties in the study of lexical material. The system of technical vocabulary is not sufficiently identified in linguistics, in contrast to grammar and phonetics. Therefore, lexical material is a kind of collection of single facts, a collection of units that do not have a system.

Results and discussion:

In addition, the word itself is a very complex and diverse phenomenon. Each word has a certain amount of meanings, form and usage. The word form is understood as the phonetic and orthographic

side of the word, its structure and grammatical forms. The pronunciation and spelling of foreign language words are new for students and therefore cause significant difficulties. The volume of the meaning of words in comparison with the native language, the polysemy of words, the nature of the compatibility of some words with others, the use of the word associated with the volume of meaning and determined by the specific situation of the utterance causes difficulties. In addition to the general features of technical vocabulary as the material of the language, there are particular features of the technical vocabulary of the language being studied.

A characteristic feature of English technical vocabulary is polysemy and homonymy. Therefore, it is obvious that the methodology of teaching technical vocabulary should take into account the specifics of a particular language. Among the range of issues that make up the content of the methodology of teaching foreign languages, the problem of lexical selection belongs to one of the leading places. A correctly compiled educational dictionary is a necessary tool for a teacher, as it focuses him on a strictly limited range of technical vocabulary to be learned. The essence of lexical selection lies in the fact that from the multitude of words and phraseological phrases of a foreign language, only those are selected whose assimilation is primarily necessary to achieve the set learning goals. explained by some features of speech communication, where two interrelated, but different in nature, sides of speech activity are manifested: understanding someone else's speech and expressing one's own thoughts. The implementation of these aspects is carried out using lexical material of different volume and composition and depends on the educational and cultural level of a person, his profession and range of interests, which determine the content and form of everyday speech practice. There are certain principles for selecting a lexical minimum: thematic selection, frequency, prediction of errors by language interference, semantic selection, the principle of compatibility, the principle of stylistic unlimitedness, and some others.

Thematic selection is understood as the selection of a rather limited number of special words and expressions, without which communication on a particular topic is impossible. Frequency is determined using a number of educational dictionaries, textbooks and reference books. Forecasting errors based on language interference helps to select the lexical minimum necessary for the correct and idiomatic expression of the trainee's thoughts. When transmitting his thoughts, he tries to be guided by the volume and systems of meanings of words and phrases of his native language in foreign language speech activity. Therefore, they are trying to determine what the most used and valuable lexical units for communication can be conveyed in English by the most communicatively valuable lexical units of the Russian language, diverging in their semantic structure or in structural and speech models with the corresponding words, expressions and constructions of the English language. During semantic selection, the chosen words should express the most important concepts corresponding to the studied topic of oral and written speech. According to the principle of compatibility, the value of technical vocabulary is determined depending on its ability to be combined with other words. The higher the word compatibility, the more communicatively valuable it is.

The principle of compatibility should also be understood in the sense that the words to be studied should be distributed in the order in which they can best be combined with each other. For example, with the verb "read" adverbs such as "loudly", "out loud", "slowly", "fast", etc. were included. And, on the contrary, such words were not included that cannot be combined with this verb at this stage The principle of stylistic unlimitedness, that is, the principle of belonging of a word to a neutral, literary, colloquial, bookish-written language, increases the percentage of thematic technical vocabulary with an increase in the course: the younger the course, the more neutral in style the vocabulary. The practical component of teaching technical vocabulary is the formation of the ability to communicate in a foreign language through oral and written speech, providing the basic cognitive and communicative needs of students at each stage of education and the possibility of familiarization with the cultural values of the peoples - speakers of the languages being studied. It is important to define what we mean by second language vocabulary.

When we talk about technical vocabulary, we usually mean words, but what is a word?

Most people think of words as single units, such as cat, dozen, or reluctant. However, these single words are merely one part of the vocabulary load that our students face. In fact, a "word" can be one of five types, namely

(1) a single word,

(2) a set phrase,

(3) a variable phrase,

(4) a phrasal verb, or

(5) an idiom.

Activity 1: Keeping a running list of words Students remember a certain percentage of what they see and a certain amount of what they hear, but they will remember even more of what they see and hear. Therefore, you should make a list of vocabulary as you are teaching. Point out the words to focus learners' attention on the words. In addition to providing focus and multiple retrievals, writing a list also shows the students an example of keeping a vocabulary notebook, which is one of many good vocabulary learning strategies. It is important for ELLs to see a model of what their notebooks could look like (Folse 2014). Keeping a vocabulary list on the board is a good first step, but students are bombarded by all sorts of information all day long. Your job is to make these words memorable, and one way to do this is by doing something unique with the words as you teach them. These unique actions could include drawing the word, making a story about it, or even spelling it backwards. More common actions could include pronouncing the word, noting its antonym, or asking if anyone knows the word already.

Let us look at teaching options when noting the two following words on our vocabulary list: valley and the bottom line When teaching the word valley, you could ask students what the shape of a valley is. They will indicate that a valley is shaped like the letter V. Thus, you might write the word with an extra big initial letter to indicate this relationship: Valley. The idiom the bottom line is a good word to illustrate. Have students draw several lines, one on top of the other. The lowest line should be bigger or thicker than the other lines to indicate that it is more important than the other lines. Have your students draw an arrow to the lowest one and then label it "the bottom line." Thus, learners have illustrated that the bottom line means the most important point or factor in a discussion. A very simple yet effective practice activity uses vocabulary cards that contain one question each. The teacher puts students in pairs or small groups, and their task is to discuss and solve the vocabulary question presented on the card. These teacher-generated cards can feature a variety of exercises, as seen in the following examples for the word valley:

Activity 2. Multiple Choice Exercise The area between two mountains is called a . A. voucher B. valley C. wound D. wave [Answer: B.] Activity 3: Ranking vocabulary items [3] In a ranking activity, you present the class with a list of six to eight items that they must rank according to some factor. For example, you could present cities that students must rank according to population, or historical events that students must rank according to importance. Choose a list of items that represent a theme that is meaningful to your students. Embed key target vocabulary in the activity, and put these target words in bold or underline them. The following ranking activity practices quantity words in English, particularly different kinds of containers. First, have students write their own rankings by themselves. Then have students work in groups of three or four to discuss their rankings and then reach a group consensus on one ranking list for their group. Ranking Activity Directions: The following six items were bought at (fill in the name of a local store that all of your students know) yesterday. Use your knowledge of prices to rank these from the cheapest (1) to the most expensive (6). a bag of chips a can of tuna a box of cereal a bunch of bananas a carton of eggs a pack of gum If you do this as a speaking activity, remember that there are actually two types of language needed for this activity (Folse 2006b). The language that is in the task is not usually the same language that learners need for the subsequent speaking task. Most teachers are good at identifying the language in the task. Here this includes container words such as bag or box and food names such as cereal or eggs

[4]. However, teachers should also consider the language that students need for the speaking task. Students will need such language as "What did you rank number 1?" or "No, I think that a box of cereal is more expensive than a carton of eggs."

Conclusion:

In general, the role and place of the lexical aspect in the process of teaching a foreign language can be defined as the most important in the formation of students' ability to participate in direct and indirect dialogue of cultures, and use a foreign language to deepen their knowledge in various fields of science, technology and social life.

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