

FORMATION OF TERMINOLOGICAL COMPETENCE OF NON-PHILOLOGY STUDENTS AS AN IMPORTANT FACTOR IN UNDERSTANDING READING MATERIALS

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Abstract: *Students need English not only in the process of university education, but their future careers are inextricably linked with this language. In order to carry out high-quality professional activities in the process of international exchange, graduates of a non-philological higher educational institution should have the opportunity to carry out field activities in a foreign language environment. Informal feedback from students also supports their position that they need formal instruction in foreign language learning to be successful in their future careers or careers. At the same time, after graduation, students can pursue master's and Ph.D. must know English at the lower or upper B2 level. They are required to pass the international GMAT, SAT, GRE exams for their work and academic career in general secondary schools in our republic. Also, in the era of developing the STEAM approach in education, future professionals need to have knowledge of English reading, writing, speaking and professional lexicon in order to become a suitable staff for these requirements. Below, we will consider the importance of terminology, terms and their types, and the importance of professional lexicon in foreign language learning. Most people agree that teaching technical vocabulary should not fall under the purview of the ESP teacher. However, there are times when ESP teachers have to make sure that the students understand the technical terms that are used in a text or in an exercise. It will be simpler for teachers to select the best teaching strategies for each student the more familiar they are with their classrooms.*

Key words: *non-philological direction, term, ESP, GMAT, GRE, SAT, B2, professional lexicon, vocabulary, term groups*

1. INTRODUCTION

The increasing demand for the level of teaching foreign languages for students in non-linguistic higher educational institutions requires the development and implementation of new teaching methods that take into account the professional needs of specialists and changes related to academic requirements. In this regard, it is necessary to proceed from the need for specialists who know not only foreign languages well, but also professional terminology, which ensures verbal mutual understanding of partners in the process of professional communication. Students need English not only during university education, but their future careers are inextricably linked with this language. One of the tasks of modern professional education is mastering the professional language. Terminology is a tool of professional communication and the theoretical basis of professional growth, it is a source of knowledge and tools for gaining professional experience. Thus, the acquisition of terminology

in a certain field of knowledge is traditionally an indicator of the quality of mastering the material in the educational process, and active use in the exchange between specialists helps mutual understanding and cooperation in the exchange of experience. The modern educational system recognizes the need for terminological literacy in professional activities. Terminological competence is the ability and desire of a specialist to competently use terminology in solving professional problems using a minimum amount of personal, material, time and other resources.

2. **PROBLEM STATEMENT**

It is known that the process of teaching specialized subjects is different from studying a language, students learn special knowledge and terms related to science are taught in a foreign language. Students learning English for specific purposes are always faced with the problem that English speakers or practitioners use different terms for the same concept. They are confused by the phenomenon of polysemy, which means that one word refers to two or more concepts, or the phenomenon of synonymy, which means that one concept has different meanings. In the case of polysemy, students may misunderstand the meaning from the context. As for synonymy, they are not sure which term is more appropriate. This is strongly influenced by partial and even incorrect presentation of terms in English-Uzbek dictionaries. Students struggle to find equivalence of terms between their mother tongue (L1) and the foreign language being studied. Such problems not only lead to a lack of understanding of information, but even worse, make language learners tired of working with terms. It is known that students usually do not receive training in the theory and practice of terminology, so it is the task of the foreign language teacher to increase their terminological awareness and terminological competence. ESP students must comprehend and use technical jargon to do the tasks. Those that are able to expand their vocabulary will have no trouble completing their assignments. They are driven to speak a second language skillfully in order to satisfy societal expectations, including doing their jobs well, offering superior customer service, and keeping up with evolving standards and trends.

3. **RESEARCH QUESTIONS**

These days, most people agree that vocabulary instruction is crucial for ESP. When talking about teaching ESP vocabulary, a number of questions appear. While presenting ESP vocabulary, should the ESP instructor utilize new strategies and techniques, or should they stick to the same ones they would use while teaching normal language? Does the ESP instructor have the task of teaching technical vocabulary? How much vocabulary does an ESP learner need to acquire to think of themselves as proficient language users?

4. **STATEMENT OF PURPOSE**

The purpose of this study is to increase awareness of the importance of vocabulary in ESP teaching and learning by introducing several vocabulary types and classifications. Additionally, it seeks to draw attention to the language that has to be taught as well as the techniques and approaches that an instructor may use to help students learn. The goal of the

paper is to talk about certain issues with university-level instruction of Math students in teaching English terminology.

5. LITERATURE REVIEW

In the last decade, it has been widely accepted that vocabulary plays an important role in language teaching and learning. As Richards and Renandya (2002) point out, "Vocabulary is a key component of language proficiency, it serves as a foundation for language acquisition and students' speaking, listening, reading and writing skills". Lewis emphasizes the importance of teaching/learning vocabulary, describing it as "the core or heart of language" (Lewis, 1993). Dellar and Hawking said, "If you spend a lot of time studying grammar, your English will not improve much". The more words and phrases you learn, the better you learn (Thornbury, 2007). ESP researchers and practitioners alike recognize the importance of vocabulary. The choice of vocabulary should be made according to the needs of the students and the time available. The words that make up the vocabulary are divided into different groups:

5.1. Basic Words

Basic vocabulary refers to the most common words used in different situations. According to Vidovson (1983), the words included in the main vocabulary have a long history. As a result of extensive work on word counts, it became clear that some lexical combinations have a high sum. From the point of view of teaching vocabulary in ESP classes, the following types of vocabulary should be distinguished. The elements of the main core are not connected schematically, so it causes different interpretations. Non-core words are not generic, but specific. They have fewer antonyms than base words. Such words are found in few combinations.

5.2. Spoken and Written vocabulary

Although most of the existing literature on vocabulary has been generated from the study of written texts, recent corpus-based studies of written and spoken vocabulary have allowed for their comparative study. They revealed the difference between the vocabulary of written texts and the vocabulary of everyday speech. According to the Cambridge International Corpus (Schmitt and McCarthy, 1997), written information consists mainly of lexical and non-lexical words, non-content elements, including pronouns, prepositions and consists of conjunctions, and the verbal list consists of lexical meaning words such as know, think, good, get. According to CIC, spoken texts are less word dense than written texts in terms of vocabulary. This can be felt in linguistic dialogue texts in action, with repetition and lexical negotiation occurring more frequently in spoken than in written texts. Spoken texts tend to be vague and common words are used more in everyday speech than in written texts. From a comparative study, we can conclude that spoken language is the central source of communication with communicative language, but written language remains the main source for receiving information.

In non-linguistic education, we come across words related to a certain topic. Carter describes such words as auxiliary words, because they have little connection with a certain

topic and have a neutral character (Carter, 1988). Students with specific or academic goals can study them through specific field texts, but non-field learners need not.

5.3. Procedural Dictionaries

Procedural vocabularies are typically used during communication to clarify and express the meaning of more complex words, identify and organize them. They are usually used for definition in dictionaries, so students may find them useful in building vocabulary while learning other words.

5.4. Technical, Semi-technical and General words

In terms of teaching vocabulary in ESP contexts, it is important to distinguish between two categories of vocabulary: technical and semi-technical. Dudley-Evans and St. John (1998) suggest that overlapping categories (Baker, 1988) be divided into two broad groups:

a) words that are used in general language, but have a high frequency of occurrence in specific and technical descriptions and discussions;

b) dictionaries that have a special and limited meaning in certain circles, may differ in meaning across subjects.

Technical vocabulary is used in more than one specialized field. In other words, there are specific words used in each subject, that is, it consists of common words that have a new meaning only when used in that subject area or in that subject. There is a general tendency that technical language is more difficult to master. Purely technical terms are usually introduced and explained to students by the science teacher; therefore, students will already be familiar with them when they meet them in ESP class.

These semi-technical words belong to the general English language but occur in appropriate contexts. According to Trimble (1985), semi-technical words are words that have one or more meanings or words that are used in a certain context with their extended meaning. According to Baker, semi-technical vocabulary "refers to a number of items, neither highly technical nor specific to a particular field of knowledge, nor having a specific general meaning, specific to specific situations in a text belonging to a specific domain. new words encountered can cause many problems for students, where students can get confused with the meaning of words, they are familiar with.

5.5. Technical and Academic Dictionaries

Academic vocabulary is words that occur only in academic texts. Such words are usually not familiar to everyone, like technical words, and require explanation by the teacher. Technical words refer to a specific field or activity. Academic vocabulary is for students who are studying a foreign language with the goal of continuing their future career with scientific activity, while technical vocabulary is for those in a career related to professional activity.

Mastering technical vocabulary is recognized as an important part of ESP learning. Sources claim that the introduction of technical vocabulary to non-linguistic students is the responsibility of the ESP teacher. Usually, in order to simplify the educational process, a foreign language teacher should explain technical words and terms to students and develop skills in their use. As Strivens (1972) points out, "students who know a particular field do not

have much difficulty understanding technical words, but the foreign language teacher does". The ability to use and understand terminology in professional communication ESP students studying contrasting terminology often face a problem: although the English terminology in a given domain is largely uniform and standardized, native teachers and translators for the same concept use different terms, which leads to terminological confusion. Linguists agree that the clear use of uniform terms in languages is important for certain purposes because it facilitates professional communication (Kurtán, 2003; Zauberga, 2005). Terminology is a standardized system with an essentially normative character (Heltai, 2005). "Standardized terminology helps to achieve effective cooperation between professionals by accelerating the process of communication" (Sager, 1998). The use of clear terminology is important not only at the phrase or sentence level, but also at the word level, and it also ensures consistency within and across texts. Any deviation from the norm, that is, the ambiguous use of terms, can lead to serious relational problems.

Terminology is a means of exchange of information and mutual understanding between participants in the process of professional activity. The history of the creation of terms goes back to the Middle Ages, during which they served as a tool for scientific communication. Although terminological studies appeared seventy years ago, they have been used effectively during the last forty years. In that period, terms, names, terminoids, prototerms, preterms and quasiterms were separated and studied as the main types of special lexical units. By term we mean a word or phrase that represents one or another field of knowledge operating in special texts. Indeed, in the 21st century, definitions of the term have appeared by many authors. Although specific works were claimed in 1959 to define the term and its specific features, precise information is "hardly to be found in the linguistic literature".

In addition, the terminology as a specialized vocabulary takes into account each language user and his level of cognitive development. Specialized terminologies are important for specialized training. If terminology is a descriptive part of the lexicon of linguistics, field terminology refers to the description of a specific type of activity. Professional terminology means one of the lexical layers of the language that reflects a specific content, vocabulary related to a specific field of knowledge. By mathematical terminology we understand the system of terms that represent arithmetical problems. Professional terms appear in the process of interpersonal communication of a certain category and form a professional lexical resource. Vocational lexical competence is a comprehensive concept that expresses the ability of language learners to use appropriate vocabulary, skills and competencies formed on its basis, speech experience in various situations related to their future professional activities. "Professional lexical competence is a comprehensive concept that expresses the cognitive-speech experience of students in various situations related to their future professional activities, and expresses the ability to use vocabulary, skills and qualifications formed on its basis." In the process of language teaching, we teach "professional vocabulary" in a broader sense as "specialist language vocabulary". Because, in their future work, future specialists will encounter not only professionalism, but

also narrow specialization, general scientific terms, frequently used lexical units and even phraseological units. The development of professional lexical competence, in our opinion, implies the acquisition of a foreign language as a professional language. Teaching English as a specialized language in non-philological higher education institutions is primarily based on working with scientific texts. In general, the words in the scientific text are divided into three lexical groups: lexicon of general use, general-scientific lexicon and narrow lexicon. In the general lexicon, the scope of use of words is not limited to a certain region or type of activity. The general lexicon includes the names of everyday, cultural, economic, political events and concepts, objects related to various spheres of social life. A common lexicon is understandable to any language user and can be used without any restrictions in various fields, including science and technology. General-purpose foreign language vocabulary is usually successfully learned by students at the initial stage of learning, rarely additional knowledge is required in practical training. Narrow specialty terminology reflects the general characteristics of a specific work or field of activity. This terminology is used in all areas of scientific and technical knowledge. A special feature of narrowly specialized terminology is that they are mostly assimilated from different languages, and the most common methods of their translation are transliteration and kalka. It expresses the international character of the terminology and helps non-English speaking students to easily acquire scientific and technical texts in English. Professional lexicon is the words that professionals use in their daily lives. N.M. Karpukhina defines professional lexicon as "secondary meaning" is a layer between terms and professional jargon. Vocational lexicon is an "informal" name for special phenomena and concepts related to a profession, also known as professional jargon. At the first stage of university education, it is necessary to organize the process of familiarization with industry terms. The inclusion of professional words and phrases in the teaching texts allows the future specialist to quickly adapt to the professional environment. As a linguistic part of communicative competence, the lexical component is necessary for understanding a foreign language and creating a specific model of speech style that corresponds to the goals and situations of communication. includes knowledge, skills and competencies. This, in turn, provides the basic concepts of linguistics (methods, methods of linking sentences in the text, etc.), text analysis skills and competencies, communication skills, i.e., from them in various fields and speech situations. requires the ability to use.

5.6. How much vocabulary should be taught?

When talking about teaching ESP, another topic that comes up is how much vocabulary should be covered in the course. The fact is that no course can possibly address the breadth and complexity of technical terminology in any language. It is not optimal to teach a set number of new words in each class. A variety of elements that have a significant impact on vocabulary acquisition are strongly related to the number of words that an ESP instructor chooses to teach his or her students during a lesson. The depth of knowledge that teachers want their pupils to learn is negatively correlated with the quantity of words that need to be taught. Put another way, the more information students should be taught about a new word

(its meaning, pronunciation, spelling, connotations, and collocations), the more time they should be given to learning it. This limits the total number of words that may be covered in a lesson. Teaching words for their own sake is far simpler and takes far less time than teaching them for their output. A word does not automatically become learned just because it was taught to you. Before pupils are able to apply it in circumstances other than in isolation, it could take days or even weeks. The learnability of the terms should also be considered when determining how many to teach in a lesson. It is typically more difficult to memorize long words than short ones. Concrete words are more likely to stick in your memory than abstract ones. One crucial aspect that needs to be taken into account is the students' capacity to keep up with the speed at which their teacher is introducing new vocabulary. Asking students to learn, say, twenty-five words per lesson could be a hardship for those who learn slowly, but it could also be a significant challenge for those who learn quickly, since they will be able to come up with effective ways to learn the new words.

The elements listed above are all crucial in determining the number of words to teach in a lesson. Ensuring that all newly learnt words are receptively and productively automatized is equally vital for all teachers.

5.7. How should the new vocabulary be introduced to ESP students?

Increasing vocabulary helps improve linguistic proficiency as a whole. With a large vocabulary at their disposal, students can participate in communicative activities and express themselves freely. They also have far greater comprehension of the conversations they listen to. Put otherwise, vocabulary is not a goal unto itself. Possessing a large vocabulary facilitates speaking, listening, and reading comprehension. For this reason, vocabulary should be viewed as a strong foundation upon which to build comprehensive language ability rather than as something to be used in opposition to other language abilities. While it is possible to learn new words consciously, most of the time they are acquired indirectly by reading and listening, with the meaning being deduced from context. If the use of visual stimuli to introduce new vocabulary is tailored to the age and proficiency of the pupils, it can be a fun exercise. The instructor introduces a few new terms to the students and goes over their definitions and applications with them. It's possible to provide homework where students make their own flashcards that define and illustrate vocabulary. The goal of this exercise is to develop an enduring visual memory. When pupils are unable to deduce the meaning of a new word from the context, teachers ought to encourage them to consult monolingual dictionaries. Generally speaking, monolingual dictionaries provide more details on a word than bilingual dictionaries.

6. RESEARCH METHODS

The primary focus of the study was second-year Math majoring students, and the approaches employed included a review of the literature and investigation of the difficulties that instructors and students encountered when acquiring and teaching ESP language. The students in the surveyed classes are evenly distributed, with three-quarters of them at the pre-intermediate level and the remaining quarter at the intermediate level. There is a clear distinction between students in the 18–20 age range and older students when it comes to the

educational methods and strategies that they prefer. The former prefers enjoyable classes and find word searches, puzzles, and crosswords to be quite educational. The latter favors more demanding pursuits. Based on the students' participation in the ESP class, a differentiation may be made between those who find the material boring and overly serious and those who find the material interesting and gripping because they are passionate about the subject they are studying.

7. FINDINGS

In purpose-oriented English classes, the development of students' professional-lexical competence can be achieved by introducing them to the language task in the situations encountered in their field activities, providing an authentic environment (Florito, 1997). In order to adapt to the conditions of global economic changes and meet the high demand of enterprises and employers, many innovative methods have been created in the process of foreign language teaching in non-philological areas. It is delivered by selecting the topics and terms suitable to the needs of the students and translating them by the ESP teacher. Another way to use special words in lessons is to use texts that are understandable for learners. For mathematics students studying English, terminology is usually demonstrated by translating reading texts or providing a glossary of specific words used in the text. In fact, the Grammar translation method is the dominant method used in the development of language teaching. This method involves teaching information in the studied language, mainly grammar and vocabulary based on translation from one language to another (March, 2013). However, in recent years, in developed countries, this method is not considered acceptable because it is based on an authoritarian, deductive approach aimed at emphasizing only the grammar and vocabulary part of the language. In order to adapt to the conditions of global economic changes and to meet the high demand of enterprises and employers, many innovative methods have been created in foreign language teaching processes in non-philological fields, in addition to the GTM method. Including, Communicative Language Teaching Method (CLT), Bilingual Approach, Computer-assisted English Language Learning (CALL), Task Based Teaching, Theme Based Learning), Content Based Language Learning (CLIL) and others. Many studies and the results of the researchers' teaching practice have shown that the traditional teaching method, the communicative approach (Communicative approach), does not support the provision of special knowledge to students, which CLIL (Content and Language Integrating Learning) approach has proven to bring certain advantages in providing ESP students with specialized knowledge. Students of the non-philological field need not only to develop general language knowledge and communication skills, but also to acquire special knowledge.

CONCLUSION

Vocabulary instruction and learning was long disregarded in the teaching of foreign languages, but its significance is now generally acknowledged. It's said to be an extremely intricate procedure. If everything goes according to plan, ESP kids won't have any trouble engaging in social and intellectual activities. Every teaching curriculum must have vocabulary, which must be taught not just regularly but also in an orderly manner. It is imperative that

ESP instructors select language based on the needs and skill level of their pupils. It is important for educators and learners alike to understand that words are not learned instantly but rather require regular exposure.

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