

## VOCATIONAL VOCABULARY AS A SUBJECT OF STUDY AT A NON-LINGUISTIC UNIVERSITY

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### ABSTRACT

The article discusses professional vocabulary and its use for communicative purposes. The didactic principles aimed at the effective mastery of the vocabulary of ICT are conveyed.

**Keywords:** lexical minimum, communicative competencies, exercise system, communicative-activity approach, terminological units, principle, professional vocabulary, teaching methods, lexical unit.

### INTRODUCTION

In modern society, it is essential for any specialist to possess information about the progress of the field of their professional activity in world practice. The computerization of the communications sector, the informatization of professional activities, education, and science has necessitated the exchange of information in telecommunication networks, which leads to an escalation in the need for specialists who know the vocabulary of infocommunication technologies (ICT). And, of course, in the existing educational practice, there is an urgent need for the formation of communicative and educational competence of future experts, and the proposal of new methods directly aimed at professionally oriented training in the process of teaching both a block of general professional disciplines and socio-economic and humanitarian, in particular, teaching Russian in non-linguistic universities.

The foreign language communicative competency in accordance with the “Common European Framework of Reference for Languages: Study, Training, Assessment” (CEFR) is based on the formation of linguistic, pragmatic and sociolinguistic skills.

At the present stage, the methodology of teaching the Russian language in non-linguistic universities of Uzbekistan is tasked with forming a methodology for teaching in the professional field. First of all, this means mastering the language of the specialty, that is, professional vocabulary must be included in the active speech reserve of a specialist and he must have the skills to master the lexical minimum when expressing thoughts [8, pp. 3-4].

First of all, it should be elucidated that the lexical minimum is the main supply of vocabulary, commonly used and special, which should provide university students with the opportunity to perceive educational information and use it in the process of professional communication, since the basis of the language picture of a student of a non-linguistic university is the need for the use of sublanguage, which will provide free orientation in the texts of the specialty.

General principles for the selection of the lexical minimum were formulated in the works of many scientists [1, 2, 3, 4, 5, 7]. The concept of "principle" in the opinion of E.I. Passov is mainly associated with the concept of "law, regularity" [6]. “The law is not comprehensive, it functions in a certain area. In this area, the manifestation of the law is always compulsory. If

the principle put forward by us really reflects some objective regularity, then in the range of the scope of its application it will also always be effective”[6, p. 110].

Taking into account the principle of rational limitation of the vocabulary minimum of students of non-linguistic universities, didactic principles were also formulated aimed at an effective process of mastering the vocabulary of ICT, taking into account the formation of communicative competence:

1. The principle of target presentation of lexical units in the educational process. All studied lexical units, including terms, are assimilated during their introduction and clarification. An important role is given to the process of training and practice of an educational-operational nature. The traditional way of mastering vocabulary step by step is effective here. Trainees perform in terms of actions that best reinforce lexical operations in the interest of increasing communication skills. This should be achieved by the correct display of the lexical unit (term), by demonstrating its interaction with other lexical units in the composition of the sentence (speech sample). Such an interaction carries out the connection of semantic units, substitutions and combinations. For example:

- read sentences with new terms, write them down, explain their meanings;
- link the words of the left column with the right;
- build a cluster with these words;
- write down keywords from the text;
- combine words with pictures;
- write out the construction text using the formulas.

2. The principle of accounting for the linguistic features of lexical units (terms). During the selection of terminological lexical units and student training, the features of the graphic-acoustic design of each group of these units should be taken into account. In addition, their semantics, structure and compatibility are taken into account. For example:

- write out the underlined words from the text along with the adjectives, determine their gender, number, case;
- group words according to a specific attribute: part-word affiliation, word-formation model, attribution to the thematic block
- form adjectives and verbs from underlined nouns.

3. The principle of accounting didactic-psychological characteristics of training. Each lexical unit (term) at all levels of education receives a gradual, consistent and expanding disclosure of its features. This should be done in terms of semantic, intensive training and speech practice. Of great importance in this process is the repeatability of terms in continuously changing combinations and contexts. For example:

- name all key terms from the text;
- using the given terms, make questions for the interview;
- comment on the actions or process related to future professional activities, using these words.
- make a dialogue on the topic: Computer interface.
- agree or disagree.

4. The principle of a comprehensive solution to the main didactic-methodological problems, where the tasks of creating a real dictionary, intensifying the potential vocabulary and developing lexical guesses are interconnected, for example:

- using these terms, make questions and address them to fellow students;
- answer questions concerning specific objects, phenomena, using these terms;
- paraphrase sentences, the content of which reflects the real processes of future professional activity.

5. The principle of reliance on lexical rules. In work on the vocabulary of ICT, the rules of compatibility and stylistic differentiation of the studied terminological units should be widely used. For example:

- search for key phrases and words;
- supplement the sentence so that it matches the content of the text;
- arrange the terms in accordance with the logic of their scientific presentation in the

text.

6. The principle of unity of learning vocabulary and speech activity. Lexical skills should be included in reproductive and receptive types of speech activity. For example:

- make questions to paragraphs of the text;
- find the word according to its signs;
- divide the text into informational parts.

And last, a communicative-activity approach to teaching the Russian language determines the methodological status of exercises not only as a means of mastering the language material, but also as a means of mastering various types of speech activity, which involves the definition of a system of practical tasks.

In the course of experimental work, the author tested the exercise system, providing:

a) the selection of necessary exercises that are appropriate to the nature of a particular skill;

b) determining the necessary sequence of exercises;

c) the correct location of the material and its ratio;

d) systematic language material and exercises;

e) the correct interconnection of various types of speech activity between themselves and within themselves.

Such interaction of exercises among themselves and their inter-level transitions, that is, the system, provided a set of targeted actions to achieve specific goals, in particular, mastering the terminological vocabulary of ICT.

The proposed exercise system has been tested to provide:

a) the selection of necessary exercises that are appropriate to the nature of a particular skill;

b) determining the necessary sequence of exercises;

c) the correct location of the material and its ratio;

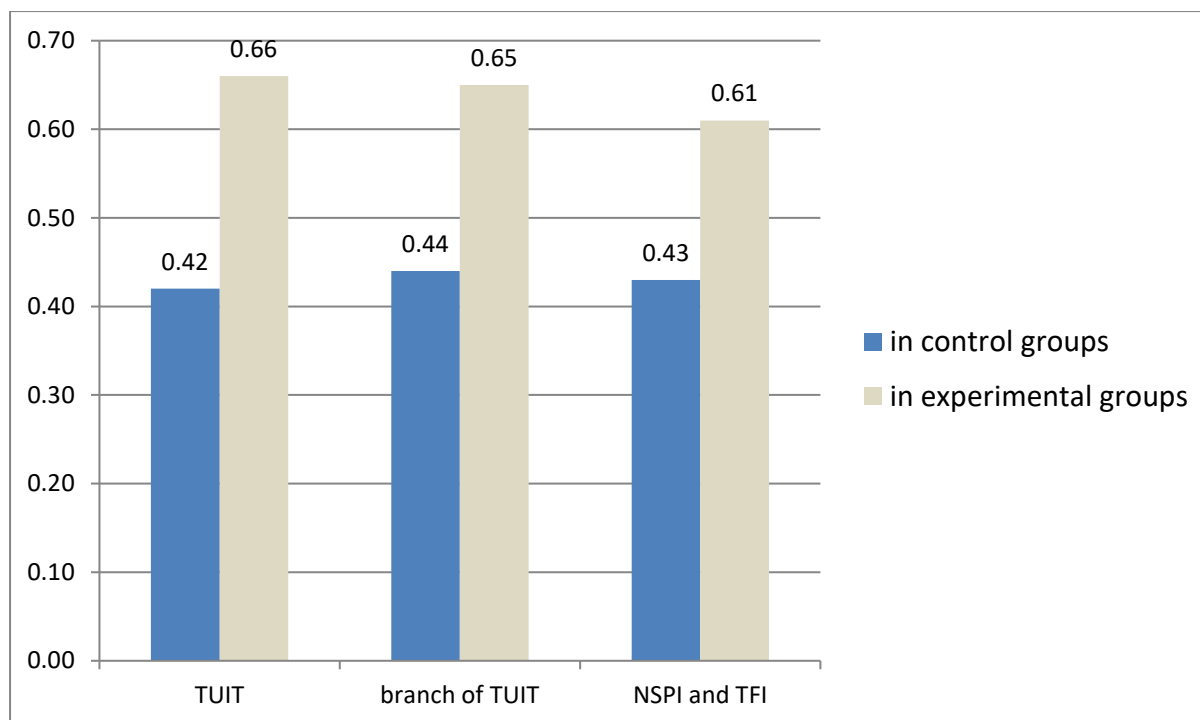
d) systematic language material and exercises;

e) the correct interconnection of various types of speech activity between themselves and within themselves.

Such interaction of exercises among themselves and their inter-level transitions, namely, system organization, provided a complex of targeted actions to achieve specific goals, in particular, mastering the terminological vocabulary of ICT. The proposed training system helps to improve such lexical skills as flexibility, strength, automatism and awareness.

In the course of the experimental work of the author, the reliability of the theoretical positions and practical results of the study was determined, which, in particular, were checked by the methods of mathematical statistics and are shown in the following diagram.

Comparative characteristics of the formation of lexical skills in recognizing and producing ICT vocabulary in control and experimental groups:



This chart makes it possible to state that students of TUIT control groups are less effective in this matter, their results are 0.29 Ku less than students of experimental groups. Even less is the result of the success rate among students in control and experimental groups of TUIT branches. The low emphasis on ICT vocabulary in the text is determined by the difference of 0.22 Ku units. Finally, the largest difference in Ku performance in this issue is determined by 0.29 units of Ku lower in the control groups than in the experimental groups of students of NGPI and TFI. These diagrams show the results of the effectiveness of the proposed educational process improvement strategy. These diagrams illustrate the positive dynamics of learning in the experimental groups.

Thus, it can be stated that the principles of selecting ICT vocabulary and the proposed version of its organization for educational purposes have made it possible to make the process of teaching students ICT vocabulary more successful, efficient and strictly managed. This experimental teaching methodology made it possible to implement a new approach to teaching and educating students, which consists in the fact that it is based on broad communication, blurring the boundaries between individual societies.

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