

THE STATE OF ENGLISH LANGUAGE TEACHING AND THE CONDITIONS FOR THE DEVELOPMENT OF LEXICAL COMPETENCE IN THE HIGHER EDUCATIONAL INSTITUTIONS SPECIALIZED TO AGRICULTURE

Kholiyorov Bunyod

Head of the department of foreign languages
Karshi engineering-economics institute

UZBEKISTAN

E-mail: bunyod.xoliyorov@mail.ru

ABSTRACT

This article analyzes the current situation of English language teaching for special purposes at HEI, in particular in areas specializing to agriculture, and examines the conditions that need to be taken into account in the development of lexical competence during these processes. The aim of the study is to develop and theoretically substantiate the forms of lexical competence in the development of multilevel professional foreign language communicative competence in students of agricultural universities, which will improve the quality of training of future specialists in agriculture.

Keywords: Education; lexical competence; material; alternative; an approach; method; technology; technical industry; Agriculture; training program; comparative; interlingual; communicative; communication module.

INTRODUCTION

The countries all over the world are developing extensive cooperation in the fields of economy, culture, education, science, politics and agriculture. All important sectors of our country are closely linked with the requirements and needs for professional training. One of the main conditions for the training of qualified specialists is their compliance with international and national standards. Training of agricultural specialists is also important. Healthy food, clean water, food security, etc. are the basic needs of humanity on a daily basis. Therefore, agriculture is one of the most important economic sectors not only in Uzbekistan but all over the world. The exchange of information, co-production, joint projects, and discussion of problems and cultivation of crops, students, professors, academic harmonization requires not only specialists in agriculture, but also qualified specialists in the language, especially English. The main task of the state education policy in the field of development of international cooperation is the implementation of comprehensive measures to create a unified system of international relations in the field of education, covering international and national markets. Therefore, given the importance of language proficiency, we should refer to European standards in higher education, as outlined in the Bologna Declaration. One of the main requirements of quality teaching is called "language portfolio" (Sprachportefeuille) - specific lexical and grammatical units that allow communication in the field of professional activity. The creation of requirements for the EU's "language portfolio" will lead to the development of free professional communication with foreign partners, the implementation of similar requirements, the development and review of curricula on professional aspects of foreign language teaching. The processes are based on problem solving in some non-traditional way and are coordinated with professionally oriented situations and foreign language learning research, instructing teachers to apply them in English

lessons or programs. And highlight the advantages and challenges of the applied research method with English learners.

LITERATURE REVIEW

On the formation of lexical competencies of other languages in communicative-oriented education and speech activities in recent years (T.K. Boroznets, S.I. Guseva, I.V. Leushina, M.V. Mazo, I.A. Megalova, O.Yu. Levchenko, O.V. Fedorova and others); formation of views of separate competencies (N.I. Almazova, L.M. Bosova, A.V. Getmanskaya, L.A. Kareeva, T.V. Litvinova, O. V. Siromyasov and others); Research on the development of professional foreign language competence (V.F. Aitov, A.P. Petrova, A.N. Kuznetsov, Ya.E. Kuznetsov, T.S. Makarova, O. Iskandarova, M.V. Ozerova, etc.) who carried out their work.

Issues of teaching foreign languages in Uzbekistan X. Bakieva, L. T.Axmedova, J.J. Jalolov,

T. K. Sattarov, X. D. Paluanova, M. Djusupov, D. It is covered in the works of such researchers as Djumanova, DU Khoshimova, F.M Rashidova, F.Sh.Alimov, S.Nazarova, B.G.Kulmatov, I.M.Tukhtasinov, M.A.Nazarova conducted research on the methodology of teaching English.

METHODOLOGY

The modern market economy places high demands on graduates of non-philological universities. One of the contradictions between higher education programs and the student training base is the external factor, which predetermines the use of stratified methods regardless of specific subjects. At the same time, differentiated education means the application of the subjective capabilities and requirements of future professionals, as well as the acquired knowledge and skills in a particular field. This situation is of particular importance in the implementation of methods of learning foreign languages in non-philological universities and, accordingly, the methodology of teaching this subject. It should be noted that recently the demand for foreign language programs in agricultural universities has been increasing for objective reasons (economic, social, etc.). The involvement of new innovative ideas and technologies in the agricultural sector is due to a number of important factors, such as the growing demand for young professionals to learn foreign languages.

It is known that in higher education on the basis of professional training of students constitutes special knowledge of practical importance. The formal delivery of information to the technical sciences often results in students spending less time on their speech development, skills and competencies in their pursuit of excellence. In this regard, the subject "Foreign Language" as one of the main humanitarian components of the higher education program should help students to master effective verbal methods of communication in another language. The author's many years of practical experience in higher education institutions specializing in agriculture show that the student has a conscious approach both in the process of learning another language and in the use and application of phrases in the native language. This situation is very important because having sufficient vocabulary and appropriate use of speech models helps the student to express their intentions clearly and vividly, to draw conclusions and, most importantly, to behave confidently in the team, especially in the circle of colleagues.

The structure of communication skills is characterized by large-scale publications. For example, L. V. Sukhova's publications contain the following components:

1) Language skills, including knowledge of words, pronunciation and grammar rules;

2) Socio-linguistic ability, i.e. the ability to respond appropriately to different cultural and social conditions. Depending on the purpose of communication, the selection and application of appropriate language forms and tools are communicative situations and the social role of the participants;

3) Speech competence, the ability to comprehend words of different communicative types, the creation of connected and logical sentences in different functional styles;

4) Be aware of strategic competencies, including verbal methods or strategies that may be applied if the communication function is not performed;

5) Socio-cultural maturity is the relationship between the cultural characteristics of the speakers of the native language, their customs and norms of behavior and the representative of another culture that can be used appropriately in the process of their implementation;

6) Social ability - the ability and desire to communicate with people and the confidence to communicate. (7, 17-20).

Teaching English for special purposes, including English for students majoring in the technical field, has become increasingly important in recent years. Special purpose English language courses are designed to prepare students for their future careers so that they can grow as world-renowned professionals.

RESULTS

External Objectives offers an instrumental view of the language being studied for language learning and linguistic purposes. In the case of general English teaching, the goals are usually linguistic (e.g., the development of an oral or broad vocabulary, or the ability to use a wide range of grammatical structures). In the context of teaching English for special purposes, it is understood that the student has a desire to achieve “real world” goals, which require specific linguistic competencies (2, 1.1). Mohammad Kaosar Ahmad puts forward this idea in his book, *The ESP Teacher: Problems, Challenges, and Challenges* (6, 25).

English for Specific Purposes or ESP (English for Specific Purposes) refers to the teaching and learning of English as a second or foreign language, where the goal of students is to use English in a particular academic, professional or professional field, which is called EOP (Professional for English). Objectives) and EAP (for academic purposes for English).

According to Hutchinson and Waters research, ESP is one of the most important types of English teaching. They focus on teaching ESP in specialized subjects, particularly English in technical-oriented educational institutions, as well as science vocabulary and grammar for scholars. Based on the principles of fast and effective learning, it is no different from other forms of language learning in the first place. This is an approach to language learning that is based on the needs of the student and focused on the specific and specific reasons for learning the language (3, 13-15).

English language courses for students studying in universities specializing in agriculture. The specific goal of the course is to develop students' intercultural communication skills, mainly to engage with individuals from different countries. Since effective teaching is based on communication, the goal of teaching English is exactly the same, i.e. to develop students' ability to communicate in a new language in the real world. Two stages have been adopted to achieve the international standard parameters in foreign language learning: in the first stage, students can obtain a master's degree at the fourth (B2) level for non-English language higher education institutions. This B2 level student can understand difficult information on personal, social, scientific or professional life topics, use language more fluently, grammatically correct and effectively during conversations on various topics, and

clearly express their position by giving relevant explanations. The second stage requires professionally oriented training in a specific specialty using English for Special Purpose (ESP). Justify the use of problematic and professionally oriented situations.

Most higher education institutions adopt a traditional teacher-centered approach to teaching English. In this approach, most students are often passive receiver learners. To develop students' communicative and professional knowledge in the process of learning foreign languages, we can point to some non-traditional technologies and methods, such as problem-solving and career-oriented situations. These styles allow students to be encouraged to develop team building, communication, and creative skills. According to a free dictionary, "situation" is defined as a combination of circumstances at a particular time; situations are evaluated as a set of important, problematic, or bright situations. It is important that they apply task-based problem situations to engage students in active and multifaceted learning by applying problem-based and professionally oriented situations to the curriculum. Through problem-based tasks, students learn to solve misstructured, overt, or vague problems, and such tasks engage students in learning from real-life situations. To understand specific problems, students can work individually, in pairs, or in groups, and then find possible solutions to it. Career-oriented situations require problem-solving, such as real partners or professionals from organizations that require students to solve problems.

English is considered to be the most effective lingua franca in the global world. It consists of parts in the academic and professional fields. From an academic perspective, the emphasis is on preparing students to tackle global linguistic problems in English. It covers both the model and the curriculum. In the professional world, employers often require a high level of proficiency in English. Organizations, especially multinational companies, draw their human resources from communities of different languages. This strategy helps organizations from a technical skill level. Because employees have different languages, they need a common language to master ideas and activities. English took this position. Effective communication of steps or maintaining a stable corporate relationship with external organizations requires intensive work in English. Therefore, the impact of staff on academic membership in English is influenced by the organizations involved in their recruitment and placement. (2, 2)

DISCUSSION

As the majority of the Uzbek economy is focused on agriculture, there are hundreds of companies and organizations working to develop the sector. These companies and organizations recruit their employees, usually graduates of agricultural universities. During the assessment, employers often feel a weakness in English. Although few graduates have technical skills, they have little proficiency in English. Thus, human resources (HR department) staff often offer to improve their English language skills for potential employment. To improve the situation, the curriculum of higher education institutions is a priority. Therefore, the research problem is to identify sufficient methods for learning a second language in the courses of agricultural universities. This study plays a major role in the education system in the agricultural sector, as the HR team teams recruit a group of staff to serve nationally and internationally, while the low level of English proficiency of local staff negotiates, accepts projects, and grants scholarships for universities. can ruin behavior. Hiring inappropriate staff leads to loss of money and quality of staff. For this reason, the importance of the English language in the training of future professionals in this field is becoming more urgent than ever. Conditions for the development of lexical competence in teaching English in areas specializing in agriculture. There are a large number of technical terms in various fields. The average

specialized lexical unit is 20-25% of the text unit. Therefore, a high level of vocabulary is very important for working with any type of professional and technical literature. If we want to achieve and understand a particular type of word (lexicon), we need to know which lexical units belong to these specific word combinations, how they are formed, and what function they should perform within the texts. This makes it easier to work with custom texts. The special text is the starting point for regular teaching in the language departments of non-philological higher education institutions. In particular, specialized texts of languages are distinguished by specific features that are specific to all languages and all areas of learning, which is reflected in the specificity, accuracy, simplicity, clarity, and logical rigor of specific spoken language.

Language teaching for specific purposes is part of standard language, but while standard language is very multifunctional, language teaching for specific purposes is monofunctional. It does not have all the features of standard language, such as polymemia or expressionism. On the other hand, there are specific features for language for specific purposes, which are not available in certain languages, the use of certain terms, non-linguistic means of communication, formalization tendency, language standardization, as well as clear oral communication directly related to customization. A more specialized language differs from a non-specialized one with wider speech accuracy. For certain purposes, the most important part of a language is its lexicon (a specific term). It is described as a set of conditions in a particular field that make up the information-transmitting part of a particular specialized language.(4.35-38).

The main purpose of teaching foreign languages to students of the Agricultural University of Uzbekistan is to train specialists who are fluent in a foreign language, which will increase competitiveness in the world market. Research in this area focuses on specific speech in a particular field of science, reading and listening to original texts, working with specialized articles, as well as developing skills in writing specific texts. Students are designed to communicate in future professional life situations, such as conference programs, event management, debates, and practical research in the field. On the topic of business relations, students learn about verbal and non-verbal communication in negotiations, learn the different negotiation tactics needed for successful business deals, and they learn about cultural differences in the context of international negotiations. The purpose of the event, the presentation, is to develop students' skills in academic writing (topic selection, initial research, methods of preparation for writing, structure of scientific texts, etc.) and writing-related techniques and presentations.

CONCLUSIONS

In a developing multicultural society, a modern understanding of the quality of education in a high-tech society that requires high professionalism from employees is very much in line with the competency approach, the main components of which are the concepts of competence.

In the teaching of English in higher education institutions specializing in agriculture, it is also important to create a lively communication environment for future professionals within their fields. In this process, in the development of lexical competence, in overcoming obstacles, first of all, it is necessary to analyze the problems and needs that arise in this process and form a process on this basis.

A foreign language teacher develops the student's communicative, informational and special abilities, which, together with the language competence formed during the lessons in specialized subjects, should serve to ensure the high professionalism of the future specialist.

Peculiarities of English language teaching in agricultural higher education institutions (low level of students' study, lack of lessons, insufficient provision of teaching materials, technical means, low level of language acquisition, low level of knowledge and cognitive literacy of students) should be the focus, aimed at developing students' lexical, compensatory (strategic) competence.

REFERENCES

1. Aleshchanova. I. V, Frolova N. A., Organization of independent work in a foreign language, VolGTU, Volgograd. 2013, P- 11-12;
2. Basturkmen H. L., ESP teacher education needs. *Language Teaching*. 2017. URL: <http://hdl.handle.net/2292/41798> .
3. Hutchinson T. *English for Specific Purposes: A learner-centred approach* / T. Hutchinson, A. Waters. – Cambridge: Cambridge University Press, 1987, P-13-15;
4. Dulepova. N. A, *Fundamentals of English Teaching Methodology*, Moscow. 2013, P-35-42;
5. Cathleen Craves “Language Course Design”. Kebrij. 2000, p.70;
6. Mohammad Kaosar Ahmad, “ESP Teacher: Problems, Tasks and Challenges”. Tehran. 2005, p.25.
7. Sukhova. L. V, “Factors of the formation of language skills”, Moscow. 2007, P-17-20;
8. Molchanova Yu.A. *Methods of teaching professional terminology to students of a non-linguistic university based on compensatory competence (English)*. Nizhny Novgorod. 2009. P-131-138.