

Educational Content Aimed at the Formation of Lexical Competence of Future Specialists in the Field of Technology

Sabitova Iroda Srajiddinovna

Tashkent State Technical University

Associate Professor of the Department of Applied English

Abstract

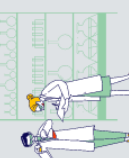
The article is devoted to the problems of teaching professionally directed vocabulary in an economic university. It is noted that the difficulties in mastering vocabulary, especially professionally oriented ones, are associated with the insufficient development of modern technologies for teaching vocabulary. In this regard, the author made an attempt to create his own technology for teaching professionally oriented vocabulary in an economic university. The learning algorithm is described, which consists of three main stages (introductory, forming, improving); examples of tasks for exercises to consolidate the studied vocabulary are given; the system of work on the introduction and consolidation of economic vocabulary is shown. The technology developed by the author contains a system of exercises differentiated by difficulty levels, which can be used by students of economic universities.

Keywords: professional vocabulary, economic university, learning technology, learning algorithm, exercise system.

INTRODUCTION

The role of teachers, educators and teachers in the formation of the younger generation into a full-fledged and perfect person is extremely important. As scientists note, "A person who teaches and educates someone must first of all be perfect in all respects," therefore, improving the work of teachers and increasing their professional skills is noted as the main priority. Today, ensuring the professional competence of teachers has become an urgent issue. In all educational institutions, the professional competence of educators occupies an important place. "Competence" (including "competence" - "ability") - the effective use of theoretical knowledge in activities, the ability to demonstrate professional competence, skill and talent at a high level. The concept of "competence" entered the field of education as a result of psychological research. From a psychological point of view, competence is "how a specialist behaves in non-standard situations, unexpected situations, enters into communication, conducts relations with opponents in a new way, performs uncertain tasks in execution, in the use of information is full of conflicts, means the possession of a plan of action in sequentially developing and complex processes.

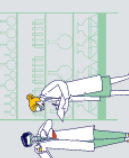
The word "competent" comes from the Latin word "copeto", which means "to achieve, to be worthy" and to have knowledge and experience in a particular field. E. Zeyer, D. Zavodchikov consider the term "competent" as a set of actions aimed at the effective organization of a specialist's activities. Ohio State University scientists defined competence as the skills and abilities that a person needs to perform effectively in a particular area.



Technological competence is professional and pedagogical knowledge, skills, mastering advanced technologies that enrich skills, the ability to use modern information tools, techniques and technologies. The concept of "technological competence" can be assessed from different points of view, both as a component of professional competence and as a component of a person's information culture. Important features include knowledge of the basics of information technology, the use of a computer as a necessary technical tool, the amount of knowledge, skills and competencies associated with the search, analysis and use of information. The use of information technology by the teacher in the process of activity facilitates teaching and learning, provides the teacher with comfort in learning, and helps to increase students' interest in learning and intellectual abilities. From the features of information technology, it is known that the use of information technology in improving the technological competence and skills of the teacher changes not only the educational effect, but also the result of the teacher's work in a positive direction.

It is necessary to pay special attention to the introduction of new pedagogical technologies at all stages of education, especially the efficient and rational use of information and communication technologies and the achievement of high efficiency. A school that trains competitive, qualified personnel in accordance with world requirements, high spirituality of the younger generation, the right attitude to the changes taking place in public life, the education of a comprehensively developed personality who deeply understands the essence of our national values. The teacher should show examples of creativity, curiosity, purposefulness. Also, the teacher must have skill and art, he must be able to captivate students, make the lesson interesting and give knowledge and education to the student. One of our main tasks today is to teach students to effectively apply their various types of skills in personal, professional and social life situations, to teach them independently, independently find and analyze the necessary information related to science, to increase their necessary knowledge - this is to be able to share the relevant materials, to emphasize the skills that will work in the event of unforeseen, uncertain, problematic situations, to cultivate the acquisition of traits that allow you to apply the acquired knowledge in everyday life.

Teaching a foreign language in an economic university has a number of linguistic, psychological and organizational features, the main of which are the difficulties in mastering vocabulary, especially professional, which is associated with the insufficient development of modern technologies for teaching foreign language vocabulary in general and in the conditions of an economic university in particular. At the same time, it is known that the most important component of the work on the productive mastery of foreign language speech and reading professionally oriented texts is the enrichment of the corresponding vocabulary of students. This determines the relevance of the research topic. The purpose of our study is to develop a technology for teaching foreign language vocabulary to students of economic specialties, which is necessary for working with professionally oriented authentic texts and communicating on professional topics, since knowledge of vocabulary as the main building material of a language is a criterion for the success of mastering a foreign language and is an integral part of the professionalism of graduates of an economic university.

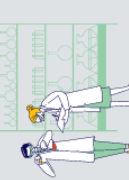


In the scientific literature, it is customary to consider vocabulary as a collection of words and associations similar in function to them, forming a certain system. The systemic nature of vocabulary is manifested in the fact that all its units, based on their properties, are included in certain lexical associations (semantic fields, groups, synonymic and paronymic chains, antonymic oppositions, word-formation nests). The development of new professionally oriented technologies is based on the design of highly effective activities of students and managerial activities of teachers. The initial data for the design of professionally oriented technologies are educational and professional standards, the goals and content of education laid down in them. The presentation of new lexical material can be carried out in several ways: using questions of various types, in a conversation with students, in certain situations or sentences, with a separate list of words, in the process of reading a text or listening, preparing students to speak on a specific topic according to the plan proposed by the teacher (selecting words for each item). At the second stage of mastering the professional vocabulary, the exercises are conditionally communicative, providing for the presence of a conversational task and a speech situation, and are aimed at practicing various partial operations.

One of the technical solutions aimed at strengthening the process teaching foreign languages is the activation of independent work students and extracurricular activities through the use of new information technologies for organizing educational processes, for example, teaching foreign language vocabulary skills in an electronic environment. How It is known that independent work of students contributes to a more effective mastering materials, raising awareness and professional interests, the development of creativity and initiatives, and the growth motivation to study. Increasing trend in self-employment students in modern educational processes also requires a certain reorganization of the educational process, in particular the development new methods and technologies that allow students to form basic skills in the shortest possible time and most effectively manner; revision of training materials to update and redistribution of materials intended for independent possession and acquisition, under the guidance of teachers; development and implementation various forms independent work, specially designed to study the conditions of learning and extracurricular activities students; modernization and development of technology in order to optimize use of training aids, including the latest technical training benefits.

The work uses theoretical methods of analysis, generalization and systematization, comparison and generalization of information. This article provides a theoretical description of the pedagogical conditions for the formation of the lexical competence of cadets in foreign language classes at a military university, the experimental verification of which was carried out on the basis of the Peter the Great Military Academy of the Special Forces of Missile Forces (Serpukhov branch).

The formation of the lexical competence of cadets in the classroom in a foreign language puts consideration of the essence of the concepts of "formation" and "competence" as a priority stage. In pedagogy, "formation" means a process associated with the use of means, methods of influencing the personality of students, to create in them a complex of specific skills and knowledge, a special way of thinking and a state of memory. In pedagogy, "formation" is



considered as the result of human development, as the activity of a teacher in the implementation of educational and educational goals.

For a clear understanding of the features of the process of forming lexical competence, it is necessary to determine its place and role in the process of forming communicative competence. An analysis of domestic and foreign pedagogical sources showed that communicative competence includes three components, one of which is linguistic. The linguistic component is considered as a set of human abilities and knowledge to use their language skills when compiling various expressions and sentences that correspond to the grammatical and semantic norms of the language. The pragmatic component includes knowledge, skills and abilities, through which it will be possible to understand and create a variety of foreign language expressions that are suitable for a specific communication situation and are the language task of the speaker. The sociolinguistic component is an aspect that includes knowledge, skills and abilities that allow the parties involved in foreign language communication to communicate with the representatives of the language being studied in accordance with their cultural and national linguistic characteristics.

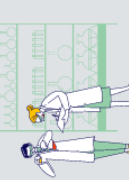
The formation of lexical competence is the basis for the creation of communicative competence, we consider it in structural unity: during the communicative and speech practice of cadets, lexical competence is formed, and in the process of formation of lexical competence, communicative competence is improved.

An important part of lexical competence is knowledge that is formed by the student through analysis, synthesis, systematization and ordering in the process of cognitive activity in a foreign language class. Vocabulary is understood as a system of words and combinations of lexical units similar to them in terms of functional component. Lexical units are various words, definitions, phrases that name objects, phenomena, events. The process of forming the lexical competence of cadets of a military university begins with the replenishment of their vocabulary. Without a sufficient supply of specific terms, it will be impossible for a future specialist in the military sphere to perform professional tasks. Skill is understood as the ability to perform an action based on acquired knowledge and developed skills. Lexical skills are the ability to practice the formed lexical knowledge, freely operate with various lexical units and lexical combinations of words.

The process of forming a lexical skill has the following stages:

- mastering the phonetic form of a lexical unit;
- performing an action to search and select a lexical unit;
- performing an action to combine lexical units;
- solution of speech problems.

The formation of a lexical skill is possible only with a close combination and implementation of all stages. Neglecting one of them can cause difficulties in using lexical units in communication. So, with the successful assimilation by cadets of the phonetic image of new lexical units, their free combination with each other, their insufficient use in the process of solving speech problems causes difficulties with the use of learned lexical units in the communication process.



The next element included in the structure of lexical competence is lexical skills. A skill in psychology is understood as an automated action that is formed in the course of an individual's speech activity.

It is necessary to use the educational potential of each topic, focused on the future profession, while cadets acquire the opportunity to demonstrate the ability to use professional vocabulary in specific conditions, which is directly related to future military service. Special literature, containing professional technical terms and professional texts, is the main and integral base of professional vocabulary, therefore, we are talking about cadets mastering vocabulary in a specific professional field, in the field of their future specialty, vocabulary, mostly consisting of specific professional military terms.

The repetition of educational material in accordance with the developed technology is organized according to an algorithm that provides a rapid and stable accumulation of knowledge. All operations with lexical units provided by the technology are performed in strict sequence. Students are not allowed to perform the next exercise until the previous one is fully completed, correctly and with all lexical units. Repeated execution of all operations contributes to a stronger fixation of each lexical unit. The use of computer technologies in the formation of lexical skills with the help of the proposed technology significantly enhances the effectiveness of this process.

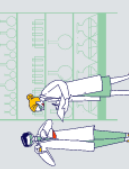
In conclusion, the following conclusions can be drawn. A number of theoretical and methodological provisions outlined in this article, the developed and experimentally tested technology for teaching English vocabulary can be used in teaching English at the Faculty of Economics - in group or individual teaching of students, in the process of independent work.

The proposed technology for teaching English economic foreign language vocabulary contributes to the development and improvement of lexical knowledge, skills and abilities, the lexical side of students' oral and written speech, the replenishment and enrichment of students' vocabulary, and the improvement of linguistic and professional communicative competence in the context of the pedagogical process.

The experience of working with students of economic specialties has shown that by performing sets of exercises that form the basis of technology for teaching vocabulary, students master professionally oriented vocabulary; learn the basic concepts related to their future professional activities; remember the situations in which it was used, as a result of which they acquire the skills of professional communication in the language being studied.

List of Used Literature

1. Bezukladnikov K.E., Novoselov M.N., Kruze B.A. Features of the formation of foreign language professional communicative competence of the future teacher of a foreign language // *Language and Culture*. 2017. No. 38. S. 152-170. doi:10.17223/19996195/38/11
2. Gural S.K., Krasnopeeveva T.O., Smokotin V.M., Sorokoumova S.N. Goals, objectives, principles and content of individual foreign language educational trajectories, taking into account the latent characteristics of students // *Language and Culture*. 2019. No. 47. S. 179-196. doi:10.17223/19996195/47/10



3. Бовтенко М.А Информационно-коммуникационные технологии в преподавании иностранного языка: создание электронных учебных материалов : учеб. пособие. Новосибирск : Новосиб. гос. техн. ун-т, 2008. 111 с.
4. Сысоев П.В., Евстигнеев М.К. Компетентность преподавателя иностранного языка в области использования информационных и коммуникационных технологий // Язык и культура. 2014. № 1 (25). С. 160-167.
5. Кашук С.М., Бervьяль Б. Особенности организации образовательного процесса в эпоху глобальной цифровизации: новые технологические вызовы и связанные с ними особенности обучения цифровых аборигенов // Иностранные языки в школе. 2021. № 9. С. 4-10.
6. Безукладников К.Э., Новоселов М.Н., Крузе Б.А. Особенности формирования иноязычной профессиональной коммуникативной компетенции будущего учителя иностранного языка // Язык и культура. - 2017. - № 38. - С. 152-170. DOI: 10.17223/19996195/38/11
7. Kashchuk S.M., Bervyal B. Features of the organization of the educational process in the era of global digitalization: new technological challenges and related features of teaching digital natives // Foreign languages at school. -2021. - No. 9. - S. 4-10.
8. Prokhorova A.A., Bezukladnikov V.K., Lizunova L.R. Study of the concept and structure of the student's linguo-digital competence // Language and Culture. - 2022. - No. 58. - S. 236-260. DOI 10.17223/19996195/58/14.

