



VOCABULARY INSTRUCTION IN ENGLISH AT A TECHNICAL UNIVERSITY

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Abstract

The article explains the challenges of teaching foreign vocabulary in technical university foreign language courses. It is commonly known that one of the most challenging parts of teaching foreign languages is the lexical component of language acquisition. It is acknowledged that the primary requirement for effective communication in a foreign language is having strong lexical skills. Consideration is given to the phases of lexical skill development as well as particular challenges related to the quirks of students' perceptions and ways of thinking.

Keywords: Vocabulary, technical university, professional communication, lexical skills, lexical phenomena, communication, foreign language, techniques.

Introduction

The lexical composition of the English language, which consists of a collection of terms and expressions essential for information transmission and communication, is known as the vocabulary. Vocabulary allows us to name or characterize things, events, states, and behaviors as well as attribute particular traits to people or things. Technical vocabulary instruction is the process of teaching the specialized language used in specific fields like science, engineering, or medicine. It focuses on teaching terms, jargon, and abbreviations to improve clarity, accuracy, and a professional's ability to communicate complex ideas within their domain.

At a technical university, vocabulary instruction is crucial because it helps students develop their professional communication abilities and helps them comprehend and use specialized terms while working with foreign scientific books and resources. To successfully communicate in the scientific and technological domain and adjust to a dynamically evolving professional community, one must become proficient in professional terminology.



The focus on extracting information from spoken and written foreign language texts relevant to the students' field of professional communication, as determined by their area of study (bachelor's or master's degree), is one of the characteristics of this intricate and multifaceted process, according to an analysis of the specifics of foreign language communication competence development at a technical university. In this situation, it is especially crucial to ascertain the quantity and make-up of lexical units that must be engaged in order to comprehend specialized texts in a foreign language and to become proficient in a number of independent techniques that can greatly increase learning efficacy. One of the most challenging facets of teaching foreign languages in technical universities is the lexical component of language acquisition.

One of the primary goals of foreign language classes is to help students increase their vocabulary because a little vocabulary makes them feel uncertain and frequently deters them from speaking the language. It is commonly known that proficient lexical skills are the primary requirement for effective communication in a foreign language, and that lexical and semantic norm violations result in a variety of semantic errors that render speech either communicatively flawed or entirely unintelligible. It is impossible to introduce vocabulary without using a differentiated teaching strategy.

Vocabulary helps students to think and learn about the world. Expanding students' knowledge of words provides unlimited access to new information.

Discussions and Instructions:

Clarity, accessibility and feasibility, awareness and action, consistency and systematicity, and other fundamental teaching principles form the foundation of the lexical skill development methodology. Certain principles pertaining to the features of the lexical phenomena under study, as well as the relationship between theory and practice, durability, and scientificity. The majority of technical universities teach general scientific and ordinary language in the first year, followed by business and specialized vocabulary in the second. All domains have active vocabulary, but specific activation is required for everyday, professional, and broad scientific vocabulary. Specialized vocabulary is the primary component of passive vocabulary. The following types of lexical organization of instructional materials are typically distinguished in textbooks for non-linguistic universities:



- lexical exercises prior to the text;
- text (discussion or monologue in magazine articles and interviews and newspapers, broad scientific publications, and passages from relevant literature);
- lexical exercises after the text.

There are several approaches to vocabulary instruction:

- the translation-grammatical approach, which involves learning words by heart before reading the text.
- the text-translation method, which involves learning words by heart while reading real documents.
- direct approaches, which use visual aids, synonyms and antonyms, and linguistic guessing to teach lexical units in thematic blocks without translation.
- the conscious-comparative approach, which uses word-formation aspects, linguistic guessing, and translation to help students memorize words both in and out of context.

Lexical skills are developed in phases, just like any other skill (familiarization, training, practice). The initial introduction of terminology is the first step. Introducing pupils to a term's sound, graphic form, and semantic aspects is the goal of the exercises at this learning stage. It should be mentioned that untranslated semantization techniques have gained popularity recently. These techniques boost students' engagement and enthusiasm in foreign language courses. We believe that using visual aids such as pictures, tables, and object illustrations is appropriate. At this stage of learning, it is also helpful to use facial expressions and gestures. As for abstract concepts, it is better to introduce them verbally, using definitions, antonyms, and synonyms. It is important to teach students not just to mechanically memorize isolated words, but to consciously memorize them in context. To do this, it is necessary to instill in students the ability to independently analyze unfamiliar words, especially derivatives in terms of their word formation. It is important to teach students to memorize new words in such a way as to create a stable connection between the visual image and the verbal designation. Then foreign speech begins to be understood directly, just like speech in the native language, and



images arise in the imagination automatically and instantly. If there is no reflex, the student will forget new words, despite excellent grades.

Conditional communicative exercises that combine a speech scenario and a conversational task are typically used to provide the vocabulary training stage. Students may be asked to act out scenarios that require them to use the vocabulary they have learnt, repeat word clusters, provide their own definitions for phrases, fill in the spaces with appropriate words, etc. Classifying words based on opposites and similarities—for instance, by matching synonyms and antonyms—is a useful strategy for committing them to long-term memory. Charades, rebuses, crossword puzzles, and other activities are always enjoyable for students. It has been demonstrated by psychologists that students do not learn new words until they have used them at least six to eight times in different tasks.

Effective vocabulary instruction at a technical university involves explicit teaching of specialized terms within their subject context, using a variety of methods to ensure comprehension and retention. This includes providing context, definitions, and student-friendly explanations, then moving to active practice through reading, writing, speaking, and listening to reinforce the vocabulary. Modern approaches emphasize building connections to prior knowledge and using both academic and technical-specific resources.

In the last phase of vocabulary practice, a framework of professional conversations, role-playing games, conferences, tests, and contests is employed. Students engage in active creative action with each of these exercises, which helps them memorize linguistic content involuntarily. Students are required to complete sentences, choose true or incorrect facts from the text, add a comment or directions, recount a text, and more. The choice of genuine books should be carefully considered, particularly in light of their areas of expertise.

Conclusion:

In conclusion, it should be noted that teaching vocabulary in English at a technical university has a very important role for future specialists in technical fields, this helps the future specialist develop their professional skills and, of course, use them in practice



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