

Formation And Improvement Of Word Usage Skills In The Technical Field

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Annotation. One of the strategic goals for the development of the higher education system in the Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 is "improving the quality of training highly qualified personnel, developing human capital based on the requirements of the labor market for modernization and stable socio-economic development of the country." The dynamic transformations that are taking place in modern society in Uzbekistan, the new philosophy of education, the establishment of rational worldview guidelines in the minds of citizens and the renewal of all spheres of human activity in a special way that actualize the problem of improving the quality of training of future technical specialists and encourage educators to search for more effective models of organizing the educational process in high school.

Keywords: EST, technical vocabulary, word formation rules, computer engineering

Introduction At the present stage, the development of technical education is carried out in a socially oriented economy; therefore, in the educational process of a technical university, attention is focused on the selection of disciplines taking into account the promising goal of training a competitive technical specialist. The main goal in teaching Russian at a technical university is not only mastering linguistic and intercultural communication skills, but also professional communication skills. That is why the foreign language training of future specialists should be aimed at the formation of their communicative competence at the level of professional proficiency. For successful implementation in professional activity, science, modern society, international communication, students of technical universities need to master linguacultural skills that form intercultural foreign language communicative competence,

without which it is impossible to implement any type of activity in the intercultural space. The modern policy of higher education in the new Uzbekistan reflects not only national interests in the field of national education, but also takes into account the educational trends of world development: the transition to an information society, the spread of intercultural relations and international cooperation, the development of the economy, science and technology and, as a result, an increase in the role of qualified labor and increased competition. The changes above determine the importance of the factor of sociability, the formation of modern thinking in the younger generation, the need for professional development and mobility, and, consequently, the need for knowledge of foreign languages. The concept of modernization of Uzbek education proclaims improving the quality of vocational education, which emphasizes that the main goal

of vocational education is to train a qualified employee who is competitive in the labor market, fluent in his profession and oriented in related fields of activity, capable of effective work in his specialty at the level of world standards. The strategy of modern education is aimed at intercultural, communicative, informational and innovative development. So, in modern conditions, the requirements of society for the formation of foreign language competence among qualified specialists of both humanitarian and technical specialties have significantly increased. Therefore, in accordance with the concept of modernization of domestic education, we conclude that the peculiarity of professional training of students of technical specialties should be in the professional orientation of the formation of foreign language communicative competence of future specialists. Before disclosing this aspect in detail, let us first characterize the concepts of a number of terms listed above. Based on the definition given by the Big Modern Encyclopedia, competence is a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve. Unlike the term "qualifications", competence includes, in addition to purely professional knowledge and skills, such qualities as initiative, cooperation, the ability to work in a group, communication skills, and the ability to learn, evaluate, think logically, select and use information." Thus, we can conclude that competence is considered as a complex of competencies determined by such personality qualities, without which it is impossible to carry out effective activities in relation to a certain range of objects and processes. In turn, communicative competence implies a set of communicative abilities, knowledge, skills and abilities, social and emotional experience of an individual in various types of communication.

Technical vocabulary instruction occupies a crucial role in the field of English for science and technology (EST). Recognizing students' needs and their linguistic background knowledge has a considerable impact on teaching English technical vocabulary for L2 learners. The present

study investigates whether word formation rules could help Moroccan computer engineering students learn and recognize vocabulary items related to their specialty. A background questionnaire was administered to 42 undergraduate computer engineering students from the Higher School of Technology. The subjects were also asked to take a technical vocabulary test and a course treatment on word formation rules. The findings revealed that most students were not aware of word formation rules before the instruction. Results of the morphological awareness test showed that the instruction was statistically significant. Thus, the null hypothesis was rejected as the direct instruction on the word formation rules proved to be effective.

Learning vocabulary has a substantial role in language learning as it enhances students' level of both receptive and productive skills. In English for specific context, CE students acknowledge the importance of vocabulary learning in improving their level of English language. According to Nation (2001, p.263), most English content words can change their form by adding prefixes or suffixes which constitute word parts. This study attempts to teach technical vocabulary through using word formation rules. Morphologically speaking, word formation processes include compounding and derivation. The latter is divided into affixation and nonaffixation. Affixation includes prefixation, infixation and suffixation. Infixation is excluded in the present study as "morphologists usually agree that English has no infixes" (Plag: 2003, p.127). Our focus will be on affixation (prefixation and suffixation), compounding, and acronyms as a nonaffixation rule.

A succinct definition of the word formation rules used in the present study is set as follows:

- **Compounding:** the combination of two morphemes to form a new word. Lieber (2005, p.375) distinguishes two forms: "synthetic compounds (also called verbal, deverbal, or verbal nexus compounds) are ones in which the second stem is derived from a verb, and root compounds (also called primary compounds) are ones in which the second stem is not deverbal".

- Prefixation: the process of adding prefixes to words that usually changes meaning. Lieber (2005, p.391) states that prefixes are attached to words rather than roots except for latinate forms.
- Suffixation: the process of adding suffixes to words to change word category.
- Acronyms: the formation of a word from the initial letters of a name.

A review of the related literature showed that little research has been done on the role of word formation rules in teaching technical vocabulary. Yet, in research on the effect of word formation rules on students learning, Olshtain (1987) found that advanced students attained a higher level of language competence than intermediate students through the acquisition of new word formation processes. Equally important, Khoury (2008) studied whether root and pattern strategy could help students identify and produce new vocabulary items in Arabic as a foreign language context. Findings of the study demonstrated that students who received direct instruction on word formation processes did well than those who didn't receive any instruction. Another study by Al Jarf (2011) on the teaching of word formation processes to translation students showed that instruction in both English and Arabic word formation is significant as it helps translation students identify the similarities and differences between both languages, and enhance their translation skills of English technical terms.

I.V. Volgin emphasizes that the professional competence of a specialist consists not only of a certain amount of knowledge and experience, but largely of the ability to use the acquired knowledge in the implementation of his professional activities. From this point of view, foreign language professional competence can be defined as a person's ability to competently and effectively use a foreign (in our case, Russian) language in various communicative situations of professional activity. In other words, foreign language communicative competence can be considered as a significant and relevant component of the professional competence of a future engineer, since it is the possession of a foreign language and communication skills that

contributes to the formation of a highly qualified specialist in the professional field, which is urgently needed today as a result of the modernization of domestic education. In a technical university, teaching the Russian language to students of national groups can be attributed to the category of teaching a special discipline, since it should contribute to the mastery of a foreign language professional communicative competence at a level at which students would be able to solve professional problems in Russian in the process of business communication, using this is all the necessary knowledge, skills and abilities. For the formation of professional communicative competence, it is necessary to ensure the practical orientation of teaching the Russian language, namely, the course of the Russian language should be closely related to a number of special disciplines studied by students in specialized courses. The development of interdisciplinary coordination, providing for the parallelism of work in the mainstream of different disciplines in the formation of future specialists, should ensure high professional training of trainees. Such an approach to the learning process is possible only with targeted accounting and broad implementation of interdisciplinary coordination, in particular, the connection of the Russian language with special subjects studied by students at the university. In our opinion, to implement such an approach, it is necessary, firstly, to rely on special subjects studied in parallel, for example, in the 1st semester of the first year, and to highlight the lexical and grammatical material that is common to several basic academic disciplines, and then put it in a textbook on the Russian language, and thereby ensure its repeated repetition not only in the lessons of the Russian language, but also in lectures and seminars in special disciplines. In this case, we mean a horizontal, synchronous slice of the tongue. Secondly, take into account the continuity in the study of special disciplines and interdisciplinary coordination in the diachronic cut, i.e. to establish the continuity of the lexical and grammatical material in the academic disciplines of subsequent courses. Thus, the identification of the most common

lexical and grammatical material in both synchronous and diachronic sections of the language makes it possible to select relevant lexical and grammatical material that can be included in educational materials and used to form the skills and abilities needed by a future specialist. Knowledge of the Russian language, thus, becomes one of the means of acquiring, replenishing and processing educational and scientific information of special knowledge during the period of study at a university, as well as improving special knowledge in the process of practical activity. The lack of textbooks and teaching aids for students of technical universities, taking into account the profile of the future specialty and reflecting the real communicative needs of this contingent, significantly reduces the quality and level of training of students and thereby slows down the process of mastering the language of the specialty. Therefore, at present, interdisciplinary coordination in teaching the Russian language is carried out in two directions: 1) the creation of professionally oriented textbooks and teaching aids, in which the account of the specialty of future engineers is clearly traced both at the lexical grammatical and semantic-syntactic levels; 2) creation of branch bilingual dictionaries. To achieve the above in a technical university for the formation of professional competence, it is necessary to take into account a number of features of teaching the Russian language.

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