



TEACHING ENGLISH FOR SPECIFIC PURPOSES THROUGH AGRICULTURAL DOMAIN IN UZBEKISTAN

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Tayanch soʻzlar: maxsus maqsadlar uchun ingliz tili (ESP), qishloq xoʻjaligi, chet tillarini oʻrgatish, leksik kompetentsiya, kommunikativ kompetentsiya, kasbiy terminologiya, til koʻnikmalari, oʻquv rejasi, oʻquv dasturi, haqiqiy materiallar, material ishlab chiqish.

Ключевые слова: английский для специальных целей (ESP), сельское хозяйство, преподавание иностранного языка, лексическая компетентность, коммуникативная компетентность, профессиональная терминология, языковые навыки, учебная программа, учебная программа, аутентичные материалы, разработка материала.

Key words: english for Specific Purposes (ESP), agriculture, foreign language teaching, lexical competence, communicative competence, professional terminology, language skills, curriculum, syllabus, authentic materials, material development.

Introduction. Agriculture is one of the most important economic sectors in the world, and special attention is paid to production, joint projects, solving problems in the agrarian sector, growing crops, and improving the English skills of specialists in the field of agriculture. Therefore, the development of lexical competence in the teaching of English in specialized fields has increased the need to study the lexicon related to the agricultural sector. It is important to carry out scientific research on teaching the English language, practical application of knowledge, and improving skills through exercises that develop lexical competence, professional development, and improvement of communicative competence based on the results-based approach in areas specialized in agriculture.

Teaching based on a person-oriented approach in world practice (Accent Language Center), using criteria for selecting authentic texts specialized in agriculture (Content and Language Integrated Learning), forming lexical skills in students (English-medium Instruction, task-based learning, language-based



learning, content-based learning, project-based learning) and scientific research on the development of lexical competence is important, it shows the relevance of studying foreign experiences and carrying out scientific research on the development of lexical competence. B.Kholiyorov. (2023).

A complex system of teaching foreign languages is being created in the Republic of Uzbekistan aimed at forming a mature, highly qualified, modern-thinking young generation. Tasks such as «paying close attention to the issue of teaching English and other foreign languages, and at the same time, establishing education in the necessary specialties and training of personnel on a large scale» are defined”. In accordance with the «concept of development of the higher education system of the Republic of Uzbekistan until 2030», during the transition to the credit module system, it is necessary to teach agricultural lexicon, in particular, to organize methodical works, to study foreign experiences, to develop educational technologies that meet the needs of the times, the intellectual and it is important to demonstrate psychological potential, improve the methodology of English language teaching focused on the profession, and train specialists of various fields who have thoroughly mastered foreign languages.

Extensive cooperation between the countries in the fields of economy, culture, education, science, politics and agriculture is developing. All important sectors of our country are closely related to the requirements and needs of professional personnel training. One of the main conditions for training 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 important economic sectors not only in Uzbekistan, but also in the whole world. In order to exchange information, produce joint products, joint projects, discuss problems and cultivate crops, share experience in academic harmony between students and professors, not only experts in the field of agriculture are needed, but also experts in the language, in particular, English. The main task of the state education policy in the field of development of international cooperation is to implement comprehensive measures to create a unified system of international relations covering international and national markets in the field of education (teaching some subjects in English in non-philological higher education institutions CLIL (Stand for Content and Language Integrated Learning) , cooperation between English language teachers and teachers of other subjects are examples of international projects such as EMI (English as a Medium of Instruction), introduction of STEM (Science,



Technology, Engineering, Math) form of education). Therefore, we must refer to the European standards in the field of higher education, as indicated in the «Bologna Declaration», taking into account the importance of language skills. One of the main requirements of quality teaching is the so-called «language portfolio» - certain lexical and grammatical units that allow communication in the field of professional activity. The creation of requirements for the «language portfolio» of the European Union leads to the development of free professional communication with foreign partners, the fulfillment of such requirements, the development and review of curricula on the professional aspects of teaching foreign languages. This situation should combine theoretical and practical learning in teaching foreign languages and require the development of professional knowledge potential and creative abilities of each person. Explain how the procedures are aligned with some non-traditional problem-based and professionally oriented situations, foreign language learning research, guide teachers in implementing them in English classes or programs, and highlight the benefits and challenges of case study methods with English learners.

The state and challenges of English language teaching in higher educational institutions specializing in agriculture. The need to develop lexical competence in agricultural students of higher educational institutions, the change of paradigms of non-philological higher education and the transition to person-oriented education in pedagogy, the need to take into account the intellectual ability of each student and develop professional foreign language lexical competence determined the topic of our research.

Slesaraenko(Slesarenko I.V.(2007)) claims that specialists are studying the problems of teaching English in higher education institutions specializing in agriculture. One of these methods is the creation of a curriculum based on a vocationally oriented model of personal socio-cultural formation. Communicative, intercultural maturity, professional competence, professional communication, workplace communication and professional language are discussed as components of the English language teaching process. Modular training programs have been developed so that students can analyze information, make creative decisions and form cultural maturity at a high level. There are efforts to create and use universal multimedia textbooks for language learning for special purposes. Educational programs aimed at improving the quality of teaching foreign languages through mass media, in particular, the Internet, are also considered. However, one of the main goals of learning a foreign language is to improve communication skills.



Along with social and economic development, the demand for English in agriculture is increasing. But there are some barriers to using English in agriculture. Some translators do not pay attention to the target needs and knowledge levels of students in the field of agriculture, which causes misunderstandings in the educational process.

The structure of communication skills has been described by a wide range of publications. For example:

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

2) socio-linguistic ability, that is, the ability to adequately respond to different cultural and social conditions. Depending on the purpose of communication, the selection and use of appropriate language forms and tools, communicative situations and the social role of the participants;

3) speech competence, which is the ability to understand words of various communicative types, to create connected and logical sentences in various functional styles;

4) awareness of strategic competencies, including verbal methods or strategies that may be used;

5) socio-cultural maturity cultural characteristics of native speakers, their customs and norms of behavior, and the communication of representatives of other cultures that can be properly used in the process of implementation;

6) social skills - confidence, ability and desire to communicate with people.

Teaching English for special purposes, including English to students majoring in agriculture, has become increasingly important in recent years. English for Special Purposes courses prepare students well for their future careers and prepare them to become globally recognized professionals. I.M. Tukhtasinov (Tukhtasinov.I.M. & Kholiyorov.B.H, 2019) stated: «Formation of students' interest in learning a foreign language, development of skills and knowledge of vocabulary, reference books and original texts, systematization of necessary grammatical materials, correct understanding of professional texts and development of artistic translation skills are today's requirements.»

According to J.Jalolov (Jalolov.J, 2012), «The selection, distribution, methodical classification and presentation of foreign language material is carried out by program developers and textbook authors. During learning/teaching of the educational material, the student and the teacher participate and work together.

Due to the reforms carried out in the field of education in Uzbekistan, the implementation of the competence approach in the teaching of all subjects at the



links of continuous education increased the attention to professional competence at the stages of secondary vocational education and higher education. Some research works were conducted in this direction, and different views began to emerge. For example, M.A. Berdieva (Berdieva M.A, 2009) in her research work on the formation of professional competence of law students came to the opinion that professional competence is the last goal that a student should achieve, that he acquires professional skills as he acquires new knowledge and skills. It emphasizes that goals can be general but not vague. Therefore, if we want to achieve them, we must tend to make the goals more specific. Objectives should be related to what can be clearly accomplished within the boundaries and resources of the course, i.e. students, their level, time available, materials available, etc. We can start with big goals, but we can't achieve them all because there is not enough time. The student's ability may be less than originally expected, or he may not have the necessary skills to achieve the goal.

In systems where the foreign language is limited only to the scope of the lesson, as in our country, the time of the opportunity to communicate in the language environment and the speed at which the language is taught are of serious importance. In order to acquire the knowledge of listening, speaking, reading, writing and acquiring vocabulary, and to be able to apply all these skills in a foreign language correctly and flawlessly from an academic point of view, there should be a curriculum that provides for regular and effective lessons for 5-7 years. If we think from this point of view, one week of foreign language lessons is not enough. Being a medium of both written and spoken communication, language teaching requires continuity. Textbooks should not be the only source of knowledge.

Another serious problem in language teaching is related to which methods and teaching tools the language is used in. When we use the language in every situation in real life, it is semantically connected with the sentence that came before or after it. With today's rapidly improving technology, there is no doubt that textbooks should no longer be the only source of language learning. If we think about the fact that our teachers use textbooks in 80 percent of cases in teaching foreign languages in our country, other books and additional educational materials should be prepared with special attention.

At the initial stages of learning foreign languages, the influence of the characteristics of the students' native languages can be observed. Such a situation, called «cross-linguistic activity», shows that there is always an interaction between the mother tongue, which is fixed in the student's memory, and another language, which he begins to learn. Also, many aspects of language



develop slowly in language learning. Some features and aspects of language are learned earlier and some later. Sometimes it takes a long time to master many aspects that seem simple because of the differences between languages. If the student does not have the opportunity to hear the language being used and apply it himself, he will not make positive progress in his language learning and will forget what he has already learned in a short time.

Each material presented in language learning should be meaningful and the topics should be connected with each other and, if necessary, with other things that the student has learned in other classes. In this case, teachers other than foreign language teachers are required to work together and make plans together. It also requires that each student's experience and life be considered and connected to the learning process. M. Djusupov (Djusupov M, 2019) defines linguodidactics and methodology as follows: «Linguodidactics explains the theoretical foundations of teaching goals, while methodology deals with applying the results of linguodidactic research to the educational process, taking into account linguistic and extralinguistic features.» From this point of view, it is possible to use content-task-based models of teaching that match the levels of cognitive, linguistic and social development and activities in which students are directly involved in the teaching process. Considering that more than half of the world's population speaks two or more languages in their daily lives, we are sure that learning a foreign language is not a miracle. Moreover, we can teach a foreign language to a student not only as an opportunity for achievement that only a few people can achieve, but also for them to keep up with the times.

Discussion on ESP methodology and research results. Widdowson (Widdowson, H.G,1978) states that two stages have been adopted to reach the international standard parameters in foreign language studies: in the first stage, students can obtain a master's degree at the fourth (B2) level for English-language higher education institutions. This B2 level student can understand difficult information about personal, social, scientific or professional life topics, use language more fluently, grammatically correct and effective during conversation on various topics and express his/her opinion clearly by giving relevant explanations. The second stage requires vocationally oriented training in a specific specialty using English for Special Purposes (ESP).

Most higher education institutions adopt a traditional teacher-centered approach to teaching English. In this approach, most students are often passive receptive learners. In order to develop students' communicative and professional knowledge in the process of learning foreign languages, we can use some non-traditional technologies and methods, such as problem-oriented

and professionally oriented situations. These methods allow students to be encouraged in the development of team building, communication and creative skills. According to the dictionary, a «situation» is defined as a combination of circumstances at a given time; it is evaluated as a set of important, problematic or brilliant circumstances. Using problem-based and task-oriented situations in the curriculum is important to engage students in active, multifaceted learning. Through problem-based tasks, students learn to solve ill-structured, open-ended, or ambiguous problems, and such tasks engage students in learning about real-life situations. Students can work individually, in pairs, or in groups to understand specific problems and then find possible solutions. According to D.N.Kulibaeva (Kulibayeva D.N., 2002), professionally oriented situations require problem-solving as real partners or specialists of organizations that require students to solve their problems. English is considered as the most effective lingua franca in the global world. It consists of parts in academic and professional fields. Academically, the emphasis is on preparation in English to address global linguistic challenges. It covers both model and curriculum. In the professional world, employers often require high proficiency in English. Organizations, especially multinational companies, draw their human resources from different linguistic communities. This strategy helps organizations from the level of technical competence. Since employees speak different languages, they need a common language to assimilate ideas and activities. Effective communication of employees or maintaining a stable corporate relationship with external organizations requires intensive work in English. Therefore, the impact of personnel on the academic membership of the English language has implications for their recruitment and placement in the respective organizations. Today, English language teaching in specialized areas of agriculture implies the rapid acquisition of lexical skills, assuming the formation of the basic language level at a high level according to the goals and tasks.

There are a large number of technical terms in various fields. On average, specialized lexical units make up 20-25% of the text. Therefore, a high level of vocabulary is essential for working with any types of professional and technical literature. If we want to reach and understand a specific type of word (lexis), we need to know which lexical units belong to these special word combinations, how they are formed and what function they have to perform in the texts. This makes it easier to work with custom texts. Special texts are the starting point for teaching English in higher education institutions specializing in agriculture. Specialized texts of languages are distinguished by special features common to



all languages and fields of study, which are manifested in the specificity, clarity, simplicity, clarity and logical rigor of a special oral speech.

Language teaching for specific purposes is a part of standard language, but while standard language is very multifunctional, language teaching for specific purposes is monofunctional. A standard language, such as polysemy or expressionism, does not have all the features. On the other hand, there are specific characteristics of English language teaching for the agrarian domain, the use of specific terms, non-linguistic means of communication, the tendency to formalize, the standardization of language, as well as the acquisition of specific spoken language directly related to privatization. A more specialized language differs from a non-specialized one by greater colloquial precision. The most important part of a language for agricultural purposes is its lexicon (specific term). It is defined as a set of terms of a certain field, which constitutes the information-transmitting part of a certain specialized language.

Lexical excellence in English language classes in agriculture means using words related to the agricultural sector as much as possible in one's professional activity, effectively using lexical units acquired in a certain environment. A traditional measure of lexical complexity is related to large-scale corpus-based word frequency (i.e., the reference-corpus frequency of words in a text;). (Kyle K.&S.A. Crossley, 2015). Interdisciplinary collaboration, that is, collaboration between language professionals and technical educators, has long been viewed as a valuable mechanism for supporting students' academic literacy development. However, such collaboration, particularly in the form of group teaching in the classroom, is rare; the role of content specialists is underappreciated in team-taught classroom settings.(Yongyan Li, Margaret Cargil, Xin Gao, Xiaoqing Wang, 2019). Such interdisciplinary cooperation in the teaching of English language in the fields of agriculture has been implemented on the basis of mutual solidarity with teachers of specialized subjects. In particular, there is close cooperation with professors and teachers of the department «Technology of agricultural products storage and preliminary processing» at the Karshi engineering-economics institute. This cooperation is manifested in the recommendations of the English language teacher in the preparation of materials for the lesson process, which lexical units that students will have problems with in the future in their field, so the role of content teachers may not be known in the audience, but the correct organization of the process in cooperation is proven by the achievement of the goal in the lesson.

The main goal of teaching foreign languages to students of higher agricultural educational institutions in Uzbekistan is to prepare specialists who know a



foreign language well, which allows to increase competitiveness in the world market. The research conducted in this regard is focused on the formation of skills aimed at special speech in a certain field of science, reading and listening to original texts, working with specialized articles, as well as writing special texts. Students are prepared to communicate in situations in their future professional life, such as conference programs, management of various processes, debates, and practical research in the field. In Business Communication, students learn about verbal and non-verbal communication in negotiations, learn the various negotiation tactics necessary for successful business deals, and learn about cultural differences in the context of international negotiations. The purpose of this presentation is to teach students about academic writing (topic selection, preliminary research, writing preparation methods, scientific text structure, etc.) and related techniques.

During the research of the researcher N. Kushieva (Kushiyeva N.H., 2019), the technology based on the modular system was used as a basis for teaching English to students of non-philological education, especially agricultural education, based on cluster approaches.

The widely recognized principles of the communicative approach to language learning/teaching are:

- Agriculture students learn the language by using it to communicate;
- simple and meaningful communication is the goal of educational activities;
- reflective conversations are an important dimension of communication;
- communication involves learning different languages;

Learning is a process of creative construction that involves trial and error. Therefore, in order to correct the mistake immediately, it should be considered not as a mistake, but as part of the language learning process. The main principles of language teaching for special languages are as follows (See Table 1.1):



Table 1.1

Basic principles of language teaching for special languages

Absolute properties	Variable properties
<p>The LSP is designed to meet the specific language needs of students; By this we can mean the use of primary communication in public places, in certain situations</p> <p>LSP uses a methodology based on the investigative method and the activities of the discipline that serves it;</p> <p>The LSP is based on language skills, discourse and genres appropriate for this activity.</p>	<p>LSP to a specific discipline (reading, understanding, analyzing academic literature in English in the field of agriculture, participating in discussions, giving lectures, presentations, etc. / to engage in language-primary sectoral communication for professional purposes, to provide partial information about one’s work activities, job description, functions of equipment, work-related telephone, video conferencing) or may be related to or intended for several related disciplines (general scientific - for example, agricultural economics / for professional purposes - for example, instructions for reservoirs in food logistics);</p> <p>LSP may envisage the use of English language teaching methodology for general purposes in agricultural fields;</p> <p>An LSP can be created for older students either in a university setting or in a professional work setting.</p> <p>LSP is usually intended for intermediate (B1-B2) or earlier (C1-C2) students.</p> <p>Most of the LSP courses have a basic knowledge of the language system, but can be used by beginners</p>

Curriculums are designed to encourage independent learning of English language students, self-assessment and control of learning, and to help teachers improve their professional knowledge:

students define their own specific goals in learning English. For example, agricultural students have the opportunity to select from the curriculum to study their low level of competence in English;

students can identify their weak points and work independently. In this, teachers can help them through SWOT analysis;



students develop the ability to work with professional literature. For example, they develop their skills related to selecting from English language literature on agriculture, learning to write terms from it, and using them in speech.

Independent language learning is the process of learning without the direct help or intervention of a teacher. Students are responsible for their own learning. Teachers must first develop independent learning: that is, students learn to control themselves, to formulate goals and tasks under the guidance of the teacher. Later, the teacher performs only a mentoring function. Common tools for developing independent work are learner contracts, e-exercises with automatic processing, search tasks using agreement software, web research tasks, and reflective blogs.

Independent learning should be encouraged throughout the lesson. Students must demonstrate their abilities. This includes using an electronic platform (moodle). Below are some examples of what might be included in a given week for agriculture:

a) content of the main lesson: studying the importance of agriculture in the world;

b) independent study:

students complete an electronic activity in which they explore global issues such as the effects of air pollution on agriculture. Collect some ideas, post a comment on an electronic forum, and then have at least two students write a response on the forum;

students enter the vocabulary of a given week and do a word quiz for themselves using the «quizlet» electronic program;

students will write a blog reflecting what they have learned this week. They include information about other things they want to learn;

students are presented with ongoing projects (for example, keeping pace with the world's plants). In the portfolio, they create a collection of collected materials (text, image, audio, video).

Each week of the module may include similar self-study reading tasks. Independent study tasks should be encouraged. They are a good opportunity to distinguish between stronger and weaker students. That is, the teacher gives easier tasks to weak students. Alternatively, weaker students are encouraged to work cooperatively with stronger students.

As a result of independent educational practice, autonomous education is further developed. Students can access speaker lists to identify agrarian domain-specific lexis, but they are encouraged to access corpus linguistics tools to create their own texts (corpus). Corpus tools allow teachers to:

form a list of domain-specific words. For example, regarding the agrarian sector;



learning to use phrases in context. For example, calculating and plotting the frequency, determining the size of the field area;

encourage an inquiry-based approach to learning in teachers and students.

These techniques are particularly useful given the specialized nature of different ESP domains. The curriculum is aimed at developing the following abilities of teachers and students:

Collaboration: employees working together for a common good among peers, such as pairs, group work, joint project work, peer evaluation;

research: the ability to independently search for relevant information and materials. For example, finding and sorting primary data of agro-industrial complexes in the developed world on the Internet;

critical thinking: independent analysis and evaluation of issues to form decisions;

problem solving: finding solutions to difficult or complex problems.

creativity: using imagination or applying original ideas to create something. For example, roles, ads, movies;

learning to teach: increasing awareness of different teaching methods and choosing effective strategies for learning;

managing and evaluating diversity: recognizing differences inside and outside the classroom.

The question of the formation of strategies and methods in the lesson in a foreign language remains underdeveloped until now. There are a number of contradictions in this area:

between the level of knowledge of a foreign language as a student of a non-philological university and the requirements of a specialist, society, economy and industry;

between the necessity of teaching and learning a foreign language in a non-philological higher educational institution and the existing methodological basis for training foreign language specialists;

the need for targeted training on lexical competence in order to increase the level of independent learning of students and the practice of forming it as a self-developing skill.

The agrarian syllabus is aimed at future agrarian professionals who aim to start their careers in agriculture as practitioners or teachers. The training program was prepared in cooperation with agrarian experts, representatives of the carp fishing industry, Kashkadarya Region Scientific Research Institute of Wheat and Legume Crops, Departments of Agricultural Product Storage and Primary Processing Technologies, Agricultural Mechanization, and Plant Biology Departments. They



provide a wide range of opportunities for students to choose the English language and professional skills they need to acquire in the future.

The syllabus is divided into 5 modules. These are based on options selected and modified as a result of a needs analysis conducted with the participation of experts. They cover the basic social, professional and academic skills that students need to know in English. For example, English for socializing, giving presentations, writing short academic papers and doing agricultural research. The main aim of this curriculum is to bring students up to CEFR level B2. However, it should be taken into account that students come to the program with a low level of English. With this in mind, many of the activities in the first module are at A2 level. The main focus of the curriculum is on the development of language skills, but sometimes there is a conflict between language skills and professional skills. For example, learning to make a presentation, making a podcast. Teachers should ensure that language and professional skills are covered. Teachers are also encouraged to develop independent study skills after each lesson.

Based on the needs analysis, three important features of the training program are put forward:

1) no single published study guide covers all areas of the curriculum. Therefore, teachers should refer to a variety of sources that include teaching materials published from time to time. Most of the materials are taken from certain organizations and the Internet.

2) it is necessary to create vocabulary related to this topic for students. To do this, teachers are encouraged to use adaptation software such as Sketch Engine: <https://skell.sketchengine.co.uk> .

Moreover, professor of Applied English Center at The University of Kansas, Michael Garnette frequently uses Corpus of Contemporary American English(<https://www.english-corpora.org/coca/>) platform in his AECR 151classes to identify different genres of vocabulary groups. The Corpus of Contemporary American English (COCA) is the only large and «representative» corpus of American English. COCA is probably the most widely-used corpus of English, and it is related to many other corpora of English that we have created. These corpora were formerly known as the «BYU Corpora», and they offer unparalleled insight into variation in English. The corpus contains more than one billion words of text (25+ million words each year 1990-2019) from eight genres: spoken, fiction, popular magazines, newspapers, academic texts, and (with the update in March 2020): TV and Movies subtitles, blogs, and other web pages. This also helps the teachers and students to learn word groups profoundly.



It is advisable for teachers to look at vocabulary studies/checks and useful English examples from authentic texts. Teachers are encouraged to help students learn these words in easy and communicative ways.

3) published tests are no longer acceptable for students. We also need to incorporate authentic assessment to match the authentic materials teachers use and the authentic assignments they create.

Objectives. The general objectives are:

preparing students to use professional English in the agricultural sector;
formation of positive attitudes and qualities in personal and professional matters;

develop critical and analytical skills in evaluating problems for objective decision-making;

teach the use of requirements and problem-solving skills in solving personal and work problems;

broadening students' views on agrarian problems;

increase students' intercultural awareness and intercultural sensitivity.

(B.Kholiyorov, I.Khojalepesova, S.Dawletnazarova, G.Normatova, 2019).

Further research on teaching ESP. However, research into teaching ESP does not stop there. Today, I am conducting research not only on the development of lexical competence in the field of agriculture, but also on the development of lexical competence and vocabulary in all non-philological higher educational institutions through authentic materials. My research topic is "The Concept Of Developing Lexical Competence Based On Authentic Materials In English Classes Of Students Of Non-Philological Higher Educational Institutions" refers to the importance of authentic materials in teaching English language to the different non-philological majors. In the world, special attention is paid to teaching the English language based on authentic tools, developing the lexical competence of students through materials enriched from real professional life, increasing the methodological color and diversity of these processes, and organizing the rich experience of leading countries in the educational process by combining it with national experience.

The use of authentic materials in practical English lessons, in particular, the selection of authentic materials, the introduction of the topic, the use of previous knowledge of students in the explanation of the topic, the use of non-pedagogical tools in the enrichment of the lexicon, the use of the reinforcing part, and the development and development of summarizing tasks are researches of the leading scientific centers of the world. and educational institutions, including American English, Teachers' corner of the United States Department of State-AE (USA), British Academic Spoken English and



BASE Plus collections-BASE, Warwick University (UK), British Council-Teaching English-ESP (Great Britain), Nova Southern University (USA), University of Bahcehesir (Turkey), University ACADEMIC RESEARCH IN MODERN SCIENCE International scientific-online conference 277 of Niš (Serbia), University of Salamanca (Spain), «Ovidius» University Of Constanta (Romania), South East European University (Macedonia), Universitas Pendidikan Ganesha (Indonesia), Mykolas Romeris University (Lithuania), Un iversity of Costa Rica (Costa Rica), University of Rijeka (Croatia), Universidad Externado de Colombia (Colombia), University of Tirana (Albania), Pascasarjana Universitas Negeri Jogyakarta (Indonesia), Algonquin College of Applied Arts and Technology (Canada), Conducted by AITSL-Australian Institute For Teaching And School Leadership Limited (Australia), Center for Teaching and Learning, Wirley University services (UK).

Conclusion. According to the results of the analysis, it is known that in the practice of teaching English language subjects in a non-philological higher educational institution, the foreign language teacher often has a lack of hours devoted to language learning, the lack of modern textbooks, and the low level of knowledge, skills, and abilities of students. Also, special attention should be paid to the teaching of language teaching strategies and techniques in the conditions of the non-philological higher education system. Their use will help the student to compensate for the lack of knowledge and skills not only in a foreign language, but also in his future professional activities and professional development. In conclusion, the determination of adequate methods for learning a foreign language in the courses of higher education institutions specializing in agriculture plays a major role in the educational system. Because when HR team groups recruit a group of employees to serve nationally and internationally, the local staff's weakness in English can cause a number of problems in negotiating, signing projects, and mastering grant scholarships for higher education institutions.

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РЕЗЮМЕ

Hozirgi kunda maxsus maqsadlar uchun ingliz tilini (ESP) o'rgatish har qachongidan ham muhimroqdir. Til o'qitishning boshqa sohalari singari, bu soha ham bir qancha muhim omillarni qamrab oladi. Xususan, qishloq xo'jaligiga ixtisoslashgan oliy ta'lim muassasalarida ingliz tilini o'qitishda kompetensiya, kommunikativ kompetensiya, atamashunoslik muhim masalalardan hisoblanadi. Ushbu maqolada qishloq xo'jaligi uchun ingliz tilini o'rgatish zarurati, qishloq xo'jaligi (texnik) lug'atini o'rgatish muammolari haqidagi so'nggi fikrlar va O'zbekistonda qishloq xo'jaligi talabalari uchun leksik kompetensiyaning ahamiyati bayon etilgan. Bundan tashqari, ESP metodologiyasi bo'yicha eng muhim topilmalar muallifning tadqiqot natijalariga ko'ra ham bayon etilgan.

РЕЗЮМЕ

В настоящее время преподавание английского языка для специальных целей (ESP) важно как никогда. Как и другие области преподавания языка, эта отрасль охватывает несколько существенных факторов. В частности, важными вопросами преподавания английского языка в высших учебных заведениях сельскохозяйственного профиля являются компетентность, коммуникативная компетентность и терминология. В этой статье описывается необходимость преподавания английского языка для сельскохозяйственных целей, последние мысли о проблемах преподавания (технической) сельскохозяйственной лексики, а также важность лексической компетентности у студентов-аграрников в Узбекистане. Более того, по результатам исследований автора также изложены наиболее значимые выводы по методологии ESP.

SUMMARY

Nowadays, teaching English for Special Purposes (ESP) is more important than ever. Like other areas of language teaching, this branch covers several essential factors. In particular, competence, communicative competence, and terminology are important issues in teaching English in higher education institutions specializing in agriculture. This article describes the need to teach English for Agricultural Purposes, recent thoughts on challenges to teaching (technical) agricultural vocabulary, and the importance of lexical competence in agricultural students in Uzbekistan. Moreover, the most significant findings on the ESP methodology have also been stated according to the author's research results.