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Lobar Gulomovna Yakubova  
Karshi Engineering-Economic institute  
Department of Foreign languages,  
English language teacher,  
Karshi, Uzbekistan.

## INCREASING COMPETENCE VIA SUBJECT-SPECIFIC VOCABULARY ACQUISITION

**Abstract:** In modern society, languages are more needed in order to communicate with learners from other environments through face to face or digitalized platforms such as telegram, what's up and face-book and even e-mails.

Teaching vocabulary to ESP students by using different approaches and methods of teaching require us improve learner's linguistic competence. In fact, vocabulary formulate their concise in comprehending language in all skills (speaking, reading, writing and listening) as it is fundamental base to extend horizons of knowledge in language abilities. Besides, it is not only useful to aim on language aspects but also it deepens subject matter spheres as mechanical engineering, and art. Moreover, we have carried out an experiment in order to know learners' attitudes to subject-specific vocabulary words in ESP classes as well as improving their competence in language learning. The respondents were thirty-five students who were put in interview.

**Key words:** subject-specific vocabulary, ESP classes, teaching methods, research method.

**Language:** English

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### Introduction

In teaching English for Professions we might use different techniques (traditional and computerized). Computerized activities motivate learners gaining language and subject matter faster than ever before. It involves them to think and do spoken interaction with each other by using terminology, character traits. As a consequence, when most teachers think of technology based classes they envision students memorizing lines, painting sets, and acquiring costumes and props [4]. However, while making drama in creative manner students do not present plays in role but also they do give different views, new vocabulary to audience (students) to acquire. The teacher and the students can relax and enjoy their own creations. The success of the activity is not measured by the theatrical skills, but by the creative process the students have experienced as well as linguistic skills.

By using drama and computerized activities in ESP classes, students could speak more in English,

which results in increasing their communicative competence in FL. Furthermore, this kind of technique requires both teacher and students pay attention to more vocabulary using and acquisition, as it could enrich their word recognition because they describe feeling and thoughts only by suffice knowledge of that field of expertise. Hutchinson and waters argued that in such cases, ESP teaching needed to play a role in providing the students with background knowledge, termed underlying competency [9]. Moreover, we have made an experiment on the issues of effectiveness of computerized activities which promoted students speaking, listening and reading comprehension in English, as a result, findings were indicated in the diagram.

### Computerized Activities (increasing listening and reading and spoken comprehension)

In the last few years, we all people around the world cannot live without computer technology

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because it is also considered as a part of our life as a family member. On using computer technology in language classes involve learners studying subjects like English, Russian, biology and arts. Furthermore, creating something and making needs analysis in it, not always gives us results which we expected beforehand but playing drama and activities via computer in class can give much result because it strengthens students' tolerance in learning a language in short time and enable them to think creatively, consequently, increase their prior knowledge and experience. One of the initial concerns in FL teaching is to find effective ways of creating for ESP students a more natural language learning environment. There has to be a reason, a context, the motivation or need to use the language. Any word in the language can be examined from the point of view of grammar, and vice-versa, any word, even words like articles and prepositions can be considered as vocabulary items. In addition, languages are full of strong collocation pairs and, therefore, it deserves to be a central aspect of vocabulary study [3]. In ESP classes, vocabulary is also central in acquiring all linguistic abilities via computerized activities. Moreover, Drama is also one of most useful activities in ESP classes as it inspires learners, giving them long-driven stimuli in word acquisition and improvements in speaking skills.

One way to avoid this difficulty is to use a method which ties the words to be learned directly to student experiences. Learners need to be actively involved in the learning of words. This may be difficult in the confines of the average classroom. An effective classroom method is creative drama, which provides psychological meaning as well as logical meaning. Motivation for vocabulary learning is simply to make working with words enjoyable.

Creating a classroom atmosphere in which words are fun, and playing with words is encouraged can be a powerful antidote to the very natural fear of making mistakes that can so easily inhibit learning [5].

Besides, movement and pantomime are excellent components to develop vocabulary since learners can

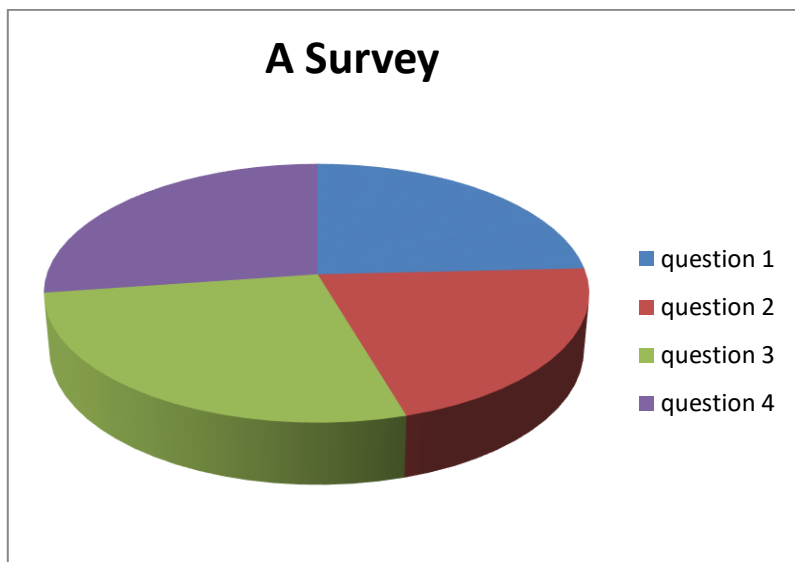
experience the feeling and meaning of the words. "Nouns, verbs, adjectives, and adverbs are better understood when learners physically act them out in the sequential order found in basic sentences" [6]. Speech acts are a key concept in the field of pragmatics, the study of speaker intent and what speakers mean when they use a particular linguistic in context[7]. Thomas argued that we should try to understand how people communicate effectively with the linguistic resources available to them. concept type of description is concerned with word or structure choice, which words or structures are commonly chosen, and the meanings or uses they have in specific disciplines, professions, or workplace environments [2].

### 1. Research Method

Research method is an instrument which measures, finds out learners' linguistic competence in language learning and subject matter. Research almost is measured by survey (making interview with a group of students and teachers). However, qualitative analysis shows that such methods are widely used by some linguists in order to determine exact result in teaching subject-specific vocabulary. We carried out an experiment with experimental group of students (35 learners) from the Faculty of Technical Engineering, Karshi Engineering-Economic institute, majoring in hydro engineering. The survey focused on questionnaire consisting of variety of questions dealing with effectiveness of computerized activities in language acquisition among engineering students. They were invited to be interviewed with research instruments. Questionnaire they completed was close-ended. The respondents participating in this qualitative research expressed their ideas with more concerns towards to technique they have used in learning a language and subject matter. As a result, we made needs analysis and the findings were depicted in the diagram.

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Picture 1.

## 2. Findings and Discussion

Ten of respondents have stated that they prefer computer based activities more than traditional exercises as it increased their listening comprehension: 80%

Twelve of participants in this research dialogue expressed their views that method motivated us to acquire more vocabulary words, especially subject-specific and which also increased our reading comprehension: 70%

Eight of engineering students randomly revealed that computer assisted activities are a significant and necessary technique to demonstrate our imagination freely and precisely: 90%

Five of them could reach their aim of learning subject matter through studying English by having already gained new updated resource: 90%

## Conclusion

Language learning is lifelong process needs a lot of efforts to acquire vocabulary through some teaching methods but it enables learners to be familiar

with other cultures. All communication has a structural level, a functional level, and a discursive level. They are not mutually exclusive, but complementary, and each may have its place in the ESP course[9]. Consequently, drama as a teaching technique creates supportive intellectual and emotional environments which encourage students to consider. It gives them great opportunity to apply their communication skills and take risks to demonstrate their opinions in FL. Drama as a teaching technique promotes long-term retention of vocabulary, therefore, the students need to be actively involved in the learning of words. Engineering ones do not learn the language to represent their teacher, but to express themselves as individuals. We made further experiment on research issue and collected analysis showed high effective of drama on students' improvement and vocabulary acquisition, technical as well. The findings were shown in the above-mentioned diagram accordingly.

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