

Impact Factor:

ISRA (India) = 4.971
ISI (Dubai, UAE) = 0.829
GIF (Australia) = 0.564
JIF = 1.500

SIS (USA) = 0.912
ПИИИ (Russia) = 0.126
ESJI (KZ) = 8.997
SJIF (Morocco) = 5.667

ICV (Poland) = 6.630
PIF (India) = 1.940
IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2020 Issue: 09 Volume: 89

Published: 30.09.2020 <http://T-Science.org>

QR – Issue



QR – Article



Eldor Yovmiddinovich Shermatov
Uzbekistan State World Language University
researcher

SPECIFIC TRAINING OF PROFESSIONAL VOCABULARY OF THE ENGLISH LANGUAGE FOR STUDENTS OF JOURNALISM

Abstract: *Vocabulary in English is a very important component, because of a good vocabulary range, students can confidently speak the foreign language being studied, in our case in English. Lexical skill - the ability to carry out automatically and independently a number of actions and operations associated with recalling a word from long-term memory and correlating it with another lexical unit. To form lexical skills in the traditional way, exercises are required that must correspond to the goal of mastering a real professional vocabulary: freely use words and phrases to express your thoughts and understand the interlocutor's statements and when reading within the framework of the program material.*

Key words: English, professional speech, lexica, skill, vocabulary, methodology.

Language: English

Citation: Shermatov, E. Y. (2020). Specific training of professional vocabulary of the English language for students of journalism. *ISJ Theoretical & Applied Science*, 09 (89), 467-470.

Soi: <http://s-o-i.org/1.1/TAS-09-89-64> **Doi:**  <https://dx.doi.org/10.15863/TAS.2020.09.89.64>

Scopus ASCC: 3310.

Introduction

Teaching foreign languages at the international faculty of journalism is an important subject, as other professional subjects are. Due to the increasing importance of a foreign language in the Republic of Uzbekistan and the high demand for foreign language specialists, future journalists are also strongly encouraged to study foreign languages carefully. In General, it is very important that a future journalist knows at least one foreign language as a specialist.

From this point of view, students are tasked with developing fluency in foreign languages, developing literacy and communication skills of students who are able to express their thoughts freely orally and in writing. Training of multilingual specialists, development of patriotic feelings and training of future journalists who will continue their work in the world.

One of the most important problems in teaching a foreign language is vocabulary learning. This problem is still relevant and requires investigation. Insufficient vocabulary causes feelings of insecurity and reluctance to speak a foreign language. Thus, one of the main tasks is to expand the vocabulary range of students.

Lexica is a collection of words in a language, its vocabulary. This term is also used in relation to individual layers of the vocabulary. The purpose of teaching vocabulary is the formation of lexical skills, the ability to combine a word according to lexical rules. Lexical skill - the choice of a lexical unit is adequate to the speaker's intention. The peculiarities of vocabulary assimilation include the connection of lexical material with the content of communication. Furthermore, an inexhaustible supply of vocabulary, difficulties associated with the internal form of a word, sound, graphic, grammatical; with the meaning of the word, with the nature of compatibility with other words, with the use. Moreover: continuous accumulation of vocabulary, limited topics, insufficient number.

The purpose of the article is to theoretically substantiate the methodology of teaching professional English to future journalists.

Journalism as a field of activity has an extensive system of special vocabulary, the basis of which is a set of terms serving all areas of professional journalism. One of the most characteristic features of the language of the modern written press is the spread of specialized vocabulary.

Impact Factor:

ISRA (India)	= 4.971	SIS (USA)	= 0.912	ICV (Poland)	= 6.630
ISI (Dubai, UAE)	= 0.829	ПИИИ (Russia)	= 0.126	PIF (India)	= 1.940
GIF (Australia)	= 0.564	ESJI (KZ)	= 8.997	IBI (India)	= 4.260
JIF	= 1.500	SJIF (Morocco)	= 5.667	OAJI (USA)	= 0.350

Professional communication implies not only fluency in a foreign language within the limits of possible social contacts, but also fluency in professionally oriented vocabulary, which the student masters in the process of reading literature in the specialty. Conditions for professionally oriented teaching of foreign languages to students are:

- reading authentic texts,
- the need to familiarize students with the general and legal terminology of law,
- formation of skills of independent work on the creation of an individual vocabulary and mastering the skills of oral professional communication, proceeding as scenarios of the most common situations of everyday communication, which are also necessary for professional communication.

In the methodological literature, a number of issues related to the work on vocabulary have been covered. However, there are problems in the formation of the lexical skills necessary for speaking. In the statements of students, there is no proper variation in vocabulary, and therefore their speech in linguistic terms is very often poor.

Vocabulary knowledge is an essential prerequisite for speaking. The ability to carry out automatically, relatively independently, a series of actions and operations associated with recalling a word from long-term memory, correlating it with other lexical units is called a lexical skill [1].

Lexical skill is a synthesized action of choosing a lexical unit that is adequate to the concept and its correct combination with others, performed in skill parameters and ensuring the situational use of this lexical unit in speech [2].

Lexical skill occupies an important place in the system of teaching a foreign language, as it reflects the relationship between classes of words and generalizes the information received. Moreover, the vocabulary individualizes the statement, gives it a specific meaning [3].

Success in mastering a word depends on the students' ability to perform the following actions:

- To observe, compare, analyse the linguistic phenomenon;
- Guess from the context or word-formation elements about the meaning of an unfamiliar lexical unit;
- work with various dictionaries;

The work on vocabulary is based on certain patterns, principles, the observance of which is a necessary condition for the effectiveness of the learning process. These include:

- didactic principles: visibility, activity, strength, consistency, consciousness, scientific approach, taking into account age characteristics;
- proper methodological principles - communicative orientation of training, situational

awareness, collective interaction, life orientation of training, correspondence of tasks of speech-thinking activity, philologization of training;

- particular methodological principles - the phased formation of a skill, the adequacy of exercises to the actions being formed, the interaction of exercises on the formation of the lexical, grammatical, phonetic aspects of speech, taking into account the interaction of oral and speech forms of working out vocabulary with the development of reading and writing techniques, interaction of all types of speech activity. A lexical skill as a complexly structured action includes several operations, the main of which are:

- the operation of calling a word - the translation of lexical units from long-term memory into operational memory adequately to the speech task in a given situation;

- the operation of combining words - an instant combination of a given lexical unit with the previous and (or) subsequent one is adequate to the concept and norms of the language [4].

For the formation of lexical skills, it is necessary to form educational actions both according to the semantic grouping of vocabulary (synonyms, antonyms, similar in meaning to the word) and the use of the word in word combinations (depending on the context).

The following categories can be distinguished for the classification of lexical units according to semantic characteristics:

- a) materials (for example: steel helmet, a glass bottle, an iron door etc.);
- b) editorial office (for example: Electronic newspaper, polygraphy etc.);
- c) politics (for example: socialism, militarism etc.);
- d) press (for example: news, broadcast, headline, etc.).

To effectively teach the vocabulary of future journalists, it is necessary to be guided by the principles: philologization (students' understanding of the peculiarities of the origin of the word for a more solid mastery of it); contextuality and situationality in the presentation and actualization of lexical units; conscientiousness in the choice of lexical units and the constant maintenance of lexical skills.

When working on vocabulary, three main stages are traditionally distinguished:

- 1) familiarization;
- 2) primary consolidation;
- 3) development of the ability to use skills in various types of speech activity [5].

The preparatory stage of working with vocabulary may include the following tasks and exercises:

Example:

Impact Factor:

ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
ISI (Dubai, UAE) = 0.829	PIHII (Russia) = 0.126	PIF (India) = 1.940
GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Match the following words 1-10 to the definitions a-j below.

- | | |
|----------------|---|
| 1 Palmtop | a most important or best; leading |
| 2 Foremost | b a person working with another worker, especially as a partner or helper |
| 3 Urban person | c a programme broadcast on television |
| 4 Co-worker | d a job or piece of work which is often boring or unpleasant |
| 5 Assumption | e a type of computer which is small enough to fit in your hand |
| 6 Chores | f a difference between two similar things |
| 7 Traumatic | g someone who lives in a city or town |
| 8 Distinction | h frightening and causing worry |
| 9 Telecast | i something that you accept as true without question or proof |
| 10 Trend | j a general development or change in a situation or in the way that people are behaving |

2 Read the text and underline the adjectives. Then, change the adjectives below into nouns by adding suffixes if necessary.

Journalism is one of the most important social phenomena of modern life, a type of mass information activity. The main concept in the science of journalism is mass information.

Modern journalism disseminates current information about social life, about what is happening in the world. The subject of journalistic activity is the reality in all its diversity. Information is disseminated through various channels: newspapers, magazines, radio, television, the Internet. Each channel has a modern technical base.

Journalism influences various sectors of society and shapes public opinion on a variety of social issues.

Social	_____
Public	_____
Actual	_____
Real	_____
Critical	_____
Ethical	_____
Literary	_____
Sensational	_____
Amateur	_____
Freelance	_____

Based on the established components of the content of teaching journalistic speech, as well as the unit of its training, we are given the opportunity to offer an algorithm of methodological actions for teaching the vocabulary of the English language.

References:

1. Leontiev, A.A. (2001). *Language and speech activity in general and educational psychology*. (p.127, 23). Moscow: RAO / MPSI.
2. Kozhevnikov, D.N. (2011). Using game design and modeling for the development of cognitive abilities of children. *Primary education*, No. 6, pp.36-43.
3. Leontiev, A.A. (2001). *Language and speech activity in general and educational psychology*. (p.127, 36). Moscow: RAO / MPSI.
4. Konyshcheva, A.V. (2006). *Game method in teaching a foreign language*. (p.192, 96). SPb.: KARO, Minsk: Publishing house "Four quarters".
5. Bim, I.L. (1988). *Theory and Practice of Teaching German in Secondary School: Problems and Prospects: Textbook*. manual for students of ped ints on specials. No. 2103 "Foreign lang. ". (pp.76-124). Moscow: Russian language.
6. Veremejchik, O.V. (2009). Cel` obuchenija inostrannym jazykam kak social'no-pedagogicheskaja i metodicheskaja kategorija. *Vestnik MGLU*, № 1(15), Moskva, pp. 7-11.
7. Dubova, M.V. (2011). Kompetentnost` i kompetencija kak pedagogicheskie kategorii: opredelenie, struktura, klassifikacija. *Gumanitarnye nauki i obrazovanie*, № 2 (6), Moskva, pp.17-22.

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	PIHII (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

8. Krupchenko, A.K. (2006). Professional'naja lingvodidaktika. *Vysshee obrazovanie v Rossii*, Moskva, № 5, pp. 158-160.
9. Martynova, N.A. (2014). Rol' terminologicheskoy leksiki v formirovanii kommunikativnoj kompetencii specialista. *Obshhestvo i chelovek*, № 1(7), pp. 67-72.
10. (2003). *A Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Obshheevropejskie kompetencii vladenija inostrannym jazykom: Izuchenie, obuchenie, ocenka. (pp.5-13). Moskva: MGLU.

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	ПИИИ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350

Impact Factor:	ISRA (India) = 4.971	SIS (USA) = 0.912	ICV (Poland) = 6.630
	ISI (Dubai, UAE) = 0.829	ПИИИ (Russia) = 0.126	PIF (India) = 1.940
	GIF (Australia) = 0.564	ESJI (KZ) = 8.997	IBI (India) = 4.260
	JIF = 1.500	SJIF (Morocco) = 5.667	OAJI (USA) = 0.350
