



## **DEVELOPMENT OF LEXICAL COMPETENCE IN ENGLISH CLASSES OF STUDENTS OF NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS BASED ON AUTHENTIC MATERIALS**

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*Abstract: This article describes the conditions for the development of lexical competence through authentic means in teaching English in non-philological higher education institutions. In particular, the importance of authentic materials, their selection, and their implementation are explained in details*

*Keywords: English lessons, ESP, Non-philological, authentic materials, methods, lexical competence, formation, development, communication, relation, content, approach, knowledge.*

## **РАЗВИТИЕ ЛЕКСИЧЕСКОЙ КОМПЕТЕНТНОСТИ НА ЗАНЯТИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ ВУЗОВ НА ОСНОВЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ**

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*Аннотация: В данной статье описаны условия развития лексической компетенции аутентичными средствами при обучении английскому языку в нефилологических вузах. В частности, подробно объясняется важность аутентичных материалов, их выбор и применение.*

*Ключевые слова: уроки английского языка, ESP, нефилологические, аутентичные материалы, методы, лексическая компетенция, формирование, развитие, общение, отношение, содержание, подход, знание.*

## **NOFILOLOGIK OLIY TA'LIM MUASSASALARI TALABALARINING INGLIZ TILI DARSLARIDA LEKSIK KOMPETENSIYANI AUTENTIK MATERIALLAR ASOSIDA RIVOJLANTIRISH**

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*Annotatsiya: Ushbu maqolada filologik bo'lmagan oliy ta'lim muassasalarida ingliz tilini o'qitishda autentik vositalar orqali leksik kompetensiyani rivojlantirish shartlari bayon etilgan. Xususan, asl materiallarning ahamiyati, ularni tanlash va amalga oshirish masalalari batafsil yoritilgan*

*Kalit so'zlar: Ingliz tili darslari, ESP, Nofilologik, autentik materiallar, usullar, leksik kompetensiya, shakllantirish, rivojlantirish, muloqot, munosabat, mazmun, yondashuv, bilim.*

*Introduction. In the world, special attention is paid to teaching the English language based on authentic tools, developing students' lexical competence 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. Therefore, the*

development of lexical competence in teaching English in non-philological areas has strengthened the need to study the lexicon (content lexis) of each field. In non-philological directions, it is important to conduct scientific research on the special concept of teaching English based on a reality-based approach, applying knowledge, improving skills through methods that develop lexical competence, professional development, and developing communicative competence.

Literature review. Motivation in studying field terminology in European countries, method of field teaching, use of criteria for selection of authentic texts specialized in the field A. Kholubekova, L. Moravkova, A. Khornakova, Wu Tong, Veronika L. Reviewed by Munoz, T. Cabre, Richards S. Jack, Rodgers, S. Theodore, T. Hutchinson, A. Walters, C. Griffiths, Nicoletta Aurelia Marcoux, Jeanine E. Turner. T.K.Borozenets, S.I.Guseva, I.V.Leushina, M.V.Mazo, I.A.Megalova, O.Yu.Levchenko, on the formation of foreign language lexical competences in communicative-oriented education and speech activities in the CIS. O.V. Fedorova proposed their methods and developments in teaching foreign languages; the scientific works and methodical manuals of N.I.Almazova, L.M.Bosova, A.V.Getmanskaya, L.A.Kareeva, T.V.Litvinova, O.V.Siromyasov on the formation of separate forms of competences were also studied; The works of V.F. Aitov, A.P. Petrova, A.N. Kuznetsov, Ya.E. Kuznetsov, T.S. Makarova, O. Iskandarova, M.V. Ozerova, which were carried out on the development of professional competence in a foreign language, were deeply studied.

Materials and methods. In world practice, non-pedagogical materials - teaching based on authentic materials (Teaching with Authentic Materials), use of criteria for selecting authentic texts related to the context (Content and Language Integrated Learning), formation of lexical skills in students (English-medium Instruction, task-based learning, language-based learning, content-based learning, project-based learning) and conducting scientific research on the development of lexical competence is important, which shows the relevance of studying foreign experiences and developing the concept of developing lexical competence.

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.

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 Bahcesehir (Turkey), University 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).

Results and discussion. The need to develop lexical competence in students of non-philological majors of higher educational institutions, change educational

paradigms and transition to person-oriented education in pedagogy, take into account the intellectual ability of each student and develop professional foreign language lexical competence through authentic materials remains one of the important issues of today.

The modern market economy makes high demands on graduates of non-philological universities. One of the contrasts between higher education programs and student training base is an external factor that predetermines the use of differentiated methods regardless of specific subjects. The attraction of new innovative ideas and technologies to the agricultural sector, as well as the increase in the demand for young professionals to learn foreign languages, is due to a number of important factors. It is known that special knowledge of practical importance forms the basis of professional training of students in higher education. Formalized delivery of technical information often results in students devoting less time to their language development, skills and competencies in pursuit of excellence. The author's many years of practical work experience in higher educational institutions specializing in agriculture shows that the student takes a conscious approach to the process of learning a foreign language, as well as to the use and application of expressions in his native language. The structure of communication skills has been described by extensive publications. [1]

Most higher education institutions adopt a traditional teacher-centered approach to teaching English. In this approach, most students are often passive receiver learners. To develop students' communicative and professional knowledge in the process of learning foreign languages, we can point to some non-traditional technologies and methods, such as problem-solving and career-oriented situations. These styles allow students to be encouraged to develop team building, communication, and creative skills.[2] According to a free dictionary, "situation" is defined as a combination of circumstances at a particular time; situations are evaluated as a set of important, problematic, or bright situations. It is important that they apply task-based problem situations to engage students in active and multifaceted learning by applying problem based and professionally oriented situations to the curriculum. Through problem-based tasks, students learn to solve misstructured, overt, or vague problems, and such tasks engage students in learning from real-life situations. To understand specific problems, students can work individually, in pairs, or in groups, and then find possible solutions to it. Career-oriented situations require problem solving, such as real partners or professionals from organizations that require students to solve problems.

Authentic materials are one of the most important tools that a teacher can and should use in the classroom to ensure that his/her teaching runs smoothly and effectively communicates the necessary knowledge to all students. This article provides some details and points of using authentic materials in teaching foreign languages, and explains some of the problems of applying this in the classroom. The use of authentic materials in EFL classes is not new, because teachers started using them in the 1970s because of the spread of the Communicative Language Teaching Approach. Martinez (2002), defines authentic materials as the materials which are prepared for native speakers and not designed to be used for teaching purposes.[3]

Types of Authentic Materials. Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) classified authentic materials into three categories as follows:

1. Authentic listening materials, such as radio news, cartoons, songs, etc.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.[4]

In non-philological higher educational institutions, the English language has a

slightly different character, using authentic materials in the course of classes, and it is appropriate to form the materials based on the section of directions. In this process, cooperation with content teachers is of particular importance. It is proven in practice that the design of materials based on the analysis of needs is an important factor in achieving educational efficiency. 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. Such interdisciplinary cooperation in the teaching of English language in the fields of agriculture has been implemented based on 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 authentic 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.[5]

Selecting Authentic Materials: Nunan (1989) divides communicative classroom tasks into two categories. These are: -'real world', this type of task provides the learners with 'pedagogic': this type 'stimulates interned process of acquisition' only without getting the learners to practice the skill that might be needed in the real world. This type is represented in the course books used by teachers in the class. Therefore, using authentic materials is necessary for learners to be prepared for dealing with real world situations. Here, it is the teachers' role to choose suitable authentic tasks to support learners' learning. Teachers need some criteria to lighten their path, to be able to choose the tasks the learners will benefit from. [6]

Communication is an important part of everyday life. Even when we are alone, we communicate with ourselves and in some way with other people. Our success, status or achievements in our organization depends on our ability to communicate. Therefore, especially in the teaching of English in higher education institutions specializing in agriculture, it is important to create a lively communication environment for future personnel within their fields. In order to overcome obstacles in the development of lexical competence in this process, first, it is necessary to analyze the problems and needs that arise in this process and form the process on this basis. In this case, authentic materials from non-pedagogical tools are of great benefit. For example, the fact that these materials are taken from real life, future personnel will certainly face these situations from the point of view of a foreign language, ensures the relevance and healthiness of this process. The student develops social immunity skills to the natural process. Authentic materials serve as the object of this immunity. This immunity lays the groundwork for overcoming English language barriers in professional life.

Conclusion. In conclusion, the issues of English language teaching in non-philological higher education institutions are considered as a special area of attention today. Until today, educational institutions specializing in the training of foreign language teachers have not operated based on a separate program for the training of personnel in the field of ESP. The demand for English language teaching for special purposes further reinforces the need for reform in this field. In particular, it is natural that the use of authentic materials in the teaching of a foreign language in non-philological higher education institutions, real-life sources in the design of materials serve as one of the important points in this process.

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