



INCREASING THE LEXICAL COMPETENCE OF FUTURE IT SPECIALISTS THROUGH READING TEXTS IN ESP CLASSES

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ABSTRACT

Preparing future IT specialists is growing due to global economic processes, increased contacts with foreign countries and promotion of companies' products on the world market. Future IT specialists must be ready for difficult, stressful, responsible, creative work, often associated with communication in a foreign language. This article discusses on reading text selection requirements focused on increasing lexical competence of future IT specialists in ESP classes.

KEYWORDS:- Future IT Specialists, Lexical Competence, Communication, Foreign Language.

INTRODUCTION

In modern conditions, foreign language communication becomes an essential component of the future professional activity of IT specialist, in this regard, the role of teaching English for specific purposes for IT fields at universities is significantly increasing. Foreign language communicative competence in the field of professional activity today is one of the requirements for modern IT specialists

also include the ability to work with information in a foreign language, critically assess foreign language sources, and make informed decisions in future work negotiations. As scientific and technological progress and the expansion of international relations, the amount of information in different languages is increasing; the need for people who are able to accept and use it for various purposes is increasing.



MATERIALS AND METHODS

One of the main tasks at IT faculties of universities is to prepare students for the use of knowledge of a foreign language in their future professional activities, namely, teaching the future IT specialist to read and understand (without a dictionary) the content of texts and be able to communicate in their specialty.

According to Dudley-Evans, T., & St John, M. J. (1998), reading provides one of the forms of verbal communication in it. Reading plays an extremely important role, as it gives the future IT specialist access to leading sources of information [5]. When selecting text material, we need to consider appropriately taking into account its profile orientation, the ability to arouse professional interest and provide a cognitive effect. The process of selecting teaching materials in IT specialty should be carried out purposefully based on specially selected texts that meet the criteria of authenticity, professional orientation and contributing to the creation of positive motivation for learning.

Learning the interpretation of professional

texts in a foreign language is a multifaceted process associated with the formation of a whole range of skills and abilities of a technical, educational and informational, speech, educational and intellectual, assimilative, accommodative, innovative and educational and organizational nature. The entire set of skills is necessary for the successful implementation of professional activities.

Currently, one of the main tasks of teaching a foreign language is the formation of the ability to read authentic texts in the specialty and extract the necessary information from them. The competence of a modern IT specialist implies the ability to obtain professionally significant information from texts written in a foreign language, primarily in English, which today is not only the language of international communication.

In the modern methodology of teaching foreign languages, reading is recognized as one of the fundamental skills, without mastering which further education is impossible. Reading as a speech activity is always purposeful, its purpose is to extract information contained in



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a recorded speech work - a text [1]. In addition, on the basis of the readable text, it is possible to teach other types of speech activity: speaking, listening, writing in the target language. Thus, today teachers of foreign languages in higher education are faced with the urgent task of developing methods of teaching reading that meet modern requirements.

According to the analysis of scientific and scientific-methodical literature, the main factors stimulating cognitive interest in mastering reading skills are regional richness and professional orientation of educational material, emotional coloring of texts, variety of topics and genres, authenticity of text material, communicative orientation of tasks. The teacher needs to create positive motivation among students, help to orientate themselves in the reading goal and choose an appropriate strategy, determine the levels of understanding available to students and form higher ones [4]. Working with the text requires from the reader first of all knowledge of the language itself, which includes knowledge of vocabulary, rules and models for generating

lexical units, knowledge of idiomatic expressions, grammar rules (morphology and syntax), spelling rules, knowledge of lexical and syntactic means of text coherence, etc. In addition, it is necessary to have a general idea of how the means of the language are used. It is obvious that knowledge of terminology is of particular importance for understanding the text. Texts related to special literature, as well as texts of articles of periodicals containing terminological vocabulary, have a number of specific lexical and grammatical features that must be taken into account when reading them. These features must be taken into account when preparing students for reading and translating texts in their specialty.

Teaching students to read and translate special texts is carried out in English classes on materials from the English-language periodicals, which highlight topics related to their profession. As a rule, students independently find texts in their specialty, read them and translate them, and the teacher's role is to control reading comprehension and check the accuracy of the translation. Unfortunately, quite often with



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this approach, verification is formal, and students do not master effective techniques for working with the original text and do not learn to read texts in their specialty containing terminological vocabulary and special phraseology.

In this regard, the question arises about the criteria for selecting texts for home reading. Traditionally in the literature it is recommended to adhere to such criteria as the relevance of the material, the thematic proximity of the subject of presentation to the life experience and interests of the learners, the presence of different points of view that give rise to discussions, etc.

According to ESP specialists, there are only three main criteria to be met by texts for reading in a specialty:

- 1) Authenticity;
- 2) Thematic focus, corresponding to the professional interests of the student;
- 3) Promoting the creation of positive motivation.

The process of teaching reading in a higher educational institution implies an independent

search for material. Traditionally, the most accessible sources of knowledge for students are bookstores and libraries. In addition, with a modern computer, students have a real opportunity to find the necessary material on the Internet. Therefore, it is not difficult to use the electronic versions of all the world's leading newspapers and magazines for future IT specialists. The use of Internet sources both for independent reading and in the future for writing essays in the specialty in English is encouraged, since in the modern world a specialist in any field cannot do without referring to the resources of the World Wide Web. The teacher's task is to provide students with information about these sources and provide guidance on the selection of articles for individual reading for future IT specialists.

The student should take the initiative in choosing the text for home reading. This will allow him to find the most interesting topic for himself and will contribute to obtaining deeper and more solid knowledge both in a foreign language and in the specialty being studied. However, at the initial stage of organizing reading work, the teacher is advised to check



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which texts students select for independent reading, and whether these texts correspond to the goals and objectives of learning.

One of the principles of text selection should be its accessibility and feasibility for the student. Therefore, first-year students should not choose texts from serious scientific publications for independent reading, since they contain too much special terminology that may not yet be familiar to a first-year student who is just mastering the basics of his specialty. In our opinion, when organizing home reading in the first year, it is optimal to choose articles from newspapers and magazines of a general nature and aimed at the general reader. Such articles can be found in all the world's leading newspapers from The Washington Post, The New York Times, etc.

In the second year, more specialized texts containing a large amount of terminology can be selected. Analytical reviews and scientific articles can be used for independent reading and writing abstract papers in the third and subsequent courses.

Thus, for the purposeful teaching of

independent reading in the specialty, a systematic approach to the selection of texts for reading should be provided. This will naturally lead not only to mastering the skills of independent reading and increasing the level of English proficiency, but also to strengthening the professional orientation in teaching foreign languages in a higher educational institution.

CONCLUSION

As mentioned above, foreign language communicative competence in the field of professional activity today is one of the requirements for modern IT specialists also include the ability to work with information in a foreign language, critically assess foreign language sources, and make informed decisions in future work negotiations. As being ESP course teachers, we need to take into account our target learners' profile orientation, the ability to arouse professional interest and provide a cognitive effect. The process of selecting teaching materials in IT specialty should be carried out purposefully based on specially selected texts that meet the



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