



## STUDY OF ECONOMIC TERMS IN ENGLISH CLASSES

**Bobokulova Shakhnoza Bakhriddinovna**

**Hikmatova Nargiza Umed's daughter**

*Bukhara State University, student, Bukhara, Uzbekistan.*

**Annotation:** *One of the characteristic features of the modern education system is the rapid development of information and communication technologies. There is a growing need for specialists who practically know a foreign language, knowledge of which allows one to get acquainted with the latest trends in the development of science and technology, establish professional contacts, and improve the level of professional competence. For a modern specialist, if he wants to succeed in his field, knowledge of a foreign language is vital.*

**Key words:** *scientific and socio-political nature, terminological component, terminological units, science and technology, professional communication, Income, benefit, staff, profit.*

The range of tasks of our department in the process of teaching students a foreign language (hereinafter, we mean students of non-linguistic specialties) includes not only the formation and improvement of the skills of reading original scientific literature in the specialty, newspaper, magazine articles of a popular scientific and socio-political nature, but and the formation of the ability to take part in a dialogue on educational, social, political and professional topics. The student must be able to build his own statement, negotiate, participate in the discussion of various kinds of business issues at meetings and meetings.

In today's educational space, the possession of the terminological component of any special lexical system can hardly be overestimated. In his professional activity, a specialist is faced with the problem of an abundance of foreign-language information presented through various sources (books, magazines, the Internet, etc.).

But, of course, the problem of obtaining and transmitting scientific, professionally significant information becomes much more complicated if the communicants use different national languages in the process of communication. Consequently, the problem of transposition of terminological units from one system of special vocabulary to another arises.

Therefore, the English language program for non-linguistic universities requires students to have knowledge of English terminology in their specialty and the ability to translate scientific literature rich in terminological vocabulary into their native language.

A scientific term is usually understood as a word, a stable terminological combination (or abbreviation), which expresses and, to a certain extent, qualifies a certain scientific concept in a given system of terminology, reflecting in its literal meaning the characteristic features of the terminating class of objects and the relationship of this class with others with sufficient for mutual communication accuracy. Or, more simply, according to another



definition, a term is a word or phrase that is the name of a scientific or technical concept and defines it. The term, as a rule, is unambiguous, or tends to be unambiguous, stylistically neutral, and systemic. Full definiteness of meaning and stability of use are indispensable requirements for it. The terms themselves are the conditional language of science, which is reflected in the very essence of the term. The presence of this group of words in scientific texts is extremely important and symptomatic: it signals that the text belongs to a closed, limited sphere of communication.

Terminology, as a set of terms from various fields of science and technology, functioning in the field of professional communication, is the main, most significant and informative part of the lexical system of the language of science.

Functioning in a scientific context, the terms enter into complex semantic-syntactic relationships with other words, show limited collaborative possibilities, in a different way than the words of a common language, "get used" to the fabric of the text, and all this presents considerable difficulties for students.

Therefore, the task of developing training materials for the relevant special courses is important and relevant.

The main unit of information in the learning process is still the text. From our point of view, it is advisable to divide the work on the terminological component of a foreign-language scientific text into pre-text text and post-text stages.

#### Pre-text study of special vocabulary

Students become familiar with the terms of the topic. The spelling, transcription, interpretation of terms in English is given. It is necessary to carefully study professionally oriented vocabulary at this stage, which is due to the complexity and novelty of the terms being studied. Sometimes students find it difficult to give their correct interpretation. It is advisable to draw the attention of students to the following factors.

#### 1. Internationality of terminological vocabulary.

Give the Uzbek equivalents for the following words without using a dictionary: economy, per cent, broker, export, import, credit.

#### 2. Ways of word formation.

Translate the following words paying attention to the suffixes: manufacturer, manufacturing; joint, jointure, jointly, competitor, competitive, competitiveness.

#### 3. The presence in scientific texts of definitions expressed by a noun.

Translate the following "word chains": brand name, business failure, monopoly control, market structure, mass production techniques, market economy.

#### 4. Polysemy.

Translate the following sentences paying attention on to the meaning of the word "share":

We still have the largest market share, but the competition is growing fast.

She's got all her money in stocks and shares.

#### 5. Synonymy of terms.

Find the odd one in each group of the business words.

Firm, enterprise, company, market.



Income, benefit, staff, profit.

Workforce, employer, personnel, staff.

6. Antonymia.

Group the antonyms into pairs.

To export, economic goods, to buy, costly, to import, to sell, free goods, cheap.

7. Homonymy.

Define the meaning of the underlined word.

I have no interest in marketing.

They lent me the money at 6% interest.

8. Lexical compatibility.

Choose one word from the list below for each group to form strong word partnerships.

price, business

to run ____	a competitive ____
____ opportunities	a high ____
a successful ____	a bargain ____

Text Stage

Work with a special text on a given topic. In the texts, the terms and phraseological units that were practiced in the pre-text exercises are highlighted in type. Analytical, studying reading is carried out with the study of lexical and grammatical features of the text.

Post-text stage

Exercises of the post-text stage can be aimed at solving the following problems.

1. Consolidation of terminological units in speech.

Consolidation of vocabulary with exercises for reverse translation.

Give the English equivalents for: domestic and foreign market, wholesale trade, loan, export credit, shareholders.

Consolidation of vocabulary in terminological games.

**What words are hidden in the anagrams?**

RETRAB	PORTSEX	RENCURCY	PORIMTS
Barter	Exports	Currency	Imports

Consolidation of vocabulary in question-answer exercises.

- Define capital.
- What are reserves?
- Define deficit.

2. Discussion of the text, a discussion during which questions are asked that require knowledge of terms and understanding of the text.

At this stage, the analysis and modeling of professional activity (quasi-professional activity) is implemented; analysis of the operation of economic laws; product advertising, etc.

3. Control of lexical skills.



Fill in the blanks with the proper words.

Companies pay \_\_\_\_ for loading goods at the dock.

Money paid by the bank to the company to finance exporting is called \_\_\_\_.

Formation of skills of monologue (dialogical) speech on the material of a problematic nature

Go to the store and write down the cost of milk products of different brands. The prices are most likely different. Using the economic terminology explain why that is the case and why anyone would buy milk at a higher price.

At this stage, widely used in practice graphical methods of presenting information are mastered. In the methodological literature, the following methods of graphical representation of information are distinguished: conceptual, semantic, network and mental maps; text denotation maps, Venn diagrams.

A concept map is a way of presenting and linking thoughts. The basic rules for constructing conceptual maps were developed in the 60s. Professor Joseph Novak, who, in turn, proceeded from the theory of David Ozubell, who showed the importance of previous experience for the formation of new concepts. A concept map is built on the basis of a central word or concept, around which are located from 5 to 10 main ideas related to it. Each of these child words is again surrounded by ideas. The resulting graphic structure allows us to take a fresh look at our understanding of the central concept, to find new connections in this concept with our experience. This is a special diagram for the exploration of knowledge and the collection and sharing of information. Cards are made up of nodes or cells that contain a concept, item or question and links. Links are labeled with labels and show direction with an arrow symbol. A labeled link denotes a relationship between nodes. The arrow describes the direction of the relationship and reads like a sentence. A concept map differs from a regular plan or reference outline in that it shows relationships between concepts, including binary (two-way) relationships.

Semantic mapping is a way of presenting semantic information that characterizes a certain concept or structure, which includes this concept. If conceptual mapping focuses mainly on the conceptual content and relationships between concepts, then the semantic map reflects the relationship between the units of the lexicon that characterize a particular concept. So, just like conceptual maps, graphically semantic maps can be represented in the form of trees, networks, webs. The semantic map reflects the lexical characteristics of a certain concept and is a convenient tool for forming a foreign language lexicon. "Verbal web" (a lexical scheme consists of a central (key) concept, around which are located from 5 to 15 main ideas associated with this concept. In the process, concepts associated with a central concept can be added. The difference between a conceptual map and a lexical scheme is that in the center of the lexical scheme there can be only one concept, and the conceptual map can contain several key concepts. The use of semantic maps contributes to the formation of mental connections between the terms and the concepts behind them. Students learn not isolated words, but in the system of their relationships. The structuring of knowledge and graphic support contribute to the assimilation of new foreign terminology.



Venn diagrams, named after John Venn, who developed them, are used to compare (oppose) ideas, concepts. Graphically, they are represented as circles (two or three). Non-coinciding characteristics of the compared objects are located on the outer part of the circles, and similar characteristics are located in the area of their intersection.

Other types of graphic supports also help to improve the understanding of the content of the text, to form methods and techniques for mastering the language material, to convey the content of the text. For example, text can be structured as a table.

For any text, you can use the Zig-Zag retelling method, which takes into account the physiology of eye movement in the text: from left to right and from top to bottom.

Texts, where there are many facts (data) in chronological order, it is convenient to retell, making up a "time scale"

The proposed methods for introducing, practicing and reproducing professional vocabulary units can be modified, changed and supplemented depending on the specifics of the audience, purpose, and stage of training.

In our opinion, such methods of working on a text in a specialty are very effective, as they allow students not only to comprehend and process information, to see the relationship (similarity/difference) between concepts, but also to create a support for further monologue statements, increase the visibility of learning, activate the process of mastering knowledge, provide individualization of learning, organize independent work of students, provide an opportunity diversify organizational forms of education and optimize the assimilation of lexical units, grammatical rules, make classes aimed at the formation of language competence more interesting.

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