

## TEACHING ACADEMIC TERMS BY VARIOUS METHODS IN ENGLISH LANGUAGE

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**Abstract.** English teachers from Agriculture field could implement the use of academic terms based on the variety or diversity of agriculture terms, being aware that terms learning strategies must be purposefully taught, to improve the existing situation, and contribute to their professional profiles. One of the most crucial issue is that teachers need to be aware of different learning approaches such as kinesthetic, visual, auditory and reading/writing learners in order to use different methodologies and approaches so that all students can benefit.

**Key words:** academic terms, specific, agricultural sector, presentation, discussions, demonstration, class experiments, problem solving, digital learning.

**Аннотация.** Қишлоқ хўжалиги соҳасидаги инглиз тили ўқитувчилари атамаларни ўргатиш стратегиялари мақсадли равишда ўргатиш. Мавжуд вазиятни яхшилаш ва ўзларининг касбий профилларига хисса қўшиш кераклигини англаган холда. Қишлоқ хўжалиги атамаларининг хилма-хиллиги ёки хилма-хиллигига асосланган академик атамалардан фойдаланишлари мумкин.

Энг муҳим масалалардан бири шундаки, ўқитувчилар кинеситик, визуал, эшитиш ва ўқиш, ёзиш каби турли хил таълим усулларида хабардор булишлари керак, бунда барча талабалар фойда олишлари учун турли методология ва ёндашувлардан фойдаланиш керак.

**Калит сўзлар:** академик атамалар, ўзига хос, қишлоқ хўжалиги сектори, тақдимот, муҳокамалар, намойиш, синф тажрибалари, муаммоларни хал қилиш, рақамли ўрганиш.

**Аннотация.** Преподаватели английского языка в области сельского хозяйства могут использовать академические термины на основе разнообразия сельскохозяйственных терминов, осознавая, что стратегии изучения терминов должны преподаваться целенаправленно, чтобы улучшить существующую ситуацию и внести свой вклад в их профессиональные профили. Одна из наиболее важных проблем заключается в том, что учителя должны знать о различных подходах к обучению, таких как кинестетические, визуальные, аудиальные и чтение/письмо, чтобы использовать разные методологии и подходы, чтобы все учащиеся могли получить пользу.

**Ключевые слова:** академические термины, специфика, аграрный сектор, презентация, обсуждение, демонстрация, классные эксперименты, решение задач, цифровое обучение.

Teaching students English language terminology in agricultural field is a fundamental and crucial component for ESP students. It is very challenging for the ESP teachers to perform both the task of English teachers and have good

knowledge of all the students' subjects. This article is aimed to extend a general academic terms to the students of agricultural field on the basis of English materials. It is concentrated on presenting the most useful vocabulary for specific purposes, namely agriculture. Academic terms has to be coincide for all the needs of the students A good knowledge of the English academic terms in the field of Agriculture will improve all the skills of the students: speaking skills (speaking with fluency, good pronunciation, good conversation with specific agriculture terms), as well as reading ones and comprehension (understanding the main ideas of the text, presenting reports in/from the field, skimming and scanning activities).. English teachers from Agriculture field could implement the use of academic terms based on the variety or diversity of agriculture terms, being aware that terms learning strategies must be purposefully taught, to improve the existing situation, and contribute to their professional profiles.

Choosing the suitable methodology to teach ESP courses is another challenge that the teachers face in order to achieve a successful ESP course. Another crucial issue is that teachers need to be aware of different learning approaches such as kinesthetic, visual, auditory and reading/writing learners in order to use different methodologies and approaches so that all students can benefit. As Hutchison and Water highlighted that the starting point of teaching a language is to understand how people learn (Hutchison & Water, 1987). The teacher's role in ESP courses is to be the facilitator of the learning process.

Teach students how to look up words and apply dictionaries, or use the internet to search for more information, emphasize that terms have restricted meaning across disciplines. Teach them to consult with an expert of the field, to clarify the exact meaning of the terms. There are words which students come across frequently, if students know these words, they will have possibilities to learn low-frequency words. Some techniques that can be used in ESP course: visual technique: - some words are difficult to explain, showing them pictures or real objects can help them understand the terms; definitions and explanation: - giving the definition of the words in both languages; matching- matching words with sentences or pictures; giving the synonym or antonym of the words for example- ground- field or landscape; grains- particles (synonym) or integration-separation (antonym); guessing from the context: it means to understand it from the context by activating background knowledge. Teachers should guide students to success of being fluent and confident in all the areas of using ESP. Some suggestions that can be applied in class to help in memorizing and learning new terminology: organizing discussions related to the field of their study, by dividing the students based on their skills level and giving them freedom to contribute by giving suggestions regarding the topics. encourage students to work and research independently rather than memorizing language rules choose materials which suit the students' needs help students how to fit into target situation by organizing role-plays in class; prepare students to be able to present in front of an audience make a presentation on aspects of agriculture and environment and it increases the

likelihood to introduce and acquire new vocabulary enlarge their knowledge through reading extensively. And these academic terminologies should be attained by student by a number of successful teaching methods by professors and assistants.

The research findings established that the lecture method, class discussions, class projects, problem solving, and tours and field trips were the common methods in agriculture classes. Though recommended in the literature review section, digital learning was hardly mentioned as a teaching approach for this study.

Terminology in the field of agriculture is directly related to the ongoing socio-economic processes in society. In today's world, the media is facing huge changes in the agricultural sector in the context of various climate changes, socio-political events, complex economic processes.

The most successful teaching process should lead to the result in having a student creativity and critical attitude. This process should encourage students' ability to adapt to the given situation, mutual communication with other course mates as well as desire for independent research and solving the anticipated problems. The goal of teaching terms methods in the field of agricultural science (because of its specificity) is that students memorize new course material, which is often necessary to be deepened by the additional curriculum content, and to apply theoretical knowledge in practice. According to Klafki (1971), teaching methods are used to enable the successful teaching and successful learning for students. Teaching and learning are always directed towards contents oriented to the target - the knowledge or cognition, abilities or skills, behaviors or attitudes.

Agricultural teaching approaches have been operationally defined in this study to refer to the processes or methods of attending to agriculture students' needs, experiences, and feelings both theoretically and practically and making appropriate interventions to help them develop relevant skills for food security. The mostly applied methods of teaching in agricultural field are; the lecture method, class discussions, demonstration, class experiments, problem solving, and tours and field trips. However, with the emergence of technological advancement, digital learning has also risen especially in higher education.

High school agricultural knowledge broadens the students' capacity and makes them more effective, self-reliant, resourceful, and capable of solving farming problems even at their youthful stage.

Class projects on gardens give students an opportunity to participate in hands-on learning that teaches not only the intended subject terms but also responsibility, teamwork, and respect for nature as well as promote healthier eating habits and a practical opportunity for students to reconnect with nature and the ecology that surrounds them.

Applied education subjects such as agriculture, home science, business studies, computer studies, art and craft, and music are the centerpiece of the

practical aspects of the high school. In the current trends of agricultural education, various teaching approaches have been approved in the syllabus to be used in the teaching of agriculture terms in high schools. These include the lecture method, class discussions, demonstration, class experiments, problem solving, tours and field trips, and the current digital learning.

Lectures usually take place in a classroom and referred to as talk and chalk or textbook method. This method is teacher centered with little participation from learners. Students are passive in this teaching process and knowledge transmitted by the teachers in the learning process.

Discussions teaching method in agriculture allows the teacher to stimulate critical thinking on the learners. This approach helps the teacher establish a rapport with the students, demonstrating an appreciation of their contributions and challenging them to think more deeply and to articulate their ideas more clearly. Through class room discussions, a set of acquired skills that is necessary for establishing and developing interpersonal relationships such as communication skills, cooperation, emotional intelligence, and critical thinking is developed. Discussion can be improved through incorporation of digital technology. The usual purpose of outdoor training through tours and field trips is to develop teamwork skills. Field trips to agricultural centers, industries, farmlands, etc., where students get firsthand experience and practice of the theoretical methods of agriculture, can prove to be very helpful. However, assignments, write-ups, and projects must be given to students to aid them to participate effectively in the field trips.

In the context of this study, agriculture students can benefit from such experiences by employing the team spirit in study-based and community projects such as nursery practices and poultry projects from where they can sell the produce to both the school and the community making them food secure.

Through the demonstration method, the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them. The demonstration may include diagrams, charts, e-learning, and other illustrative materials accompanied by an oral explanation. The audience observes the process, listens to the explanation, and poses questions during or at the conclusion of the demonstration. The demonstration method increases students' interest and understanding and consequently promotes high achievement rate. Demonstration procedures in agriculture may include machine milking, how to preserve fish, how to graft a mango tree, or how to install drip irrigation in a home garden. In the context of the current study, incorporation of demonstration improves both recall and psychomotor skills when the students are allowed to repeat the same procedures either individually or in groups.

The project method is a teacher-facilitated collaborative approach in which students acquire and apply knowledge and skills to define and solve realistic problems using a process of extended inquiry. Class projects are therefore student-centered, following standards, parameters, and milestones clearly identified by the

teacher. The project teaching method is based on the conviction that learning by doing, discussing in groups, and revisiting ideas and experiences are superior ways of gaining a better understanding of one's environment. According to existing literature, practical work through class projects makes learning more enjoyable and their purposes in agricultural education have expanded beyond skill acquisition and proficiency to include personal development for diverse career preparation beyond agriculture. The current study advocates class projects as an important part of an agricultural education that provides application of concepts taught in class. Students can hence transfer the acquired skills to their homes.

According to, multimedia projects allow students to explore subject matter using film, audio, and even software they create. Technology provides the possibility of including multimedia and interactive resources that can make adult learning more attractive and realistic, encouraging and even inspiring adults to develop their skills. Videos, radio, mobile phones, and television are among the information communication technology (ICT) tools that are gaining popularity in enhancing agricultural terms for students to access agricultural-related knowledge and information. When incorporated into the classroom setting, the social learning nature of the ICT devices can fast-track skills development in agriculture and be the bait to making youths be more interested in agriculture. The utilization of mobile technologies in game-based learning improves the effectiveness of the educational process and augments students' knowledge; hence, an effective educational game design must achieve a balance between fun and educational value. Additionally, the use of computers, tablets, digital cameras, video conferencing technology, and Global Positioning Systems(GPS) devices can all enhance a student's learning experience. The intuitive nature of the mobile technology, their affordability compared to other ICT devices, mobility, usability, and accessibility among the youth are factors that can ease their integration in agriculture.

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