



Interactive Methods of Teaching Agrarian Terminology in Esp Classes

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Annotation: *This paper is aimed to highlight the need of extending a general academic vocabulary to the students of agriculture study program on English materials. It is focused in presenting vocabulary used mostly for specific purposes, namely agriculture.*

Keywords: *English, ESP, academic, vocabulary, interactive methods, teaching, agriculture.*

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INTRODUCTION

Academic vocabulary in teaching English for Agriculture is very important to be implemented in nowadays teaching methods and materials, from the early beginning. Students, teachers and researchers in each discipline use academic writing and vocabulary to convey ideas and make arguments and engage in academic conversations. Academic writing and vocabulary is characterized by evidence-based arguments, the exact choice of words, specific to the appropriate field of Agriculture, like the ESP language, logical organization of words, based on agriculture's specific fields and areas, and an impersonal tone, of course.

MATERIALS AND METHODS

As known, interactive is an English word that means "interact": "inter" means to mutual, and "act" means to perform, and in general, "interactive" means to interact. Interaction means cooperation. That is, interactive methods of reading are a special form of organization of cognitive and communicative activities, in which learners are involved in the process of cognition, they have the ability to understand and think what they know and think. In addition, the interactive method is to increase the effectiveness of the lesson through the interaction between teacher and students, to learn a new lesson through the teacher's independent action, feedback, discussion, to achieve the goal independently, trying to find answers in microgroups, that is, the student thinks, writes, speaks, listens, and most importantly, actively participates.

Agricultural science courses comprise a wide area of organic sciences relying on many sectors and with utilization in agricultural procedures. Specific classes reaching this subject of study comprises animal husbandry, main horticulture, as well as soil and insecticides. Excepting this type of classes, some others that can be provided, comprising flora and fauna study, environment, climate change and gestion of natural resources. Landscaping is also part of the classes which might be provided within the wide area of Agriculture.

RESULTS AND DISCUSSION

Using a specific and general academic English vocabulary in the field of agricultural sciences and when teaching all the related classes, gives a clear overview on the importance of the need of having specific vocabulary and word data basis, wordlists, and a much closer approach of the students to the academic corpus of all the research papers and articles within the field of agricultural sciences. Analysing the importance of all specific word data basis within the field, one may notice that it is highly recommended to know and learn all the meanings, because most of the words have specific meanings and connotations, being included in the academic area, together with their technical meaning.

Some word meanings in the AgroCorpus There were academic words from the AgroCorpus that were used with technical rather than academic meaning. The word culture provides an example of a word from the AWL used with technical meaning in the field studied. When observing the frequent sequences of words that accompany this word, or its clusters (DORNYEI, 2001), it was revealed that culture was used with meanings associated with agriculture, meaning “cultivation of plants” (blueberry cell cultures, cultures were grown, cultures were maintained, cultures were incubated, size fractionated culture) and to biology (the culture medium, chitin broth culture, block liquid culture), meaning “experimental growth of microorganisms in a nutrient substance”. This example adds further evidence to the point made by Hyland and Tse that disciplines use words with preferred meanings and collocational behaviour, as well as to the problems of homography identified by both Gairns, R. & Redman, and Jordan. Also, the collocations of the word strategy in our corpus further add to the examples provided by Gairns, R. & Redman, to illustrate the tendency of words to have field-related collocational patterns. These authors found marketing strategy in business, learning strategy in applied linguistics and coping strategy in sociology. In the AgroCorpus, the common collocates were specific to the field, such as control strategies, management strategies, and adaptation strategy.

CONCLUSION

All the given results are able to give us very specific data and correlations between the taught subjects including academic vocabulary, highlighted and classified according to different study programmes and curricula, particular for Agriculture and related fields.

Our learners are a clear example of students that acquire their language as they need it for their specific purposes, and do it by contributing their knowledge of science, of their specific topic of science, and of what it means to do science, although they are usually unaware of even basic grammatical rules.

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