

Significance Of Specialized Subjects And Problem-Solving In Teaching Terms

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Abstract: This scientific article reveals the importance of specialized subjects and the solution of problems in teaching terms. Necessary issues related to the history, leading environment and trends of terms are directly related to the study of the most important and complex problems and teachings of modern linguistics - language education, which serves as linguistics.

Key words: terminology, specialist subjects, problems, solutions, importance of language, linguistics, basics, current issues.

Today, as a result of the interaction of linguistics with various fields of science, new directions such as linguistic epistemology, ethnolinguistics, linguoculturalism, sociolinguistics, psycholinguistics, mathematical linguistics, and computer linguistics have appeared in linguistics. In the process of teaching languages in educational institutions, it is necessary to interpret linguistic units and linguistic phenomena, and clearly define the position of historical linguistics.

Linguognoseology is the study of the function of language in cognitive activity and is engaged in determining the language-related aspects of a person's relationship with reality.

In the process of studying language materials, students get acquainted with the important sources and word formation that enrich their lexical competence in languages with words related to a new field. The ability of students to put into practice the knowledge they have acquired in language classes and to use them in their speeches related to their specialization depends in many ways on how well they have mastered words. It is known that the lexical (word, dictionary) content of the language does not perform a direct communicative function. In order to serve the purpose of communication, the words in the lexicon (dictionary) need to be grammatically connected with each other, to form a sentence, a sentence. A speech text is expressed through a structured sentence.

The characteristic of each aspect of the language is reflected in the uniqueness of its language units. A word is the main unit of language that conveys meaning. Words and phrases denote specific objects, abstract concepts, and emotions.

The development of scientific thinking became the basis for creating new methods in linguistics, drawing new theoretical conclusions, and the science of language began to develop gradually. New approaches to the language led to the creation of new directions, new points of view, new sections of the language. In general, a lot of work has been done in linguistics to study the vocabulary of all languages based on the subjects represented by lexemes.

In this regard, scientific works and dictionaries containing the priceless wealth and treasure of peoples have been created.

A certain social culture lies in linguistic phenomena. The political image of the world reflects the socio-cultural image of the world. In the real use of colloquial language, it is necessary to know the nature of non-linguistic factors, what is expressed in the language. In the issue of linguistic culture, the main focus is on defining the concepts included in its terminology, their research methods and sources. The concept of "language and culture" originates from all sciences that study man and his thinking. It is impossible to study

a person without his language. The language reflects the national culture and its essence. And language is how it thinks about these things. It follows that language is an internal form of culture. The main sign of culture is the ability of a person to be spiritually and spiritually rich. A person plunges into the "world of culture" in the process of mastering language, which belongs to material and spiritual culture. The national character of the culture requires the enrichment of the "fundamental foundations" of the world culture formed in the development of mankind, the linguistic and cultural relations of various nations. Culture is a product of the nation and is a national and general (international) unit. The problem of interdependence of language and culture and their relationship has attracted the attention of a number of famous scientists for several centuries. However, until now, this issue remains controversial: in the eyes of some, language is considered as a part of culture, according to the second category, language is mainly a form of expression of culture, but according to the third group, language is neither a form of expression of culture, nor an element of culture. can't.

Economic, political, social, and cultural international relations with foreign countries are expanding, increasing the need to know a foreign language. As a result, increasing the weight of specialized subjects taught in foreign languages in the fields of education and specializations "The general culture of a graduate of a higher educational institution requires mastering at least one foreign language"; in higher education institutions, the share of professors and teachers and students who have certificates of national and international assessment systems and master foreign languages is being systematically increased. For this purpose, in order to meet the social need, our government is implementing a number of practical measures: a) the number of hours allocated to the subject "Foreign language" in all areas of educational institutions has been artificially increased; b) teachers are being trained to teach foreign languages in kindergartens; c) the number of kindergartens where foreign languages are taught is increasing; g) lyceums specializing in foreign philology are being established; d) teachers and specialists from foreign countries are involved in teaching foreign languages; e) educational programs, textbooks, manuals are being published; j) seminar-council, scientific-practical conferences dedicated to current issues of foreign language education are being organized; z) various competitions, Olympiads are held; i) scientific researches on linguistics, pedagogy and teaching methodology are conducted, scientific brochures, articles are published, etc. However, there are a number of problems in foreign language education, which have a negative impact on meeting the social need for knowing a foreign language. It is appropriate to divide these problems into two groups from the point of view of their content and solution: a) scientific-theoretical and b) practical-organizational problems.

In the scientific-theoretical group, the issues of comparative typology of languages, linguistics, foreign language teaching methodology, interaction of pedagogy, psychology, linguistics and methodological sciences, trilingualism in the schools of our republic, interlingual translation, issues of creating modern textbooks for all educational institutions enters. On the other hand, in foreign language education, the training of foreign language teachers is aimed at improving the quality, determining the purpose and content of foreign language education, organizing education based on a differentiated approach, choosing the culture of the people of the country where the language is being studied, and national culture. there are actual problems such as comparison with, distribution of educational content by academic years, quarters, semesters on a scientific basis. Solving these problems requires scientific and experimental research.

The problems in the practical-organizational group are as follows: a) necessary to ensure the implementation of the concept of continuous foreign language education

take action. In accordance with the current curricula, it is envisaged to teach a foreign language for 6 semesters in a number of non-literate universities, and in the 7th and 8th semesters, it is envisaged to continue foreign language education at the master's level without teaching a foreign language. Such organization of foreign language education contradicts the "Concept of Continuous Foreign Language Education"; b) development of scientific, experimentally based requirements for foreign language education for all educational institutions; c) stratified approach to teacher training, taking into account the characteristics of educational institutions when training a foreign language teacher; organization of training of teaching specialists for pre-school educational institutions, secondary schools, academic lyceums, technical schools instead of teacher-philologist specialty; g) organization of teacher training courses for higher educational institutions; d) improvement of training of teachers, etc.

The urgency of improving teacher training is due to the fact that the methodical training of teachers does not fully meet the requirements, teachers are not thoroughly trained in terms of language skills, new

pedagogical technologies (computer service, electronic library, distance learning, pedagogical cooperation, "student - students, effective use of didactic materials, learning best practices) is explained by non-effective use. One of the ways to improve professional development is to organize independent education of teachers in accordance with the purpose. In turn, the teacher's independent education is the use of computer services (rules of reading in a foreign language, pronunciation, lexical and grammatical skills, formation of speaking skills, implementation of control work, e-mail, library), professional-professional it requires issues such as regular study of literature, regular improvement of speech efficiency (competency) in a foreign language, learning advanced experience of teachers and using it in their work.

Lingvodidaktics (the theory of language teaching, language(s) pedagogy) as a term was formed and is developing as a holistic science of teaching all languages (native language, second language and foreign language) that the student learns. As long as language teaching methods of different social and didactic status are called by a single name, it means that these methods have common (universal) aspects. In all three languages, speech activity is studied and linguistic knowledge is mastered. First of all, there is a quantitative difference in the requirements of the educational programs of these languages for teaching speech skills and language skills. Such differences can be easily demonstrated in simple examples: in the native language, according to psychologists, the thinking of the individual is formed, that is, concepts expressing things and events are formed through the words of the native language, and in the second or foreign language, it is the means of expressing these concepts. get acquainted with linguistic means (word forms).

Based on the experience of creating these types of foreign language teaching methods, it is recommended to develop the following areas in didactics: general didactics (general theory of education); private didactics (for teacher training in the system of higher pedagogic education for this or that subject, for example, foreign language, mathematics, biology, history, and the general methodology of teaching); comparative didactics (the science of teaching theory of education in different educational institutions); special didactics (the science of teaching the theory of education in the training of specialists in pedagogy). In addition to them, historical didactics (or the history of didactics) should be created as a branch of general didactics.

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