The Main Problems Associated with Teaching English Technical Vocabulary

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Abstract: The aviation industry has now reached considerable heights: there is a growing need to build aircraft to meet the needs of an increasingly mobile public seeking quick and easy ways to get around the world. As passenger numbers rise, so do the numbers of airlines and airports that are providing the fastest mode of transport for the travelling public. In addition to this, there is a growing need to hire employees in this field - flight attendants, air traffic controllers, pilots, etc., and this fact demonstrates the importance and significance of the aviation sector, which has remained undervalued in recent times. This study aims to identify the problems in the teaching of English in aviation. Because of the large amount of terminology and special phrases that are used in aviation English, we have attempted to analyse and identify what students should focus on vocabulary development as well as to identify the main problems in learning it.

Keywords: English, aviation industry, aviation English, ways of learning, technical vocabulary.

Introduction: In today's society, knowledge of a foreign language is one of the most important requirements for graduates in the labour market. As English is recognised as an international language, its teaching is also of great importance in all the educational systems of our modern world. For the same reason, professionally oriented English has become a rapidly developing branch of English as a foreign language.

The relevance of the study stems from the fact that future professionals are faced with the problem of applying English, especially for communicative purposes, and the level of English language proficiency in the training of future of the aviation industry plays an important role in ensuring the safety of air transportation. According to O.B. Andreeva and E.V. Pronina's point of view, "starting their professional activities, future employees should not only demonstrate knowledge of a foreign language, but also have the skills to use this language to communicate with their foreign-language colleagues, read special literature in this language, etc." [1, c. 37]. Then the application of these skills will lead to successful results at work, therefore, according to Shalamova O.O., "it is necessary for a student to feel professional success as early as possible as one of the most important conditions for maintaining internal self-development motivation in the profession" [2, c. 39].

As the British linguist D. Wilkins points out in his work, "without grammar, little information can be conveyed, without knowledge of words it is impossible to convey anything" [3 [3, c. 88]. The same idea is voiced by M. Lewis, stating that "language consists of vocabulary clothed in grammatical structures, not grammar filled with lexical units" [3 [3, c. 88]. For this reason, English teachers should pay great attention to vocabulary vocabulary in the curriculum and in the classroom. According to the lexical approach, in which words play a primary role, to know a word means howto use it in real life in order to be able to communicate. It follows that proper vocabulary learning requires its productive use and is also the most important component for successful language acquisition.
As V.E. Vasilieva has highlighted in her work, technical vocabulary is "the most specific level (element) of the language of science and technology. The lexical design of technical texts is characterized, first of all, by saturation with terms, which is explained by their specificity, principle purpose, precision, economy, nominative and distinctive function, stylistic neutrality, and great information saturation as compared to common words". [4, c. 322]. Specialised vocabulary is important for maintaining communication in a particular field, and in each field there is a set of technical words. Thus, foreign language learners face a difficult task of mastering not just its lexical vocabulary, but rather learning specific terminology related to the chosen specialty. The role of the teacher of the language under study is also changing considerably: more and more importance is attached to the role of the teacher as a moderator of the learning process the role of the teacher as a facilitator of the learning process, organising it appropriately and facilitating the uptake and application of a range of learning strategies. the whole range of learning strategies.

When teaching technical vocabulary, it is difficult to identify the most important words and phrases needed to build a proper vocabulary for effective conversations in a particular profession or area of work. Teaching the meaning and use of technical vocabulary therefore makes a major contribution to the study of a subject area.

Language proficiency does not only mean knowledge of vocabulary, grammar rules grammar, but also pronunciation. It is a complex interaction of a number of skills and abilities that make up a person's communicative language skills. In this context, effective approaches to teaching aviation English should be considered as they affect English communicative language skills, which we distinguish as linguistic knowledge, and the ability to use this knowledge effectively in real life situations in order to fulfil communicative purposes. Let us delve into the components of communicative language skills in the framework introduced by Kaneil and Swain [6]: Grammatical competence (this competence, which includes knowledge of lexical units, rules of morphology, syntax, grammar and phonology); sociolinguistic competence (a component of communicative language skills skills consist of socio-cultural rules of language use, knowledge of social rules are necessary to produce and perceive utterances, appropriate to the context in which language is used); strategic competence (this component consists of verbal and non-verbal communicative strategies that can be deployed to compensate for communication failures); discursive competence (the component is the ability to combine linguistic structures and linguistic functions into a coherent and cohesive text). In aviation English, the above-mentioned competencies are further combined to ensure full communicative interaction, providing the basis for for the fluency and comprehension skills of future aviation professionals.

The aim of this study is to analyse the vocabulary learning methods English that people working in the aviation industry need to learn or improve their English, need to learn or improve their English, and the use of these methods in the classroom. This article focuses on focuses on the results of a vocabulary needs analysis of students working in the aviation industry. Because of the terminology and special phrases that are used in their field, the speech patterns differ from the traditional expressions of everyday English. In order to achieve this goal, the following tasks need to be accomplished: analyze and determine what students should focus on with regard to the use of vocabulary, as well as to specify the main problems in learning professional English. The practical relevance of this study lies in identifying the needs and problem areas in vocabulary learning that students face.

The scientific novelty of the study lies in identifying the problems faced by both teachers and students in learning aviation English as well as the methods for solving them.

1 The use of stable word combinations

As we know, one of the biggest problems faced by students face is knowing how to combine individual words together to form a meaningful sentence. To overcome this difficulty, many linguists and educators have suggested a way of learning so-called set phrases (collocations). The following are examples of collocations and even sentences which are that you will usually
find in flight attendant textbooks:

- Fasten your seatbelt.
- If your baggage is overweight, you have to pay extra.
- You can check in online.

These examples show that these sentences should not be translated by single words or phrases, because the meaning of the sentences would be lost immediately. For example, the word "overweight" has several meanings: "overweight", i.e. it is used primarily to describe a person's body weight, the second meaning of this word is "overweight, weighing more than the norm", in this context, we will need the second meaning. Thus, students need to know not only one meaning of the word to be translated, but at least the next two and consider the context for their use.

Consider another example: "check in" - the first meaning the dictionary gives us "to check in" followed by "to check in (at a hotel, a meeting, etc.)", so in this context we need the second meaning of the word because "check in" means to check in at an airport in order to receive a boarding pass.

The importance of learning persistent vocabulary, as well as the ability to identify where and how to use it is crucial when it comes to teaching aviation students.

2. Guessing the meaning of a word

Dictionary searches are not the only way to find out the meaning of a word, and, in addition, it is believed that the use of dictionaries has a negative effect on communicative goal because of the interruption caused by searching for word search.

Guessing the meaning of a word is usually used and thus given with the semantics of "guided discovery learning" [5], since it is not necessary know every word in a sentence to understand the general idea of what is spelled or spoken, the meaning of the unknown can be understood. One can guess by looking at a sentence from a wider angle. Even native speakers do not necessarily need to know every word that exists.

However, from time to time, learners, mainly those who have achieved less successful in a foreign language, have difficulty in trying to guess the meaning of a word when it is encountered when reading a text. There are other ways to to help the learner better understand the meaning, such as visuals. These are useful tools for showing learners visual elements, such as guessing meaning from cards, hand gestures, etc. Carney and Levine believe that instead of direct translation and additional explanation of unknown vocabulary, visual materials serve as an effective method for the learner [7].

Visual materials such as videos of real life scenarios, visual aids, pictures and instructions are always a good way to help the learner understand the meaning. This method of teaching arises because learners find it much harder to visualise new vocabulary in their abstract form, but when the link between the word and the meaning is maintained with concrete factors, such as visuals, it becomes much easier to build a stronger connection between the two. In this sense we support Carney and Levine's idea of the unnecessary use of direct translation and suggest that visuals such as videos and images are just as good and more effective when it comes to creating specific connection between the mother tongue and the target language [7].

3. Pronunciation

Since the aviation industry is a sphere of international relations, it is common for airlines to employ not only local but also foreign employees as cabin crew and pilots as well as welcoming passengers from various countries. This means that the importance of a second language, in this case English is of critical importance and vital in achieving the communication goal between passengers and staff. Having the correct pronunciation also plays a big role in communication. In her article Joan Morley talks about the importance of pronunciation and how it affects the flow
of speech. She points out the need to use all aspects of language, such as Pronunciation, pragmatics, speech acts and so on [8]. The main problem is that the mispronunciation of a particular word or misapplication of accent rhythm and/or intonation can lead to difference in meaning.

On the other hand, it is illogical to expect perfect pronunciation from a "native speaker" who may have an accent, from a language learner who is not native speaker. The question arises: which accent should be taken into account as basic and most common? There are many countries that use English as the first one: England, USA, Canada, Australia, etc. All of these countries use English as their primary language, and all have a specific accent that differs in both form and sound. The best way to answer this question and find common ground is to accept that clear and correct pronunciation is more important and necessary than having a certain accent.

Analyzing all of the above, we can say that the aim of the study has been achieved, namely the following methods will help in learning professional English: visual elements - they play a big role in learning vocabulary and memorizing it for further use: when introducing the unfamiliar vocabulary, visual materials in Power Point can help students learn aviation vocabulary. As Clark and Lyons, Carney and Levine suggest, the use of visuals will have a stronger impact than simply explaining an unknown word verbally, and will serve as an effective support for the learner [10]. Therefore, it is possible that learners may need more materials when it comes to learning the meaning of a word because some words have multiple meanings. Sometimes a familiar word is used in an unfamiliar meaning, then it is impossible to relate or understand the meaning, which causes communication errors. Not knowing which meaning to choose for the same of the same word is a difficult task for learners.

It has also been found that using a particular word in the context of of the specialty being studied gives a clear understanding of the meaning of the word. Exploring vocabulary using stable collocations as well as integrating vocabulary step by step is a more useful method. The main reason why students have trouble with speaking and reading is due to the lack of confidence when faced with unfamiliar words. Learners emphasise this problem by stating that most of them they feel the need to know every word because they cannot express their thought accurately when reading or speaking. Although most of them manage to understand almost every word used in conversation, they still feel the need to use a dictionary when they don't understand a word. This is due to the fact that the participants feel the need to have control over every word they use rather than in understanding the overall meaning of the conversation, which would be sufficient to achieving the communicative goal. However, the participants were able to guess the meaning from context and understand the general idea, which could be seen as a positive result in achieving the communicative goal. A possible explanation for this may be due to the fact that the meaning of a word used in a sentence is supported by the structure and the adjacent words in the sentence, which also helps in determining their meaning.

Another possible solution for vocabulary learning is repetition. In addition to visual repetition, emphasis is placed on repetition technique. It has been observed that watching TV programmes, documentaries and TV series in English helps to improve both pronunciation and comprehension of words and phrases.

Although vocabulary learning is more important in foreign language teaching, especially for aviation students than other components of the English language, students' knowledge of English vocabulary is sufficient to achieve effective communication with others.

Correct common pronunciation is crucial when it comes to the ability to negotiate with speakers of different languages.

In the light of the findings, the following main problems in learning professional English can be pointed out: the use of non-standard phraseology, poor English level and unclear pronunciation. As argued in the previous sections, a lack of proper pronunciation skills pronunciation can negatively affect students' confidence, reliability and ability by limiting social interactions. It is crucial to maintain positive and productive social interactions.
Thus, we can say that not only a poor level of English, but also a poor understanding of what native speakers with different accents say can cause misunderstandings

References


