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ENHANCING AGRICULTURAL DEVELOPMENT THROUGH TEACHING AGRICULTURAL TERMS IN ENGLISH

M.Ziyadulloyeva - Teacher, English Department, "Tashkent Institute of Irrigation and Agricultural Mechanization Engineers" National Research University

Abstract

Agricultural development is intricately linked with the acquisition and understanding of agricultural terminology. This scientific article explores the importance of teaching agricultural terms in fostering agricultural development, encompassing various educational strategies, linguistic considerations, and practical applications. Drawing on interdisciplinary research and case studies from diverse agricultural contexts, the article provides insights into effective approaches for teaching agricultural terminology to students, farmers, extension workers, and other stakeholders. By emphasizing the significance of language education in agricultural development, this article aims to contribute to the advancement of sustainable agriculture worldwide.

Keywords: *Agricultural development, agricultural terminology, language education, agricultural education, interdisciplinary research, sustainable agriculture, ESP, pedagogical strategies.*

Introduction. Nowadays, it is clear that learning foreign languages is an important issue in all fields. In particular, in our Republic, the attention to foreign languages is increasing day by day, and in the decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 312 of 19.05.2021, "The level of mastering foreign languages for teachers of foreign languages in state educational institutions" the following requirements have been set; Starting from the 2022/2023 academic year, applicants who are newly hired for the positions of foreign language teachers of state educational institutions must have at least a B2 level national or equivalent international certificate; Until the 2022/2023 academic year, all foreign language teachers working in state higher education institutions must have at least S1 level national or equivalent international certificate; By the 2024/2025 academic year, 50 percent of teachers of vocational subjects working in state higher education institutions should have at least a B2 level national or equivalent international certificate; Until the 2024/2025 academic year, all foreign language teachers working in general secondary, secondary special and professional educational institutions must have at least a B2 level national or equivalent international certificate." Absalamova, 2022) It can be seen from the given information that it is necessary to know a foreign language in our country not only in the fields of teaching foreign languages, but also in non-philological fields.

ESP, or English for Specific Purposes, in agriculture refers to the tailored use of the English language for communication within the agricultural domain. It focuses on teaching language skills and terminology that are specific to agricultural contexts, such as farming practices, crop management, livestock husbandry, agricultural economics, and agribusiness. Sustainable agricultural development hinges on a deep understanding of agricultural terminology, which forms the foundation for effective communication, knowledge exchange, and innovation in farming practices. It explores the critical role of teaching agricultural terms in fostering agricultural literacy and promoting sustainable agricultural development.

Literature review

Barker, P.G., Van Schaik, P. & Hudson, S. In his scientific work on mental models and the content of lifelong learning, he promoted education and revealed the content that lifelong learning in various fields enhances the person. Bills, R., in his book Educational Theory and Foundations of Educational Psychology, created a theoretical framework for teaching. Education can serve different purposes and in this regard, Dudley-Evans, T. & St John, M. and Jorden, R; Hutchinson, T. & Waters, A. Presented Developments in English for Special Purposes. Nation, I, revealed that learning vocabulary in another language is important not only for the scope of knowledge, but also for creating advanced skills in one's field. Nattinger, J., Promoting some of the current trends in the teaching of terminology, i.e. learning terminology in English in keeping with the times is the foundation of higher development. Edwards, William M., (1981) that his research on "Agricultural Language in English", his opinion on the relevance of using English in education and learning agricultural terminology in English specifically within the framework of agricultural development. Agricultural development relies heavily on effective communication and understanding of agricultural terms. This comprehensive work delves into the significance of teaching agricultural terms in promoting sustainable agricultural development.

Methodology

Drawing on interdisciplinary research, educational strategies, and real-world applications, the essay delves into the importance of agricultural terminology education for students, farmers, extension workers, and policymakers. Through studies, pedagogical approaches, and challenges, the article elucidates the significance of language education in cultivating agricultural knowledge and practices that are environmentally sound, socially equitable, and economically viable. There are pedagogical strategies, and challenges that elucidate how language education in agriculture can contribute to the advancement of sustainable agriculture, ensuring environmental stewardship, social equity, and economic viability.

DATA COLLECTION AND ANALYSIS

In the following years, the reform of our country's agriculture, in particular, the improvement of the state management system in the field, the wide introduction of market relations, the strengthening of the legal basis of relations between the entities that grow, process and sell agricultural products, attract investments to the sector, use resource-efficient technologies certain works are being carried out in terms of introduction and provision of agricultural products producers with modern techniques. At the same time, the lack of a long-term strategy for the development of agriculture hinders the effective use of land and water resources, the widespread attraction of investments in the sector, the high income of producers and the increase of competitiveness of products.

PF-5853 of the President of the Republic of Uzbekistan

dated October 23, 2019 "On approval of the strategy of agricultural development of the Republic of Uzbekistan for 2020-2030" and dated January 28, 2022 Kokan International Institute of Food Technology and Engineering under the Ministry of Agriculture in order to ensure the implementation of Decree No. PF-60 "On the Development Strategy of New Uzbekistan for 2022-2026" is organized. This institute is entrusted with the task of training highly qualified personnel capable of introducing quality standards recognized in international markets (Global G.A.P, Organic, NACCP, etc.) at the level of international educational standards.

Government-sponsored agricultural research or training falls into the former category, while purchases at a government-guaranteed price ("market price support") fall into the latter category. According to the Agreement on Agriculture, all domestic support rules in favor of agricultural producers are subject. Two other categories of state domestic support measures are exempted from reduction obligations under the Agreement on Agriculture (Article 6). These are direct payments within the framework of certain development measures and production restriction programs in developing countries, especially in Uzbekistan. In addition, so-called de minimis levels of support are exempt from reduction.

Drawing on interdisciplinary research, educational strategies, and practical applications are explored for the importance of agricultural terminology education for students, farmers, extension workers, and policymakers. Sustainable agriculture is not only about cultivating crops but also nurturing knowledge. Effective communication through understanding agricultural terms is essential for fostering sustainable agricultural practices. Linguistic considerations, and best practices, the essay provides insights into the pedagogical approaches and challenges in teaching agricultural terms. Emphasizing the critical role of language education in agricultural development contributes to the enhancement of agricultural knowledge and practices worldwide.

ESP in agriculture plays a crucial role in facilitating communication, knowledge exchange, and collaboration among agricultural stakeholders, including farmers, researchers, extension workers, policymakers, and agribusiness professionals. Key aspects of ESP in agriculture include:

• ***Specialized Vocabulary:*** ESP in agriculture involves teaching and learning specialized agricultural vocabulary and terminology relevant to specific areas of agriculture. This includes terms related to crop types, farming techniques, agricultural machinery, soil science, pest management, irrigation systems, and agricultural marketing.

• ***Communication Skills:*** ESP in agriculture focuses on developing effective communication skills for agricultural professionals to interact confidently and proficiently in English. This includes skills such as writing reports, giving presentations, participating in meetings, negotiating contracts, and engaging in cross-cultural communication.

• ***Listening and Comprehension:*** Agricultural professionals need to be able to understand spoken English in various contexts, such as listening to lectures, following instructions, and participating in discussions. ESP in agriculture helps learners develop listening comprehension skills by exposing them to authentic agricultural materials, such as podcasts, interviews, and recorded lectures.

• ***Reading and Writing:*** Reading comprehension and writing skills are essential for accessing and producing written agricultural materials, such as research papers, technical reports, manuals, and business correspondence. ESP in agriculture teaches learners how to read and understand agricultural texts, as well as how to write clearly and effectively in English for agricultural purposes.

• ***Cross-Cultural Communication:*** Agriculture is a global industry, and agricultural professionals often interact with colleagues, partners, and stakeholders from diverse cultural backgrounds. ESP in agriculture prepares learners to communicate effectively in cross-cultural settings, understanding cultural norms, values, and communication styles to facilitate productive interactions.

• ***Professional Development:*** ESP in agriculture supports the professional development of agricultural professionals by providing them with the language skills and communication strategies needed to succeed in their careers. This includes preparing learners for specific tasks and roles within the agricultural sector, such as conducting research, implementing projects, managing farms, or marketing agricultural products.

RESULT AND DISCUSSION

ESP materials are designed to meet the specific linguistic needs of learners in agriculture, focusing on vocabulary, grammar, and discourse patterns relevant to their field. This ensures that learners acquire the language skills necessary for effective communication in agricultural contexts. ESP instruction incorporates real-world contexts and situations encountered in agriculture, such as farming practices, agribusiness operations, and environmental sustainability. By contextualizing language learning, ESP enables learners to understand and use agricultural terms in authentic settings.

Agriculture has its own specialized vocabulary related to crops, livestock, farming techniques, agricultural machinery, and agribusiness concepts. ESP programs target this vocabulary, helping learners master the terminology essential for their work or studies in agriculture. ESP teaches learners how to effectively communicate in various agricultural contexts, including discussions, presentations, reports, and research papers. Learners acquire discourse strategies specific to agriculture, such as describing agricultural processes, analyzing crop data, and negotiating farming contracts. In addition to language skills, ESP in agriculture may also focus on developing field-specific skills, such as conducting agricultural research, interpreting agricultural data, and implementing sustainable farming practices. This integrated approach ensures that learners not only understand agricultural terms but also have the practical skills to apply them in their work.

ESP helps learners develop the ability to communicate professionally within the agricultural sector, whether they are interacting with colleagues, clients, suppliers, or policymakers. This includes learning appropriate language registers, etiquette, and conventions prevalent in agricultural communication. With advancements in agricultural technology, ESP may incorporate instruction on using digital tools and platforms relevant to the field, such as agricultural software, drones for precision farming, and agricultural IT devices. Learners gain proficiency in using technology while also learning the associated terminology. ESP in agriculture often addresses cross-cultural communication skills, preparing learners to interact effectively with stakeholders from diverse cultural backgrounds within the global agricultural industry. This

includes sensitivity to cultural differences in agricultural practices, norms, and business protocols. By catering to the specific linguistic and communicative needs of learners in agriculture, ESP enhances their ability to comprehend, communicate, and succeed in various professional contexts within the agricultural sector. (see figure 1)

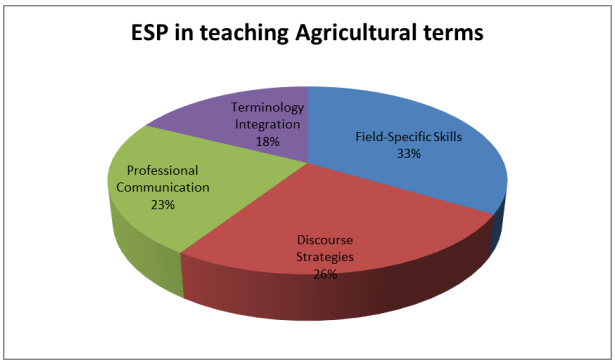


Figure 1. Areas of ESP in teaching agricultural terms

As a result of the above considerations, it has been shown that ESP has an important place in the development of agriculture and with various reasons. Studies show that the most important area of ESP in the teaching of agricultural terminology is the development of field-specific skills, the next important factors are the development of discourse strategy and professional competence. Terminology Integration is also an important factor in the development of agriculture. We did not include secondary factors in this figure.

CONCLUSION

ESP in agriculture plays a vital role in equipping agricultural professionals with the language skills and communication abilities needed to navigate the complexities of the agricultural industry, collaborate effectively with others, and contribute to sustainable agricultural development on a global scale.

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