ABOUT LINGVODIDAKTIK ANALYSIS OF THE POTENCIAL VOCABULARY AND TRAINING ON THE SPECIALITY (ESP)

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ANNOTATION
This article deals with linguadidactic analysis of potential vocabulary and issues related with teaching English potential vocabulary to students of economical direction in higher education.
KEY WORDS: *potential vocabulary, reproductive lexicon, suffixion, receptive lexicon, word formation.*
LANGUAGE: *English*

DISCUSSION

At the non-lingual higher education institutes on a world scale, particularly in the conditions of Uzbekistan, the serious attention is paid to teaching problems of foreign languages. In the State educational standards, educational program and plan highly qualified specialist is put (set) great requirements in knowledge of foreign language. Specialists ought to study the information provided in a foreign language in their field, skills and qualifications are integral part of the professional competence of highly educated specialist.

Study of the history of teaching methods of foreign languages, the theoretical and experimental research in this field shows that effective training issues have not been studied enough so far until nowadays.

The introduction of professionally oriented learning technologies at the present time is recognized as a key link in the training of mature professionals.

Another feature of teaching English for the purpose of specialization is that for students of the Faculty of Economics, reading a text in a foreign language is a complex thinking activity, which is aimed at deciphering graphic symbols and turning them into semantic signals, i.e. understanding what is being read. Thus, the main task for students studying for professional purposes is to be able to get the information expressed in the written text.

Vocational-oriented learning technology is defined as technology that can shape the knowledge, skills, and competencies that enable learners to develop personality traits for their future careers, as well as functional responsibilities for their duties.

These include the teaching of foreign language vocabulary in different audiences. Being the basis of language teaching, vocabulary teaching is the necessary source for the language development.

It is impossible to study the types of speech activities without mastering the vocabulary. It is known that, lexical material and speaking topics are selected in order to teach English. Speaking skill is formed through reproductive (in speaking and writing) and receptive (in reading and listening) learning of lexical units. Therefore, first of all it is necessary to develop modern technology of forming the lexical skills at students and to implement them in practice.

Vocabulary is divided into three categories according to assimilation: real, potential and units that do not belong to the vocabulary. The real lexicon consists of active and passive parts. Potential vocabulary is the units the meaning of which can be understood independently by students while perceiving it. And out of vocabulary words are those words which are applied to express the meaning of the text designed for reading and listening, but there will be no necessity to use them in the students' speech any more. "Foreign language material" means all lexical, grammatical,

pronunciation material available in this language. The "language minimum" is the part of the language material that is necessary and sufficient for the learning process. They are called lexical, grammatical, and pronunciation minimums.

In teaching vocabulary special attention is focused on the issues related with the selection of lexical minimum and creation of its methodological typology. Under the guidance of I.V.Raxmanov, "The dictionary of the most used foreign words", in co-authorship with M.M.Falkovich "The English language dictionary-minimum for institutions", and dictionary minimums for higher education institutions in learning English were compiled by V.P.Polyakov and others.

In the methodological literature, the lexical minimum of a foreign language is usually divided into active and passive parts (I.V.Rakhmanov,

A.A.Mirolyubov, N.I.Gez, G.V.Rogova, S.F.Shatilov, I.M.Berman and others). According to the given descriptions, **active lexical** minimum consists of lexical units necessary to be used in all types of student's communication. For example, money, bank, sum, million. **Passive lexical** minimum, or so called **receptive lexicon**, is lexical units necessary for comprehension of information in a foreign language through listening and reading. Likewise, the literature created by V.A.Bukhbinder, G.V.Rogova, M.A.Pedanova, J.J.Jalolov, X.Soynazarov and others contains some ideas about content and structure of the potential lexicon. According to their utterance, being based on language experience, **potential lexicon** is lexical units which meanings are partially studied in advance and assimilated independently.
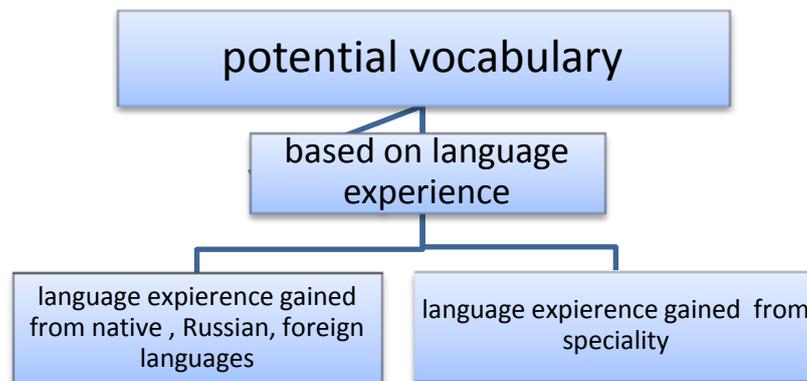
Potential vocabulary is also described in G.V.Rogova's manual (Methodology of teaching English in the comprehension school, 1991). According to her, there are three bases in potential vocabulary, they are: <u>interlinguistic base</u> (professionalisms, neologisms, terms, reductions, composite words), <u>intralinguistic base</u> (word formation supplements and words formed by conversion) and <u>external linguistic base</u> (eg. schemes, tables, diagrams, a variety of formulas, symbols). The importance of these bases is that they help to comprehend the meaning of the potential word.

In J.J.Jalolov's textbook (Methods of teaching foreign language, 1996) a **potential vocabulary** is described as a potential dictionary when students comprehend independently the meaning of the word while perceiving the text. Potential dictionary includes the following:

• The form and the meaning in a foreign and native languages are common: (business, market, office, training, export, import, credit, budget ...).

• The stems and affixes are familiar artificial words: (manag + er, deal + er, import + er, productive + ness, corporat (e) + tion) .

• Previously learned parts of compound words: (trademark, businessman, intercompany, multinational, postcard).

• Words formed by converting methods: (offer - to offer, pay - to pay, shop –to shop).

• Full form familiar abbreviations: (PO (postal office), P/C (paid cash), S/B (savings bank), t&d (time and date).

• The same syllabic words in English and Russian: (economy, finance, system, manufacture, qualification, agency).

• Words whose meaning is understood from the context.

Hence, a potential word is a unit which is formed on the basis of a productive model of language, which occurs in such a model (given above). Understanding the essence of this model content gives an opportunity to comprehend the meaning of the unknown potential word in English independently. The words learnt by a student will enrich his or her potential vocabulary over time.

As we consider, according to R.Hampira: "A potential word is a unit that is made on the basis of a productive model of language, which occurs in such a model, but word which still does not move to

language." In his view, the term "potential" implies that the word is given in a word-formation model through the language system" (2). And E.A.Zemskaya describes this phenomenon as follows: "Potential words are formed by productive types of word formation and fill in the blanks in word formation paradigms. (3)

So how should be understood the type of word formation? *Word-formation type* is the main cell of the word-formation system in a language, within which new words are formed based on the similarity of words of this or that type. The type of word formation is characterized by the generality of the following features: on the one hand, the motivational words, and on the other hand, the motivational words which belong to the same word group; the generality of the methods of formation, the meaning of the word-formation element of the semantic and formal relations between the motivator and to be motivated. Both E.S.Kubryakova (5) and P.A.Soboleva understand in the same way. The concept of word formation type productivity is very important for word formation because the word formation type is basically a scheme-formula in which new words are formed. Outside of word-formation types, i.e., in breaking the typical word-formation laws, some words also occur in the pattern of individual words. Naturally, such words are rare in language. Scientists consider the "scale of word-formation rows" to be a key indicator of productivity. It means that within all existing constraints, a particular type of word formation serves as a model for the creation of new words, and therefore it is considered productive, i.e., gives more productions (word). Perhaps the number of words in this word-formation type may not be large, but this word-formation scheme itself can constitute neologisms.

Researches on the study of foreign texts without a dictionary show that K.I.Krupnik, having studied the problem of students' "potential dictionary", describes it in the form of a set of lexical units that have not yet been studied, but the meaning of which can be determined. Because on the basis of internal order factors, i.e. word-formation elements, knowing general roots, on the basis of known meanings of the studied words, their meanings will be also known in the process of reading without a dictionary. K.I.Krupnik also includes such phenomena as polysemy, conversion, common root words, word composing in the sources of potential vocabulary of students.

N.G.Mokreeva, on the other hand, dealt with the problem of teaching to understand words that were not learned in French teaching in high schools. In this regard, she noted: "The study of the experience of teaching a foreign language in high school shows that the main barrier to understanding texts in reading are unlearned words."

According to these criteria, the following groups of words are distinguished:

- Words that have been studied before, but used in another task, corresponding to the sound-graphic appearance.

- Derivative words are words that have only a sound-graphic similarity to the previously learned words.

- International words are sound-graphic words similar to the words in the native language.

The words in these three groups were linguistic material for N.G.Mokreeva's research. N.G.Mokreeva developed two approaches to working on unstudied French words based on the following:

Working with selected words, then working with words in context (text), and finally, works on teaching the use of semantic factors in context.

The group of experimental data obtained by N.G.Mokreeva shows, that the most effective method of teaching the understanding of unstudied words is he sequence of work, and working with extracted words is added to work with words in context.

In other words, experienced methodologists of our country have been engaged in the problem of teaching students the correct meaning of common root words in the reading process, and they have conducted a lot of experimental works on this topic, achieved high results in these studies.

There are also many intermediate cases between extremely productive types and less productive types, reflecting different linguistic facts. Therefore, attempts to determine the level of productivity will be more subjective. A number of methodists classify potential words into a separate group that is not dependent on learners' passive vocabulary. In our view, potential words are not a collection of words that are unconsciously located in the human mind, but are "born" by a learner based on known word-formation laws to understand their meaning. Hence, a potential word is a unit which is formed on the basis of a productive model of language, which occurs in such a model (given above). Understanding the essence of this model content gives an opportunity to comprehend the meaning of the unknown potential word in English independently. The words learnt by a student will enrich his or her potential vocabulary over time.

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