



DEVELOPING ENGLISH TERMINOLOGICAL COMPETENCE FOR AGRARIAN SPECIALISTS

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ABSTRACT

In the context of globalization and the growing importance of international cooperation in the agrarian sector, the ability of specialists to master English terminology has become a key professional requirement. This paper examines the significance of English terminological competence for agrarian specialists, identifies challenges in acquiring subject-specific vocabulary, and proposes effective methods for developing this competence within professional education. The findings highlight the role of specialized courses, digital resources, and context-based learning strategies in ensuring high levels of terminological proficiency among future agrarian professionals.

Keywords: English for Specific Purposes (ESP), agrarian terminology, professional competence, language education, agricultural communication.

INTRODUCTION

The agrarian sector is undergoing rapid modernization, supported by advances in technology, research, and global collaboration. English has emerged as the primary language of scientific communication, making the development of English terminological competence an essential aspect of professional preparation for agrarian specialists. Without a solid knowledge of English terminology, professionals face challenges in accessing international research, applying innovative practices, and engaging in professional discourse. Therefore, the integration of English for Specific Purposes (ESP) with a focus on agricultural terminology is an urgent educational priority.

This study addresses the following research questions:

1. Why is English terminological competence essential for agrarian specialists?
2. What challenges hinder its development?
3. Which teaching methods are most effective in fostering competence?

The importance of english terminology in agriculture

English is the dominant language in scientific publications, conferences, and digital resources related to agriculture.

Terminological competence enables specialists to:

1. Access up-to-date scientific literature and innovations.
2. Participate in international training programs, projects, and forums.
3. Communicate effectively with global partners and researchers.
4. Apply international standards in agricultural production and management.

5. Thus, terminological competence is directly linked to professional growth and competitiveness in the global agrarian market.

METHODOLOGY

This study adopts a qualitative approach that integrates several methods. Curriculum analysis was conducted by reviewing agricultural programs at universities to determine the extent of ESP and terminology-focused instruction. Classroom observations were carried out in English lessons for agrarian students to evaluate methods of teaching specialized vocabulary. A synthesis of international literature was also performed to compare global best practices with local teaching approaches. The collected data were analyzed thematically to identify recurring challenges and effective strategies.

Findings and discussion

1. Importance of English terminology. The analysis confirmed that English terminology plays a vital role for agrarian specialists. It enables them to access international databases and scientific journals, communicate effectively in multinational projects, apply global standards in sustainable agriculture and food safety, and improve their employability in international labor markets.

2. Challenges in teaching and learning. The study revealed several obstacles in teaching and learning English terminology. Many students have limited exposure to authentic professional sources and rely mainly on textbooks. Translation difficulties also arise since some agricultural terms lack precise equivalents in local languages. In addition, traditional teaching methods often emphasize grammar rather than specialized vocabulary. Finally, motivational barriers exist, as students may undervalue the role of English in their future professional development.

3. Effective pedagogical strategies. ESP-oriented courses: Focusing on agricultural vocabulary, technical reading, and professional communication.

CLIL integration: Teaching selected agricultural subjects in English to strengthen both content and language.

Digital tools: Use of FAO's AGROVOC thesaurus, online glossaries, and interactive simulations.

Task-based learning: Case studies on soil management, livestock care, or sustainable farming conducted in English.

Collaborative projects: Group presentations and debates that require active use of agricultural terminology.

Implications for Agrarian Education. Developing terminological competence requires a systemic approach: Curriculum designers should integrate ESP modules into agricultural education.

Teachers should balance general English skills with domain-specific vocabulary.

Universities should establish partnerships with international organizations to provide authentic materials.

Students should be encouraged to use English sources in research and project work.

CONCLUSION

English terminological competence is a key component of professional readiness for agrarian specialists. It empowers them to engage in global research networks, apply international standards, and contribute to sustainable agricultural development. The study demonstrates that ESP-oriented instruction, CLIL approaches, and digital resources are effective tools for building this competence.

Future research should explore empirical data through surveys and experiments to measure the impact of specific pedagogical interventions on students' mastery of agricultural terminology.

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