

## TEACHING AGRARIAN VOCABULARY IN ESP CLASSES

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**Abstract:** At first sight it seems agrarian field of life is totally far from English teaching and there is no close connection between them. However, it is a problematic system that should be worked out punctually. Educational establishments specialized in agrarian activity have various ways in teaching English and its vocabulary.

**Key words:** agrarian terms, gypsum, agriculture, fertilizer

Recent years have seen a dramatic increase in the use of agrarian vocabulary in foreign language course books as core teaching materials in young learner classrooms. In many cases, the approaches taken and the methods advocated in these materials are accepted uncritically by the teachers using them regardless of their teaching context. Teachers in some contexts also do not have a choice and are forced to 'teach the book' and implement methodologies that they may not agree with. However, in both cases there is a huge risk of not doing what is best to promote learning. Meanwhile, huge number of scholars have been contributed on current issue significantly for making use of agrarian term. First of all, in the 18th century, Johann Friedrich Mayer conducted experiments on the use of gypsum (hydrated calcium sulphate) as a fertilizer. Mayer conducted agricultural experiments and observed farm work on nearby farms. Doctrine of Gypsum exquisitely as good manure to all natural plants to the fields and meadows, hops and vineyards 1768 he published his findings for the first time in his book he promoted the use of crushed gypsum as fertilization of fields, which he had found in the nearby Waldenburg Hills. He further explained these operations in the 1774 publication *M. Terentius Varro, von der Landwirtschaft*.

On the other hand, John Lawes an English entrepreneur and agricultural scientist. He founded an experimental farm at his home at Rothamsted Manor that

eventually became [Rothamsted Research](#), where he developed a [superphosphate](#) that would mark the beginnings of the [chemical fertilizer](#) industry.

One of the most common yield reducers is because of fertilizer not being applied in slightly higher quantities during transition period, the time it takes the soil to rebuild its aggregates and organic matter. Yields will decrease temporarily because of nitrogen being immobilized in the crop residue, which can take a few months to several years to decompose, depending on the crop's C to N ratio and the local environment.

During classifying agrarian term, we come across a lot of important terms and chose the word “fertilizer” as an example. According to the dictionary of Farlex

fertiliser -

any substance such as manure or a mixture of nitrates used to make soil more fertile  
organic fertilizer - a fertilizer that is derived from animal or vegetable matter;

According to the Collins dictionary **Fertilizer** is a substance such as [solid](#) animal [waste](#) or a [chemical](#) mixture that you [spread](#) on the ground in order to make plants grow more successfully.

*...farming without any purchased chemical, fertilizer or pesticide.*

**According to the Merriam webster Definition of fertilizer**

: one that [fertilizes](#)*specifically* : a substance (such as manure or a chemical mixture) used to make soil more [fertile](#)

Communicating in a foreign language is impossible without mastering vocabulary. It is of special importance in English for Specific Purposes (further ESP) courses as requirements of modern realities force experts to know enough ESP vocabulary to be able to demonstrate their knowledge in their professional sphere.

Teaching agrarian vocabulary especially in ESP courses is becoming a challenge for English Language Teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught in a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for

teaching, and what approach or activities will be used to teach it to the students. Traditional foreign languages like Russian and French are losing their practical use in education in the Republic of Macedonia and English is becoming the primary foreign language. English has been taught in primary schools from the third grade for several years. However, starting from last 2007, it is a required subject from the first grade where the students attend two classes a week. The traditional textbooks have been changed and the students are provided with more modern books that include pictures and focus on language skills. The same situation exists in high schools where the students attend two to four English classes a week. However, the number of students in classes is 30-40 and this is still an issue that should be resolved in the near future.

### **Conclusion**

In conclusion, lexis is a very important part of a language. Teachers' responsibility is to follow different procedures suggested by researchers in this field and try to make the learning of words as easy as possible for the students. I definitely believe that words should not be taught as isolated items but in context for later use in conversation. It has been suggested that the lexical approach is very suitable in teaching ESP vocabulary which is more complex and requires more attention and time to study it because it involves low-frequency words. All in all, teachers should strive to help learners become independent learners and show them there are many vocabulary learning strategies that can be used to learn ESP words. Based on the verbalization, the think-aloud protocol, the participants used different strategies to discover the meaning of unknown words. The most frequently used strategy, was guessing from the context, shows that the participants in this study were good guessers. It seems that the learners use the strategies in a combined way, which is positive for further learning. In order to teach agrarian terms effectively teachers had better connect words in the ESP classes with their life experience that they had undergone. Nevertheless, there were learners who immediately turned to the dictionary without trying to guess the meaning from the

context. These learners should be helped and trained in using guessing from context because it enhances their independence.

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