

DIFFICULTIES OF NON-PHILOLOGICAL STUDENTS IN LEARNING VOCABULARY AND USING RELEVANT TEXTS IN TEACHING ENGLISH

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Abstract: *A comprehensive solution to the practical, educational, educational and developing tasks of learning is possible only when it affects not only the consciousness of students but also penetration into their emotional sphere. It is very important to teach foreign language in higher education institutions that do not specialize in languages, because a foreign language plays an important role in preparing students for full development. It requires them to further develop their skills and abilities, to combine education and upbringing.*

Key words: *non-philological educational institutions, actions strategy, international standards, linguistic information, texts.*

Vocabulary concept and its sections: Lexicology is a branch of the Uzbek language course that studies the vocabulary. The set of all words and phrases in a language is called a lexicon. They make up the vocabulary of the language. Lexicology examines the vocabulary of the language in two ways: internally and externally. The field of internal study of the vocabulary of the language is called semiotics. It explores the meaning of words and phrases in speech. As soon as a word appears in the language, it acquires its form and meaning, expresses the object, event, sign, action in existence. The meaning of a word develops according to different influences and requirements. Thus, semantics examines the semantic properties of words and regular expressions. Another branch of lexicology is called etymology. It explains the historical origin of words and phrases in the language dictionary, the meaningful parts of artificial words and words from other languages. So, etymology analyzes both sides of a word, the inner-semantic side and the outer-sound side.

Lexicology is the study of the current state of the vocabulary from the outside, the various changes in the vocabulary of the language: the level of use of words, the obsolescence of some words (such as secretary, region) , studies the enrichment of language at the expense of new words with the continuous development of science, culture and technology, the changes that occur in the meaning of some words (the phenomenon of semantic migration). Another branch of lexicology is called lexicography. The task of lexicography is to collect words in the language in writing. Lexicography collects words and phrases in certain fields, puts them in a certain order (alphabetically) and publishes them in the form of dictionary books.

Lexicology is directly related to the phonetics and grammar of the language. Phonetics studies the sounds of speech. Vocabulary connects words formed on the basis of these sounds, grammar connects words on the basis of its own rules and prepares language for expression. So, if there is no

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sound, there is no word, and if there is no word, there can be no grammar. It is known that the speaker uses the vocabulary of the language in accordance with its purpose. This means that lexicology is interrelated with methodology. The structure of the dictionary is connected with the history of material and spiritual culture of the peoples speaking this language. Therefore, lexicology is closely related to social sciences such as history, archeology, literature, philosophy. Grammatical forms are incompatible with English and Uzbek, words in the two languages are semantically compatible but different in form, and words in both languages have inconsistencies in meaning and ability to combine. In the passive vocabulary, the words are singular, polysemous, and the word itself is used in the basic and auxiliary, in the literal and figurative senses. the pronunciation similarity of the English words, the similarity of the English words to the words of the native language, although different in meaning, are taken into account in the methodological typology. The teacher can teach students vocabulary, identify and type the difficulties that arise before learning (in some cases and in comparison with the Uzbek language). Then for each type the method, method, ways, exercises are selected.

As a result, the specifics of each word are taken into account, and less time is spent on teaching. It does not use a separate method, path, or exercise for each word, but for each type. For students who are not native English speakers, the decontextualized nature of social studies texts poses frustrating difficulties. These students, known as English-language learners (ELLs), find it extremely challenging to read and comprehend the complex subject-matter texts as they acquire a new language. Social studies texts are more difficult for ELLs than for native English speakers because ELLs have not fully developed their English skills. To learn social studies effectively, students must gain a conceptual understanding of historical events, geographical places, and social positions as the context of textbook reading assignments. However, it is difficult for ELLs to have a conceptual understanding of events and their impact on contemporary society. This understanding is closely connected to the comprehension of social studies textbooks. The challenge of understanding social studies textbooks does not receive sufficient attention.

All in all, the purpose of educational activities: to educate students and develop speaking skills in a foreign language; these goals can be specified depending on the nature of the language material and the types of speech activities. The most important thing we need is to correctly identify the means to achieve this goal, to build a relationship between teacher and student on the basis of mutual respect and to organize the lesson.. The language of instruction is also a matter of debate. When covering and remembering a new topic, it is advisable to explain it in the native language. H. Palmer considers it expedient that 10% of the lessons should be in the native language and the rest should be organized in a foreign language. At the same time, he says, it makes sense for a teacher's speech in the upper grades to be less than a percentage of students' speech. The correct choice and application of lexical material plays an important role in this.

Social studies teachers must provide support for ELLs to make the demanding texts of social studies more comprehensible to students with limited English proficiency. An added dividend is that activities designed to accommodate ELLs often benefit English-proficient students whose reading skills are below grade level. Social studies teachers should not remain passive until ELLs gain full proficiency in English; they can use the concrete strategies outlined in this article. As social studies teachers provide ELLs with comprehensible reading materials that stimulate their intellectual interests and help them develop competence in academic reading, they can assist these students in meeting the challenges they face in their coursework while they are learning English.

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