



IMPROVING GENERAL LEXICAL COMPETENCES OF FUTURE ECONOMICS

Norboyeva Malokhat Khudoyberdiyevna
Lecturer, TSUE, Uzbekistan

Annotation

In this article, future economists are asked to improve their general scientific lexical competence, the language norm is closely related to the issue of speech culture, and taking a strong place among the problems of language theory, students are mainly able to distinguish right from wrong, and economic students are able to use words in foreign languages easily.

Keywords: future economists, speech culture, national language norms, lexical competences, equivalent.

Introduction

Usually, the norm of improving the universal lexical competence of all future economists is accepted as the norm, the tools learned from youth. Therefore, the owners of each dialect, considering their speech to be the most correct, accuse the speakers of other dialects, even the speakers of literary speech, of violating the language norms. However, the universal language is a literary form of speech, and the main condition for acquiring this form is mastering the literary norms of the language. As the speaker assimilates the norms of the literary language into his speech, he always consciously fights against its violation and tries to use it as effectively as possible in his daily life and activities, to express the most subtle and colorful shades of meaning correctly and smoothly.

Summarizing the stated opinions, it can be said that since each national language is composed of a set of norms, the natural or unnatural expression of an idea depends on the extent to which future economics students adhere to these norms, and this issue basically gives the opportunity to draw the following conclusions:

1. Sometimes translators create forms of economic terms that are foreign to the translated language by keeping the original units and components, sentence constructions and word order. This situation leads to an unnatural sounding of the expression, and even in many cases, the intended lexical idea does not reach the students. Because each unit serves for the expression of a certain meaning and stylistic function in its accepted form.





2. As long as a certain meaning and stylistic function is expressed in different languages in a number of cases by means of economic units formed by the combination of components with different semantics, in the process of practical training, functional harmony can be created by considering the association of components accepted as a norm in any language.
3. Violation of the principle of economy in the composition of units, which is considered as the norm of lively literary speech, leads to stylistic insanity.
4. When naming this or that object, peoples are mainly based on various characteristics of this object, due to the independent approach of each nation to this process, the name of the object is composed of words with different semantics or a combination of components in different languages, so that the consideration of the same aspect in the process of translation, the light of normal thought explains.
5. Attempts to restore the functions of the original language by means of literal translation without replacing it with alternative variants of the original language are mostly ineffective. Because these units can perform the intended functions only through their form and lexical contents, these forms and lexical contents cannot create the necessary stylistic effect in other languages.

The Main Part

It is important to take into account the possibilities of coverage and specialization of the economic equivalent units without knowingly replacing them with each other.

As a result of training future economists through the method of improving their general scientific lexical competence, the units that appeared in a foreign language in many cases resonate at the level of digestibility of the language norm and take a strong place in the vocabulary of the language as necessary means of expressing ideas. It allows the compound formed as a result of accurate translation to acquire a natural tone: the compound sounds unnatural to the ear, similar to the distorted form of the unit in the translated language.

In the process of translation of language equivalent units, which differ from each other due to the presence of components that reflect the concepts of life of the peoples they belong to, translators face two different risks:

First, to nationalize the original version by replacing the original language unit component with the translation language unit component;

Secondly, leaving the original component alone, it is not possible to ensure that the stylistic effect intended by the author reaches the readers. The only condition for overcoming these difficulties is for translators to be creative in their responsibilities



and make good use of the achievements of practical work in creating adequate translations.

Conclusion:

Materially accurate translation into languages that do not have equivalents, which arose on the basis of the history, various legends, traditions, religious, political and aesthetic views of the peoples to which they belong, does not give positive results: since the etymology underlying the unity is not understandable to the representatives of the translated language, the resulting compound is unable to convey the original meaning to the readers. Future economists need to improve their universal lexical competence, go through the process of independent learning, different languages used to express certain meanings and lexical functions cause phraseological units to consist of different lexical contents in many cases.

A materially accurate translation of such units from one language to another without converting them using available alternatives rarely yields positive results. Because the absence of a logical-historical basis of the formed economic compounds does not allow them to reflect the intended meaning and functions to the extent that the language norm can digest.

REFERENCES

1. Abbasovna S.M. The importance of listening and understanding in basic foreign language in higher education institutions. International Journal of Psychosocial Rehabilitation. eISSN: 1475-7192
2. Mirqosimova, X. M., & Avlaev, O. U. (2021). THE INTELLECTUAL DYNAMICS OF ADOLESCENTS. Herald pedagogiki. Nauka i Praktyka, 1(2).
3. Avlaev, O. U. (2020). THE ROLE OF SOCIAL INTELLIGENCE IN PERSONAL DEVELOPMENT. In Association with Novateur Publication India's A Multidisciplinary Peer Reviewed Journal, 692-698.
4. Djuraeva, S. N. (2018). Specificity and Features of Application Modern Innovative Technologies Training to Higher Education. Eastern European Scientific Journal, 4, 136-139.
5. Abdullayeva, Marxabo Raxmonkulovna FE'LIY FRAZEMALARNI O'ZBEK TILIDAGI MUQOBIL VARIANTI GURUHLANISHI (AGATA KRISTI ASARLARI TARJIMALARI MISOLIDA) // ORIENSS. 2021. №8. URL: <https://cyberleninka.ru/article/n/fe-liy-frazemalarni-o-zbek-tilidagi-muqobil-varianti-guruhlanishi-agata-kristi-asarlari-tarjimalari-misolida>



6. Marhabo Raxmonkulovna Abdullayeva. Dunyo tilshunosligida “o‘quv lug‘ati” terminining paydo bo‘lishi taxlili. TDSHU G‘arb tillari kafedراسi tomonidan “Language teaching: new approaches and innovations” mavzusida ilmiy-amaliy online konferensiya

Volume1. Issue 1 Pages 50-53

7. Saidova, M. A. (2021). DEVELOPMENT OF STUDENTS'ORAL SPEECH IN GERMAN LANGUAGE WITH THE HELP OF PREZI PROGRAM. Journal of Central Asian Social Studies, 2(01), 75-79.

8. Akramxodjaeva, D., M. Nasretdinova, and M. Abdullayeva. "Translation of national events and concepts in fiction." International Journal of Scientific and Technology Research 9.2 (2020): 2984-2986

9.Saidova Makhsudakhon Abbasovna. (2022). DETERMINE PRAGMATIC COMPETENCE BY LISTENING IN PRACTICAL SESSIONS. Journal of Academic Research and Trends in Educational Sciences, 1(6), 139–142. Retrieved from <http://ijournal.uz/index.php/jartes/article/view/103>

10. Raxmonkulovna, Abdullayeva Marhabo. "Esp/eap o'quvchilarining maxsus lug‘ atga bo'lgan ehtiyojlari.“.” Maxsus va akademik maqsadlarda xorijiy tillarni oqitish: muammolar va istiqbollar” Mavzusidagi Respublika ilmiy-amaliy anjumani materiallari 6 (2023): 15.

11. Норбоева, Малохат Худойбердиевна БЎЛАЖАК ИҚТИСОДЧИЛАРНИ УМУМИЛМИЙ ЛЕКСИК КОМПЕТЕНЦИЯЛАРИНИ ТАКОМИЛЛАШТИРИШ // ORIENSS. 2022. №11. URL: <https://cyberleninka.ru/article/n/b-lazhak-i-tisodchilarni-umumilmiy-leksik-kompetentsiyalarini-takomillashtirish>.

12. Темиров Н. С., Наркабилова Г. П. Проблема культуры общения, коммуникативности и социально-коммуникативной деятельности обучающихся в государственной образовательной политике //традиции и инновации в национальных системах образования. – 2021. – С. 563-567.

13. Темиров Н. С. Социальная зрелость выпускников сельских школ Республики Узбекистан (социолого-педагогический и этнопедагогический аспект). – 1994.

14. TEMIROV N. S. QUESTIONMAKING WITHOUT QUESTIONNAIRE //SOTSIOLOGICHESKIE ISSLEDOVANIYA. – 1992. – №. 12. – С. 104-105.

