

Specific Features of Terms of the Specialty

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Annotation: The article considers about specific features of special terminology. One of the factors that determine the level of professional training of a specialist in any field is the ability to communicate freely in a foreign language. Communicative competence is formed in the process of teaching future specialists to communicate. Terminology is an integral part of professional communication, without which neither reading nor speaking on professional topics can be taught. Knowing the terms and being able to use them in speech determines the level of professional training of today's specialists. Not every word is a term. Therefore, it is necessary to define the term and its limits.

Keywords: special terminology, professional communication, specific features, professional topics, professional training.

It is known that, according to the principles of modern non-philological higher education, it is envisaged to organize the educational process on the basis of a complex of competencies that have a general cultural and professional character and are important in certain fields of activity. These basic competencies play an important role in the respective directions of professional activity of future professionals. According to the requirements of higher education State Standards [21], the mastering of all types of speech activities in a foreign language in a certain professional field is envisaged and defines it as a mandatory result of mastering social and economic sciences. In today's modern conditions, the main task facing students is to master all types of speech activities and professional communication skills based on professional vocabulary.

These requirements for a university graduate are determined by the need to form a high level of professional communicative competence as a future specialist, which, in turn, cannot be achieved without mastering professional terms in a foreign language. Lexical competence in a foreign language is the linguistic basis of professional communicative competence. They can also be considered as a dynamic unit: lexical competence is formed in the process of students' communicative activity, and communicative competence is improved with the development of lexical competence, that is, their formation is dependent on each other.

In order to communicate, it is necessary not only to know the language, but also to be able to use it in psychological, cultural and social processes.

In the process of teaching to read and translate specialized literature, terminology is acquired not productively, but receptively, dialogic possibilities are limited, communication possibilities of future specialists are limited. In the process of speech communication, the study of terminology ensures the

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formation of professionally oriented communicative competence, which consists in developing the ability of non-philology students to carry out professional communication in a foreign language. The effectiveness of the work of a specialist foreign language teacher depends on his knowledge of the necessary language material, his ability to use it in speech, his ability to explain this material and achieve its assimilation by students, on teaching practice, on the theory and history of language didactics, on his terminological and general erudition competence.

Vocational lexical competence is a holistic concept that represents the ability of students to use appropriate lexicon, skills and competencies formed on its basis, and speech experience in various situations related to their future professional activities. The lexical component, as a linguistic part of communicative competence, includes the knowledge, skills and abilities necessary to understand the interlocutor in a foreign language and to create a unique model of the way of speaking in accordance with the goals and situations of communication. This, in turn, requires the basic concepts of linguistics (styles, types, methods of connecting sentences in the text, etc.), text analysis skills and competences, communication skills, that is, knowledge of how to use them correctly in various fields and situations of communication. Communicative competence is the expression of linguistic competence in different situations of speech in accordance with behavioral and social norms and communicative purpose.

Speech (communicative) skills are the leader in the process of formation of communicative competence, which, in turn, include all types of speech activity expressive (expression) and receptive (reception) skills and competencies.

"Professional lexical competence is a holistic concept that represents the ability of students to use the lexicon, the skills and competencies formed on the basis of it, in various situations related to their future professional activities." [20] In our dissertation, we study "professional lexicon" in a broader sense as "lexicon of the language of expertise". Because in the course of their future professional activities, future professionals will encounter not only professionalisms, but also narrow specialty, general scientific terms, lexical units in general use and even phraseological units.

The development of professional lexical competence, in our opinion, implies the acquisition of a foreign language as a professional language. Teaching English as a language of specialization at the Technical University is primarily based on working with scientific texts. Usually, the words in the scientific text are divided into three lexical groups: the lexicon of general consumption, the lexicon of general science and the lexicon of a narrow specialty.

The scope of use of the words contained in the lexicon in general use is not limited to a certain area or type of activity. It forms the basis of the lexical structure of the language. The lexicon in general use includes the names of everyday, cultural, economic, political phenomena and concepts, objects related to various spheres of social life.

Vocabulary in general use is understandable to any native speaker and is used without any restrictions in various fields, including scientific and technical fields. The lexicon of a foreign language in general use is usually learned satisfactorily by students in the early stages of study and does not require additional work in practical classes, except in rare cases.

Terminology related to a narrow specialty reflects the general characteristics of a certain field of work or activity. This terminology is used in all areas of scientific and technical knowledge. The peculiarity of terminology related to a narrow specialty is that they are mainly borrowed from different languages, and the most common ways of translating them are transliteration and copying. It expresses the international character of the terminology and helps in the easy acquisition of scientific and technical texts in English by non-native English students.

Terms related to a narrow specialty are easily assimilated by students, like general lexicon, "due to the concreteness of their meaning and the possibility of establishing many associations in the minds of students." [13; p20.]

General scientific terms are found in various fields of scientific activity and because they are familiar to almost all native speakers, they seem understandable at first glance, but they are more difficult to master for non-English speaking students. The reason for this is that general scientific terms have an abstract meaning and are similar in form to the native language.

In addition, the English teacher may encounter lexical interference in the student's mind. Sometimes the meaning of a term acquired by a student through another non-technical field of study has to be transferred to the meaning used in a scientific and technical text, and this in turn prevents an adequate understanding of the semantics of the text. Mastering professionalism (terms of specialization) should become an integral part of the lexical competence of the future specialist.

Professionalism is the special words that professionals use in everyday life. N.M. Karpukhina describes professionalism as a "secondary meaning" of *tenevye oboznacheniya*, a layer between terms and professional jargon. [7] We can say that professionalism is the "informal" name of special phenomena and concepts related to the profession, also called professional jargon. At the moment, the most actively developing "professional" language can be considered the language of specialists in the field of technology and information and communication technologies.

Undoubtedly, a large part of professionalism is learned when students start their professional career, in the process of work and in the process of communicating with experienced professionals. This is a manifestation of the cognitive-speech process that we mentioned above. But the initial stages of familiarization with the terms occur during university studies. The inclusion of professional words and expressions in the teaching texts allows the future specialist to quickly adapt to the professional environment.

Foreign language teaching at Islam Karimov Tashkent State Technical University (TSTU) is carried out in two stages. In the first stage, students learn knowledge within the socio-cultural, educational and cognitive sphere of everyday communication, and in the second stage, they acquire it within the framework of professional communication.

Special attention should be paid to the formation of lexical competence at the Technical University. This special feature of teaching is important for the implementation of free communication, especially in the professional sphere, in foreign languages.

One of the main tasks of teaching students of technical higher education institutions is to master the meaning and form of new lexical units, as well as to form the ability to actively use them in various speech activities and communication situations.

Knowledge of specialist lexicon not only shows a high level of knowledge of the language, but also the ability to use it in practical professional activities, increases the specialist's competitiveness, his professional mobility (mobility), initiative and the success of social adaptation (adaptation) and self-awareness [2]

According to CIS scientists J.N. Makusheva and M.B. Kovaleva, the essence of vocationally oriented education is manifested in the integration of a person with specialized subjects for the formation of professionally important qualities, in which a foreign language can be considered as a means of improving the professional skills of students and personal and professional development. [10]

In the educational process, teaching vocabulary and optimizing its acquisition has a special place. Modern professional (technical, legal, economic) language contains many ambiguous and compound words, which often consist of industry terminology or words with a general technical meaning, as well as defining compounds (attributivnyx sochetaniy).

Due to the presence of such linguistic phenomena in scientific and popular texts, it is necessary to form appropriate lexical skills and competencies in students. Students should not only recognize vocationally oriented lexicon in texts, but also understand their interpretation and master them sufficiently in order to use them in oral and written communication in the future.

Any specialist, within the framework of his profession, necessarily interacts with others, exchanges information. In such a process, when communication becomes important as the main activity in the professional sphere, communicative competence forms the basis of education.

In the process of professional communication, a specialist's work with professional documents in a foreign language, exchange of information with other people, ability to freely express his opinion in public, managerial ability, initiative in planning and decision-making all determine the level of his communicative competence. [4]

From the point of view of modern communication, the main thing in the process of communication is that two interlocutors can express the goal of communication and achieve this goal.

But from our work experience, it became clear that most of our specialists face many difficulties in the process of professional communication. The main reason for this is that they do not know enough about the legal rules of business negotiations and conversations, the culture of dealings and, most importantly, the terms related to the industry. This is a sign that the lexical competence of future specialists is not well developed.

Lexical competence is a type of competence that is part of communicative competence. Communicative competence is the result of acquired knowledge, skills and abilities, which expresses the level of the student's ability and readiness to carry out domestic and professional communication. [14]

According to Methodist and sociolinguistic scientists, communicative competence is not an innate talent, but a complex of social communicative experience, talent, opportunity and knowledge, which is accumulated as a result of human interaction with the social process. [5; p.5]

The components of communicative competence are closely related to each other, and it is even difficult to distinguish them from each other. Providing complete information on the components of communicative competence is not within the scope of our research work, therefore, we found it necessary to dwell a little on linguistic competence, which is one of its main components.

Linguistic competence is a term recognized by almost all research scientists and includes the internal system of language; social rules of language use within a certain linguistic association; covers the discursive rules of reasoning. However, most scholars define linguistic competence as the mastery of phonetic, lexical, grammatical, and models of the language that enable one to perceive and think in that language. [22]

Since language is the main means of communication, linguistic competence plays an important role in teaching a foreign language. In our dissertation, we want to think in detail about lexical competence, which is part of linguistic competence, which is one of the most important components of communicative competence.

Lexical competence is a set of lexical knowledge, skills and abilities that determine the students' ability to determine the contextual meaning of a word, compare its meaning in two languages, and use the word in the appropriate context. In other words, lexical competence includes students' organization of actions aimed at mastering lexis, that is, knowledge of the meaning, graphic design and pronunciation of lexical units, grammatical forms and rules of words, and their combination with other lexical units. According to this definition, the concept of "lexical competence" cannot be said to be complete if it covers only lexical knowledge, skills and abilities. Because lexical competence is a complex structure, it should include students' language, speech experience, and personal qualities. [18]

Lexical competence is the student's ability to determine the meaning of the word in the context, to be able to use the word in oral and written speech. It should be noted that lexical competence also includes knowledge about the studied language system and norms, which ensures their later use in practice, that is, in speech. Lexical competence is based on lexical skills and abilities. Lexical competence and skills include knowledge of the word as the most important unit of language, its forms, meanings and uses. E.N. Solovova defines lexical skills and abilities as follows:

1. The ability to immediately recall a word in memory depending on a specific speech task;
2. Inserting it into the speech chain. [19; p. 88]

Lexical competence includes the following components: motivational, cognitive, active-practical (deyatelnostno-prakticheskiy) and reflexive. Cognitive basis in the learning process:

- helps to successfully master language units;
- allows to express the thought in the studied language;
- allows to correctly perceive and evaluate the opinions of other participants in communication processes [16]

Formation of lexical competence in a foreign language is one of the important ways of improving the quality of language learning of students. The lexical component is a component of both expressive and receptive types of speech activity. If students have mastered the lexical material of their specialty or, more importantly, learned to master it and can use it in various professional situations, then we can confidently say that students have acquired both lexical knowledge and skills in all types of speech activity. In order to achieve a high level of formation of lexical competence in students of non-philological universities, it is necessary to ensure the sequence of the appropriate stages of its formation during the educational process and to carry out work on its organization. In this case, it is necessary to take into account the linguistic characteristics of the lexical material being studied, as well as to take into account the knowledge, speech thinking and educational activities of the students. [21]

If we conclude from the above opinions of Methodist scientists, lexical competence is the ability to know the vocabulary of the language, including lexical units, and to be able to use them in speech. We can include words, word combinations, terms and terminological combinations, stable combinations, and phraseological units in lexical units.

Also, lexical competence means a person's ability to determine the contextual meaning of a word with the help of lexical knowledge, skills, competence, linguistic and speech experience, to compare the meaning of a word in two languages, to understand its structure. In addition to this, the student's ability to understand the specific nationality in the meaning of the word is also understood.

Lexical knowledge ensures the successful acquisition of all types of speech activity. Lexical knowledge means not only a set of linguistic information about a word in a foreign language, but also certain knowledge about working with words.

The role of specialized terminology in the formation and development of lexical competence is incomparable. Specialized literature serves as the basis of professional lexicon and defines the terms that should be mastered by students within a certain specialty. [23] Specialized terminology forms the lexical core of the language in any field of knowledge. Therefore, methodologists consider the study of specialized terminology as a basis for the formation of professional communicative competence of future specialists, as one of the main tasks of teaching a foreign language in non-philological universities. [11]

Accordingly, the development of a new methodology that ensures successful mastering of foreign language terminology related to their professional fields in practice is of urgent importance.

Within the current modern competent approach to teaching a foreign language, the teaching of terminology should first of all be focused on the formation of lexical skills aimed at engaging in professional communication in a foreign language. The issue of the formation of speaking skills and skills is considered one of the main concepts of the foreign language teaching methodology, which determines the level of formation of communicative competence in a foreign language and the level of readiness to use a foreign language as a language of communication. Despite the fact that the formation and development of speech skills is the focus of attention of many scientists [17], some problems have not yet been solved. This, in turn, requires the reform of the methodology of professional lexical competence and skill development in foreign language teaching. [24]

Among these are the issues of developing lexical competence based on the field terms that we aim at in this work.

As we noted above, field terms are of great scientific importance in the development of lexical competence. In order to clearly perceive this or that phenomenon in nature or society, it is necessary to know its name - that is, the term. The correct interpretation of terms helps us to get deeper into one or another special field of knowledge, while the wrong interpretation of terms or the inappropriate use of terms only takes us away from science and closes the access to science. [12]

In the middle of the 20th century, the issue of the term began to take a place in the center of attention of the discussions of scientists. By now, the original essence of the term, its difference from words and concepts, has been clearly formulated.

Word and concept are closely related. A word is a form of expressing a concept. The concept is formed, expressed and reinforced in the human mind with the help of words and word combinations. If the object is expressed through words in the speech, it finds its expression through the concept within the framework of thinking. The term is considered a form of concept. The main feature of the term is that it is associated with a specific thing or event. The term exists in scientific language and forms the basis of any professional speech. A term (Lat. Terminus – limit, limit) is a language sign (word and phrase), a word or phrase in a static state, related to a special concept, phenomenon or object, which expresses a specific meaning when taken out of context. [25]

In order to interpret the term, it is necessary to determine the following semantic and linguistic requirements: accuracy, avoidance of ambiguity, proportionality to the concept it represents, consistency, exclusion of the presence of contradictory features in the definition, conciseness, compliance with linguistic norms, etc.

Z.I. According to Komarova, there is no other multi-logical or ambiguous unit like the term in science, and a universally accepted definition of the term has not yet been accepted. [8]

According to Savenkova, none of the definitions given to the concept of the term can reveal its true nature. Researchers use the term on the basis of ready-made definitions suitable for the scope of their research work. [17; p. 36] Linguist V. According to Leychik [9], the unsatisfactoriness of most definitions is due to the desire to combine the various signs of the term based on the research of different disciplines, because the term is considered the object of study of philosophy, logic, computer science, linguistics and other disciplines, and each discipline separates the signs that are important from its point of view. tends to show. Since there is no generally accepted definition in this sense, each researcher is writing his own working definition and explanation. [1] "... As long as there is no unified view on the definition of the term, which is considered an important and main issue of terminology, this issue does not lose its relevance." [3; p. 23]

A term is a word or phrase denoting the concept of a special field of knowledge or activity. A term enters the general lexical system of a language only through a specific terminological system (terminology). Specific features include: 1) consistency; 2) the presence of a definition; 3) a tendency towards unambiguity within its own terminological field; 4) stylistic neutrality; 5) lack of expression. The term implements all these properties within the terminological field, outside of which its definitive and systemic characteristics are lost.

Terms are the semantic core of a special language and convey the main content information. The top is made up of general scientific terms intended to express categories and concepts that are fundamentally and productively applied in all areas of scientific knowledge: system, function, model, paradigm, structure, information, control, adaptation, method, factor, etc. Being part of the universal means of expression, general scientific terms not only do not lose, but, on the contrary, require concretization when they are used in specific areas of knowledge: social information, genetic information, measurement information, scientific and technical information, etc.

Highly specialized terminology is the most representative layer of special terms that name realities, concepts, categories specific to each branch of knowledge. Highly specialized terms form special groups of terms that 1) name the field of activity, which will include the names of scientific disciplines, branches of technology, the name of the problems solved by science, production technology, etc.: macroeconomics, microeconomics; 2) name the object of activity: economy; 3) name the subject of activity: economist, financier, accountant, auditor; 4) name the means of activity: methods, measurements, design; 5) name the products of activity: credit, loan.

The norm in terminology is the requirement for the correct formation and use of the term. The processes of norm formation are not spontaneous, but conscious processes controlled by linguists and terminologists. Normative requirements for the term were formulated by the founder of Russian terminology D.S. Lote. These requirements include:

- 1) Fixed content - consists in a limited, clearly formulated content of the term within a certain terminological system in a specific period of development of scientific knowledge;
- 2) Accuracy of the term - clarity, limited meaning, which is due to the fact that the concept has its own boundaries, established with the help of the definition of the term (the definition has the necessary and sufficient features of the designated concept), the term should also reflect the features by which one concept can be distinguished from another;
- 3) Unambiguity of the term - the term should not be ambiguous;

- 4) The term should not have synonyms - in science, synonymy is usually understood as the phenomenon of doubleness (suffix, postfix). There are no relations between doublets that organize a synonymous series, there are no emotional-expressive, stylistic or tint oppositions. They are identical with each other; each of them refers directly to the signified.
- 5) The term must be systematic - systematic is based on the classification of concepts, on the basis of which the necessary and sufficient features included in the term are distinguished, after which words and their parts (them in elements) are selected to designate the term.
- 6) Brevity of the term - here there is a contradiction between the desire for the accuracy of the term system and for the brevity of the term. Therefore, it is necessary to resort to the formation of a short version of the term. A short version is an abbreviated, but functionally equivalent, secondary sign of the terminating concept. The reduction occurs with the help of abbreviation, symbolism, the omission of a word in a phrase.
- 7) The degree of implementation of the term - is characterized by its general understanding or common use.
- 8) The modernity of the term - is implemented by displacing obsolete terms from use, replacing them with new ones.
- 9) Internationality of terms - reflects the need to reconcile the requirement of scientific accuracy and practical brevity.
- 10) The euphony of the term has two aspects: ease of pronunciation and proper euphony. The term should not cause negative associations outside of highly specialized usage.

So, to conclude from the above, a term is a word or a combination of words that expresses a concept related to a specific field of knowledge or activity. The term is included in the general lexical structure of the language through a certain terminological system (terminology) and has the following specific features: 1) systematicity (sistemnost); 2) existence of an explanation (definition); 3) ambiguity; 4) freedom from expressiveness and emotionality; 5) neutrality. All these features of the term are reflected within a certain terminological field, and outside of it, the term's accuracy and systematic features are lost.

Terminology, as a field that studies terms, is a subsystem (subsystem) of the literary language, a structure of words and phrases expressing semantic meaning and concrete realities related to special fields of knowledge and activity, which serves to complement this structure and does not exist in isolation from it. The emergence, formation and use of terminology in speech is related to the direct reflection of reality in the process of cognitive and practical activity and the development of scientific theory and practice.

One of the tasks of modern professional education is to master the language of this profession. Terminology performs several tasks in the formation of a student as an expert, and this is divided into several stages. The stage of professional training, in which terminology appears as a source of knowledge and a means of acquiring professional experience, serves as a tool of professional communication during the period of professional activity, and by filling and updating it, serves as the theoretical basis of professional growth of a specialist.

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