Essentials of Teaching Terms of a Specific Field to Students of Non–Linguistic Universities

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Abstract

The technology of teaching English to students of non–linguistic universities is a sequence of processes, operations and teaching methods that form a holistic methodological system, which leads to the formation of professional and communicative competence of the future specialist in a foreign language to achieve educational goals guaranteed to be implemented in teaching practice. The given article discusses the problems of teaching field terms to learners, whose major is not linguistics. The importance of authentic texts in the process of teaching terms of specific fields to students of non–linguistic universities is also discussed in the article.

Keywords: *Specific Field Terms; Student, Communicative Competence; Teach; Non–Linguistic Higher Educational Institutions; Target Language; Interpretation of Terms; Native Language; Linguodidactics; Communicative Approach; Holistic Methodological System; Professional Competence; Foreign Language; Authentic Texts*

Introduction

In the second half of the 20th century, there were some similar features in the development of psychological, pedagogical, linguistic and linguodidactic theory in the whole world, in the Republic of Uzbekistan in particular. This was primarily due to the general humanistic approach to education, the orientation of education to the personality of learners and the usage of communicative approach to teaching foreign languages.

The lexical composition of the English and Uzbek languages is constantly changing–new words and phrases appear, in parallel with this, many words emerge from active use and become archaisms. During the period of rapid economic, technical, and political development of society, research on language changes plays a big role, which is primarily a qualitative indicator of various transformations in society. At the moment, the overwhelming majority of languages are experiencing the phenomenon of "neologic boom", English and Uzbek languages are no exception [5, 341]. Respectively, the same can be told concerning the emergence of new terms as a result of technological boom, globalization and some other extra linguistics factors.

Main Part

Improving the quality of teaching English in non–linguistic universities is directly related to the following factors: increased need for highly qualified specialists of a new generation who speak English; level of English proficiency among freshmen and sophomore students enrolled in non–linguistic universities; students' acquiring communicative competencies regarding knowledge of a foreign language; insufficient educational literature aimed at ensuring the educational and methodological individuality of students in mastering communicative competencies related to knowledge of a foreign language, etc.

Contextual and professionally oriented education in non–linguistic universities is reflected as generally accepted areas of teaching English. As the main concept of professionally oriented education, the context in which education is presented in the form of a system in the form of a text is of great importance in the formation of language training in connection with the future specialty of learners. At the same time, tasks related to the assimilation of educational information, problem situations are systematized in connection with future professional activities. It provides a personal understanding of the educational process, as the main goal, creates the possibility of targeted orientation from the educational process to work, close to the characteristics of a single, that is, future professional activity [10, 25].

The main goal of teaching a foreign language is the formation of communicative competence. A professional foreign language or a foreign language for special purposes solves professionally oriented communicative tasks. Such problems cannot be solved without knowing the terminology of the learners' majors.

The process of teaching foreign languages in non–linguistic higher education institutions (i.e. higher education institution, where the foreign (English) language is not a specialized one) first of all reflects the history and the process of changing approaches and priorities to teaching foreign (English) language in search of the most effective and acceptable scientific and methodical activity. However, this process of teaching foreign language (English) in higher education institutions should be considered in the broad context of what is happening on the world stage in general and in the field of vocational education in particular, as the need for modernization and improvement is due to the need to adapt the higher education system to the socio–economic needs of society [1, 482].

Methods of teaching English terminology in a foreign language course in non–linguistic universities, first of all, methods for teaching the perception of information. The implementation of information perception is carried out by studying the perception of textual information. For students, textual information in the course on the subject "foreign language", as a new source of information, are real texts of a particular specialty. Students of non–linguistic universities, as professionals, should form an analytical attitude to the accepted textual information. At the same time, future specialists should be able to quickly assess the importance of the source of the text and be well versed in viewing texts in order to quickly determine the terms of the specialty, to find out the meaning of the terms used in the text, to find information related to it. To identify terms in English, information can be expressed both with real texts from magazines and with real texts presented as listening to undergraduate students at such universities.

Results and Discussions

It should be noted that grammar is learned in the process of speaking and communicating in a foreign language. Those educated according to this principle first learn and memorize language formulas and phrases, and only then analyze the grammatical errors found in memorized phrases. The name itself indicates that communication practice occupies a special place in communicative methodology.

Communicative techniques are aimed at the formation of skills and competencies of speaking a foreign language [8, 49].

In the perception of text information, it is possible to distinguish four stages of using text information to identify language terms for special purposes, which can then be implemented in the field of professional communication in the lessons of teaching dialogical and monological speech.

1. Review the actual text. Listening to an authentic text. At this stage, acquaintance with the text, the identification of the terms of a particular specialty in the text is carried out;
2. Professional interpretation of terms. At this stage, it is necessary to associate the term with an explanatory dictionary, determine the phenomenon of polysemy, intra–and inter–network synonymy, and antonymy of terms;
3. In the process of working with the text, drawing up its own dictionary of language terms for special purposes;
4. The use of a dictionary of one's native language terms for special purposes in cases of professional communication in the lessons of teaching dialogical and monological speech.

The proposed methodology for teaching language terminology for special purposes is based on the associative–reflexive theory of education, the main purpose of which is to memorize what is being studied, which plays a large role in the study of foreign languages. To memorize terms, it is necessary to reinforce the connection between the two associations–the term and the concept it defines–the definition. As a result of this, so that memorization does not become mechanical and thoughtless, a teacher is to teach students to actively use the terms in the dictionary that they have compiled, that is, perform a number of training exercises, and then move on to dialogical and monological speech.

Exercises before working with the selected text, as a rule, are aimed at preparing for the perception of a special vocabulary and activating grammatical skills. At this stage, visualization encourages the activation of existing lexical and grammatical skills of unprepared speech: students are shown photos, slides or videos that are thematically linked to the original text. The teacher asks leading questions that lead students to the topic of the text. In addition, students are presented with relevant information of cultural significance about the country of the language under study, which is directly related to the text under study. At the next stage, students name words that are known to them on this topic. This allows the teacher to identify lexical and grammatical phenomena that are not in the active reserve of students and to familiarize students with the basic vocabulary on the topic of the text in advance. At this stage, the teacher uses tasks for associating words with their definition, choosing synonyms or antonyms, word formation, and phonetic exercises.

As training exercises within the framework of the communicative approach, the following can be proposed: choose synonyms/antonyms for the given term; express definitions of terms; place terms according to a specific symbol or principle; define a term that does not correspond to this semantic group; reverse translation of the term from English into Uzbek and vice versa; asking questions for the terms highlighted in the sentence; writing questions in which the terms given may be the answer; finish the given sentences by using the given terms; combining scattered parts of a sentence into a coherent text; review the following statements and express your point of view on this issue; finish sentences from the left column using the sentence parts in the right column; make your own sentences with new terms; combine some groups of terms into a small monological statement.

It is important to ensure that there is meaning in performing all types of exercises. The category of meaning is based on the real needs of students, their interests, real or possible context of activities [9, 78].

Terminology acquires the status of a knowledge management tool as a means of teaching a specialist language during the development of modern information technology. Terms, as a reflection of

the concepts of a particular specialty, provide information mutual understanding and professional communication of specialists of an international level.

Modern growth trends the qualities of higher education are based on competency–based approaches; the identification of complex training is a field of future graduate activity that can solve today's problems in any situation. Organization of work on a foreign language with students, students in technical specialties face certain difficulties, the humanities are secondary, since they are accepted by the main classes. In this regard, before the teacher performs the task of showing the importance of linguistic education young researcher, future engineer. One of the main areas is the formation of high motivation for learning a foreign language, work on the terminological base in the specialty. Organization of student activities in foreign language classes, the teacher shows the importance of careful selection of terms for characteristics.

Possible phenomena for the basis of thoughtful consideration of certain linguistic features set of lexemes, which are structural units of speech phonetically and/or graphically to convey tilde and meanings [2, 371].

When describing research topics, scientists believe that phenomena are specially developed vocabularies (in English lessons, the language is aimed at understanding this word, which, in fact, is an observation paper derived from the English word vocabulary, that is, "dictionary, list of words and their specific meaning is the subject"), this or another area of human activity (oil and gas development, geology, cryogenics, etc.). A thesaurus with vocabularies is often mentioned together (a list of words with explanations on a specific topic). The term comes from the Greek word θησαυρός, what "treasure" means, for the researcher this is so, because in fact, Archie is needed in describing the phenomena described and the discoveries made [3, 86].

Often when describing what is being studied, phenomena are very useful and dictionaries, from which the given word comes Latin *glossarium*, that is, "set gloss" (from ancient Greek *γλσσσα*–language, speech), which means a foreign word with an incomprehensible meaning, given an explanation or in a word located directly in the text or above/below. Thus, dictionaries are messengers of dictionaries, they appeared in the form of foreign and/or lists of little–known or simply incomprehensible words with their explanations. In the absence of typography (until the mid–15th century) dictionaries had a handwritten appearance, often all Greek and Latin pamphlets. Nevertheless, the earliest glosses are mi and date from the 25th century BC.

Today, a dictionary is often a dictionary of terms with reviews and examples of a narrow specialty in a particular field [8, 151]. Foreign language classes in non–linguistics universities students often have their own vocabulary when working with technical text, that is, a list of frequently used phrases.

It is necessary to develop explanatory skills that characterize concepts whose name in a foreign language is unknown. The formation of the ability to work without unfamiliar words in the practice of spontaneous communication is also one of the main communicative skills, the insufficient development of which does not allow the successful implementation of communication in a foreign language. An effective type of task is crosswords, where each of the two options contains half of the filled cells, and students must identify the vocabulary available to each other on their cards so that they can guess and complete the missing words to their opponents.

The concluding stage of working with an authentic text can be tasks aimed at developing writing skills. Written assignments are an effective activity, since they require an activist from their requirements and are performed independently. Such assignments are represented by a wide range of text, from simple criticism of the content of the original sources to essay writing [4, 118].

In the context of natural work, specialists must quickly determine whether the text has value for professional activities. To develop the ability to actively work with original texts, teachers also attract translation. Translation of unfamiliar text from a sheet with the transmission of the main content of the paragraph [7, 71] develops skills to guess the meaning of a word unfamiliar in context.

At the next stage, teachers use tasks that develop the skills of general, partial and complete understanding of the information contained in the actual text. These can be, for example, tasks for organizing paragraphs that reflect the main content; identifying correct and incorrect statements by the content of the text; tasks for searching for detailed information, etc.

Conclusion

With students, our pedagogical practice shows that young scientists often do not see the difference between the words, concept and term, use their word forms interchangeably, because do not understand their semantic difference. This led to the need for foreign language classes to focus their attention on some aspects of linguistics. We indicate that the word is a structural linguistic unit that has a meaning in itself, and this is very important, since not every set of voices it can be a word, since it has a certain meaning, the main quality, that is, the concept. In addition, it is possible demonstrate reality to students, what needs to be done to define certain phenomena several words are used (for example, "higher education"), the concept of which does not correspond to a simple sum of meanings so that students of a Technical University independently conclude each component in this phrase, that words and concepts are not identical to each other. The same is confirmed only by linguistic categories: the presence of a classification of words by meaning (for example, paronyms, synonyms, homonyms, antonyms, etc.), tasks are often offered in the classroom: choose synonyms/antonyms to those presented words, etc.

The concept reflects the object and is surrounded by a word / word, if we talk about the field of scientific activity, then not only in the word, but in the term (from the Latin term, that is, "border"). Often the definition of the term is given on the basis of the translation of this Latin word–border, that is, the separation of one specific concept from another in a certain area of activity expressed through a linguistic form.

As those people, who are witnessing the age of advanced technologies, we have an inexhaustible stock of original sources of information in almost all living languages. Real materials that represent real speech activity should be actively involved in the educational process. As practice shows, non–adapted materials encourage success in the study of the chosen specialty and a foreign language, since they encourage students to be interested not so long, but because of their natural content. The task of the teacher is to ensure the presentation of the original text and organize effective tasks that develop the speech skills and skills necessary in the future professional communication of students.

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